



History Statement of Intent

At Whinstone, we deliver a high-quality history education, which inspires children to think and act as historians, developing their curiosity to know more about the past. Children have opportunities to investigate Britain’s past and that of the wider world, developing their knowledge and understanding of people, events and context from a range of historical periods, using a vast selection of sources.

We develop children, helping them to become historians, by:

- Understanding chronology.
- Know and understand the history of these islands: how history has shaped this nation.
- Know and understand aspects of history of the wider world.
- Understanding the methods of historical enquiry, including how evidence is used and how/ why people interpret the past in different ways.
- Understanding the complexities of people’s lives, the process of change, diversity of societies and relationships between different groups.
- Provide a broad and enriched curriculum in the classroom, during themed days, educational visits/visitors and by bringing history alive.
- Thinking critically: to reflect, debate, discuss and evaluate the past.





History KS1 National Curriculum

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.

Pupils should be taught about:

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
 - events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]
 - the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]
- significant historical events, people and places in their own locality.



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History Implementation

History is taught as an area of learning in its own right, as well as integrated with other curriculum areas where appropriate. There is also flexibility to seize opportunities to celebrate and acknowledge significant events.

Currently, History and Geography are taught on a two-year rolling programme in Year 1 and 2. Topics with a more History bias are in bold.

Year 1 and 2 History Implementation – Key Concepts	
The Key Concepts of History at Whinstone are:	
<ul style="list-style-type: none"> • Chronological understanding • Knowledge and understanding of past events, people and changes in the past • Historical interpretation • Historical enquiry • Organisation and communication 	

In Year 2 History is taught in the following sequence:						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year A	Local area	Toys	Fire of London	Nurses	Great explorers	Safari
Year B	Kings and Queens/Knights and castles		Dinosaurs	Famous people	Seaside	Pirates

Topic Specific Vocabulary					
Local Area	Toys	Fire of London	Nurses	Great explorers	Safari
Past and present Homes	Favourite, modern	London	Florence Nightingale, Mary Seacole	Christopher Columbus	
Knights and castles		Dinosaurs	Famous People	Seaside	Pirates
Timeline, monarch, family tree, King/Queen, Richard III, tower, House of York, House of Lancaster, Elizabeth I, Tudor, Queen Victoria, Victorian, coat of arms, medieval		Mary Anning, fossil, dinosaur, prehistoric, search	Captain Cook, Whitby, Australia, Aborigines	Past and present, Grace Darling	Trading, Blackbeard, Jolly Roger



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These Key Concepts, knowledge and vocabulary will be taught and reinforced through the development of the specific skills listed. These Key Concepts and vocabulary will be revisited and repeated throughout a child’s journey of History at Whinstone.

Chronological Understanding	Knowledge and understanding of past events, people and changes in the past	Historical interpretation	Historical enquiry	Organisation and communication
<p>Understands the difference between what happened in the past and the present using vocabulary such as: yesterday/today, then/now, before/after, old/new, oldest/newest, modern/long ago</p> <p>Understands that time is measured in days, weeks, years, century</p> <p>Order a set of events using a timeline.</p> <p>Remembers parts of stories about the life of a significant person recalling chronological order</p>	<p>Recall some facts/ differences about people/events/ objects(toys) before living memory to include significant people, events and objects</p>	<p>Begins to identify and recount some details from the past from sources: trips, books, stories, clips, photographs, pictures and artefacts.</p> <p>Identify different ways that the past is represented.</p> <p>Understand the word source</p>	<p>Finds answers to simple questions about the past using different sources For instance: When? What happened? What was it like? Why?</p> <p>Understand how we find out about the past: sources</p> <p>Ask own questions when looking at sources.</p>	<p>Sort objects/ events into groups (then and now).</p> <p>Use timelines</p> <p>Use stories to explain the past.</p> <p>Talk, write, draw and use roleplay to talk about the past.</p>



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History Impact

At the end of each topic teachers will evaluate what knowledge and skills pupils have gained within the Key Concepts.

Key Concept	Meeting expectations
Chronological Understanding	I can use vocabulary correctly concerned with the passing of time
Chronological Understanding	I can place events/objects in time order
Historical interpretation	I can recognise ways that my own life is different from lives of people in the past
	I can show knowledge and understanding of some aspects of the past beyond living memory
	I can show knowledge and understanding of some of the main events/people studied
	I can begin to recognise that there are reasons why people in the past acted as they did
	I can begin to identify some of the different ways in which the past is represented
	I can begin to use a range of sources to help answer questions about the past using simple observations