

Whitehill Junior School History Curriculum Overview and information 2020

Our aim is for pupils to gain an increasingly mature and informed historical perspective of their world. We will achieve this by building their historical knowledge (of Britain and the wider world), as well as developing their understanding of the big ideas and processes in history (listed in point 4 below). As well as learning about dates and events, there is also emphasis placed upon how we learn about the past, what reasons people had for the way they acted, how to gather information from various sources and how to extract information from pictures, artefacts and museum visits. We learn about chronology and include a variety of historical periods in our studies. Our studies will include in-depth and overview looks at areas of history (British and that of the wider world) with links made between periods.

History is taught throughout the school, where possible as an integrated subject within the IPC (International Primary Curriculum), but some units will be taught discretely to fulfil the requirements of the National Curriculum. Although the outline below lists knowledge and understanding separately from skills, we recognise that these need to be carefully blended in planning and teaching.

The National Curriculum set out the following aims for history:

1. know and understand the history of these islands as a coherent, **chronological** narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
2. know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
3. gain and deploy a **historically grounded understanding of abstract terms** such as 'empire', 'civilisation', 'parliament' and 'peasantry'
4. understand **historical concepts** such as **continuity and change**, **cause and consequence**, **similarity**, **difference** and **significance**, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and **create their own structured accounts**, including written narratives and analyses
5. understand the methods of **historical enquiry**, including how **evidence** is used rigorously to make historical claims, and discern how and why contrasting arguments and **interpretations** of the past have been constructed
6. gain **historical perspective** by placing their growing knowledge into different contexts: understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales

	Pupils will learn about	Pupils will ask and answer enquiry questions such as	Pupils will learn to
<p><i>Y3 Learning is linked to the topics: Rainforests Do You Live Around Here? – Habitats</i></p>	<p>Changes in Britain from Stone Age to Iron Age</p> <p>non-European society that provides contrast with British history:</p>	<ul style="list-style-type: none"> • What was life like for late Neolithic hunter-gatherers and early farmers e.g. Skara Brae? How do we know? • How important was religion to the Bronze Age people? How do we know? • In what ways were late Neolithic people advanced? • How was life different (to previous periods SA etc) in the Iron Age? • In what ways can we see aspects of Mayan civilization AD 900 in today's Britain? • How did Mayans measure time? • What do we have to thank the Mayans for? • To what extent can we trace issues of deforestation to Mayan era? 	<ul style="list-style-type: none"> • Develop chronologically secure knowledge of history • Establish clear narratives within and across periods studied • Note connections, contrasts and trends over time • Develop the appropriate use of historical terms • Understand how sources can be used to pose and answer a range of historical questions • Construct informed responses by selecting and organising relevant historical information
<p><i>Y4 Learning is linked to Active Earth</i></p>	<p>The Roman Empire and its impact on Britain</p> <p>Britain's settlement by Anglo-Saxons and Scots</p> <p>A local history study</p>	<ul style="list-style-type: none"> • Why did the Romans want to invade Britain and how successful were they? • What is Hadrian's Wall and why was it built? • How welcome were the Romans? • What did the Romans do for us? • Why did the Romans leave Britain? • What happened to the Picts? Why do people speak Gaelic in Scotland and Ireland? • Why did the Anglo-Saxons invade Britain? • How did the Anglo-Saxon settlement influence Britain? • How do we know? • What was life like in Hitchin before the railway? • Why did the railway come to Hitchin? Why not somewhere else e.g. Letchworth? • Why is the railway located where it is? • What changes did it bring? • 	<ul style="list-style-type: none"> • Develop chronologically secure knowledge of history • Establish clear narratives within and across periods studied • Note connections, contrasts and trends over time • Develop the appropriate use of historical terms • Understand how sources can be used to pose and answer a range of historical questions • Construct informed responses by selecting and organising relevant historical information •

	Pupils will learn about	• Pupils will ask and answer enquiry questions such as	Pupils will learn to
<i>Y5 Learning is linked to the topics: Fit for Life and The Great and the Bold</i>	<p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <p>Ancient Greece - A study of Greek life and achievements and their influence on the western world</p>	<ul style="list-style-type: none"> • Who were the Anglo-Saxons and Vikings? • Did the Anglo-Saxons and Vikings live in harmony? • Who ruled during the Anglo-Saxon and Viking struggle for the kingdom of England? • What was the significance of Danegald? • What does the position about Anglo Saxon and Viking names tell us about their invasion and influence? • What happened in 1066 and why was it important? • How are groups of invaders and settlers similar/different? • How can we find out about the Ancient Greeks? • Can I compare Greeks with other ancient civilisations? • What was 'great' about Alexander? • How have the ancient Greeks influenced our lives today? 	<ul style="list-style-type: none"> • Develop chronologically secure knowledge of history • Establish clear narratives within and across periods studied • Note connections, contrasts and trends over time • Develop the appropriate use of historical terms • Regularly address and sometimes devise historically valid questions about change, similarities and differences, cause and significance • Understand how knowledge of the past is constructed from a range of sources • Construct informed responses by selecting and organising relevant historical information • Understand that different versions of the past may exist, giving some reasons for this
<i>Y6 Learning is linked to the topics: Rivers and Time Tunnel</i>	<p>A study of a theme in British history that extends pupils' chronological knowledge beyond 1066: Waterloo and the Age of Revolutions</p> <p>The achievements of the earliest civilisations - Ancient Egypt</p>	<ul style="list-style-type: none"> • What was Britain's situation in this 'Age of Revolutions'? • What do these varied sources tell us about the significance of these events both then and now? • What are the similarities and differences between the cause and effect of the French, Russian and American revolutions • How did ancient people have the time and resources to build the pyramids? And why did they? • What were their gods and religious rituals? How do we know? • What does the snake represent on the headpiece of Tutankhamun? • Why was Pharaoh Akhenaten (Amenhotep IV) only discovered to be a ruler in ancient Egypt in about 1890? Why was his name struck from all the monuments made after 1351–1334 BC? • How does what we know about rivers help us to understand the significance of the Nile • How did people of the Nile live? How do we know? 	<ul style="list-style-type: none"> • Develop chronologically secure knowledge of history • Establish clear narratives within and across periods studied • Note connections, contrasts and trends over time • Develop the appropriate use of historical terms • Regularly address and sometimes devise historically valid questions about change, similarities and differences, cause and significance • Understand how knowledge of the past is constructed from a range of sources • Construct informed responses by selecting and organising relevant historical information • Understand that different versions of the past may exist, giving some reasons for this