



History Curriculum Overview

At Winslow CE School our History curriculum will enable pupils to develop:

- An excellent knowledge and understanding of people, events, and contexts from a range of historical periods and of historical concepts and processes.
- The ability to think critically about history and communicate ideas very confidently in styles appropriate to a range of audiences.
- The ability to consistently support, evaluate and challenge their own and others' views using detailed, appropriate and accurate historical evidence derived from a range of sources.
- The ability to think, reflect, debate, discuss and evaluate the past, formulating and refining questions and lines of enquiry.
- A passion for history and an enthusiastic engagement in learning, which develops their sense of curiosity about the past and their understanding of how and why people interpret the past in different ways.
- A respect for historical evidence and the ability to make robust and critical use of it to support their explanations and judgments.
- A desire to embrace challenging activities, including opportunities to undertake high-quality research across a range of history topics.

INVESTIGATE AND
INTERPRET THE
PAST

BUILD AN
OVERVIEW OF
WORLD HISTORY

UNDERSTAND
CHRONOLOGY

COMMUNICATE
HISTORICALLY

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| | Autumn | Spring | Summer |
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| Year 1 | Not studied/Where do we live?: | Roald Dahl: When was he a boy? What was life like? Identify WWI & WWII on timeline. Compare with life now. X link English writing | Seaside: What was seaside like in Roald Dahl's childhood? 1916, use postcards as evidence, what is different to now? What is seaside like in Australia? X link Geography. |
| Year 2 | Explorers: X link Geography – continents etc. Timeline – who was monarch? Christopher Colombus – where, why? Why not Australia? Reasons. Neil Armstrong – compare change in society. | Not studied/Australia: | Great Fire of London: Timeline – who was monarch? What was life like? Researching reasons and effects, key figures – Samuel Pepys. Diary as evidence – reliability? |
| Year 3 | Stone Age to Iron Age: Timeline – in chronological context with KS1. Life, homes, technology and settlements; time periods and key developments for each. | Not studied/Where in the World – mapping: | What happened in Winslow since 1880?: Who was monarch? What key events have happened in 150 years. Timeline. What was it like on High St? Range of sources, reliability, evaluate; what has changed? Land use map, sketching, compare. Use census records. Describe differences – use range of sources; evaluate. |
| Year 4 | Ancient Egyptians: Build chronology, what else was happening in the world? Examine life, technology and the Pyramids of Giza; Kings, Queens and Gods. | Not studied/Mountains and Volcanoes: | Romans: Build chronology, what else was happening? Life, technology advancements, Emperors and Empresses. Gods, legacy. X link Geography – Empire vs original 'region'. |
| Year 5 | Saxons & Vikings: Build chronology, key events timeline/ Explore Saxon kingdoms and reasons for settling, village life and entertainment; | Not studied/Waterworld USA: | Victorians: What was Winslow like in Victorian times? Build chronology, who was monarch? Key events. Life for child; changing landscape – industry; workhouse – sources, evidence |

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| | explore Viking reasons for settling; Viking Gods and Goddesses. | | and reliability – abolition. What else was happening in the world? |
| Year 6 | <p>WWI & WWII: Build chronology, key events. Life in WWII, evacuees; what is propaganda; reliability of evidence; chart main changes, map battles – understand impact; rationing. Life for an evacuee and reasons for evacuation; Battle of Britain. Learn of the Holocaust.</p> | <p>Not studied/Rainforests: Change in rainforests and reasons – timescale.</p> | <p>Mayan Civilisation: Build chronology, what else was happening in the world? Who were they? Life, social structure, warriors. Gods and Goddesses, temples, sacrifice. X link Geography Chocolate.</p> |

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| Threshold Concept | Year 1 and Year 2 | Year 3 and Year 4 | Year 5 and Year 6 |
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| | Beginning, Developing, Secure (+) | Beginning, Developing, Secure (+) | Beginning, Developing, Secure (+) |
| Investigate and interpret the past | <ul style="list-style-type: none"> • Observe or handle evidence to ask questions and find answers to questions about the past. • Ask questions such as: What was it like for people? What happened? How long ago? • Use artefacts, pictures, stories, online sources and databases to find out about the past. • Identify some of the different ways the past has been represented. | <ul style="list-style-type: none"> • Use evidence to ask questions and find answers to questions about the past. • Suggest suitable sources of evidence for historical enquiries. • Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. • Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. • Suggest causes and consequences of some of the main events and changes in history. | <ul style="list-style-type: none"> • Use sources of evidence to deduce information about the past. • Select suitable sources of evidence, giving reasons for choices. • Use sources of information to form testable hypotheses about the past. • Seek out and analyse a wide range of evidence in order to justify claims about the past. • Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. • Understand that no single source of evidence gives the full answer to questions about the past. • Refine lines of enquiry as appropriate. |
| Build an overview of world history | <ul style="list-style-type: none"> • Describe historical events. • Describe significant people from the past. • Recognise that there are reasons why people in the past acted as they did | <ul style="list-style-type: none"> • Describe changes that have happened in the locality of the school throughout history. • Give a broad overview of life in Britain from ancient until medieval times. • Within a given structure, compare some of the times studied with those of other areas of interest around the world. • Begin to describe the social, ethnic, cultural or religious diversity of past society. | <ul style="list-style-type: none"> • Identify continuity and change in the history of the locality of the school. • Give a broad overview of life in Britain from medieval until the middle of the 19th Century. • Compare some of the times studied with those of the other areas of interest around the world. • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including ideas, beliefs, |

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| | | <ul style="list-style-type: none"> • With some support, describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. | attitudes and experiences of men, women and children. |
| Understand chronology | <ul style="list-style-type: none"> • Place events and artefacts in order on a time line. • Label time lines with words or phrases such as: past, present, older and newer. • Recount changes that have occurred in their own lives. • Use dates where appropriate. | <ul style="list-style-type: none"> • Place events, artefacts and historical figures on a time line using dates. • Understand the concept of change over time, representing this, along with evidence, on a time line. • Use dates and terms to describe events. | <ul style="list-style-type: none"> • Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). • Identify periods of rapid change in history and contrast them with times of relatively little change. • Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line. • Use dates and terms accurately in describing events. |
| Communicate historically | <ul style="list-style-type: none"> • Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time. • Show an understanding of the concept of nation and a nation's history. • Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace. | <ul style="list-style-type: none"> • Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> • dates • time period • era • change • chronology. • Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past. | <ul style="list-style-type: none"> • Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> • dates • time period • era • chronology • continuity • change • century • decade • legacy. • Use literacy, numeracy and computing skills to a exceptional standard in order to communicate information about the past. • Use original ways to present information and ideas. |