



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 KS2 National Curriculum

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

Pupils should be taught about:

- changes in Britain from the Stone Age to the Iron Age
- the Roman Empire and its impact on Britain
- Britain's settlement by Anglo-Saxons and Scots
- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- a local history study
- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China
- Ancient Greece – a study of Greek life and achievements and their influence on the western world

a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.



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.

Year 5 History Implementation – Key Concepts
<p>The Key Concepts of History at Whinstone are:</p> <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 5 the Key Concepts of History are taught through the following sequence of topics::					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Victorians				Local history- Whitby	

Topic Specific Vocabulary		
Victorians		Local History- Whitby
Queen Victoria, Albert, German, workhouse, jobs, Doctor Barnardo, inventions, locomotives, George Stephenson, industrial revolution		Whitby, whaling, Captain Cook, fossil, abbey



Whinstone Primary School Year 5 History



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>Order significant events and dates on a timeline.</p> <p>Understands timeline can be divided into BC and AD (BCE and CE).</p> <p>Understand that periods of time can be named of a monarch.</p>	<p>Shows knowledge and understanding by describing features of past societies, dynasties and periods, describing their similarities and differences.</p> <p>Gives some causes and consequences of the main events, situations and changes in the periods studied.</p> <p>Identifies changes and links within and across the time periods studied</p>	<p>Understand that some evidence from the past is propaganda, opinion or misinformation</p> <p>Gives clear reasons why there may be different accounts of history.</p> <p>Evaluate evidence to choose the most reliable form.</p>	<p>Looks carefully at a range of sources to answer questions.</p> <p>Asks questions about the past, and investigate independently.</p> <p>Choose reliable sources of information to find out about the past.</p> <p>Give own reasons why changes may have occurred, backed up by evidence.</p> <p>Realise that there is often not a single answer to historical questions.</p>	<p>Presents information in an organised and clearly structured way.</p> <p>Uses dates and terms accurately.</p> <p>Chooses most appropriate way to present information to an audience</p> <p>Presents some independent research about a studied period.</p>



History Impact

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

Victorians	
Key Concept	Meeting expectations
Chronological understanding	I can say when the Victorian era began and ended
Chronological understanding	I can place events in chronological order
Knowledge and understanding	I can explain who Queen Victoria was and her immediate family
Historical interpretation	I can use a range of evidence to find out about Victorian children and show empathy
Historical enquiry	I can say what jobs children had in Victorian times
Historical enquiry	I can make comparisons with life in a Victorian workhouse to today
Historical enquiry	I can make comparisons with Victorian schools to today
Historical enquiry	I can name a primary source of evidence I have used during the Victorian topic
Historical enquiry/ Historical interpretation	I can name a secondary source of evidence used
Knowledge and understanding	I know what the industrial revolution was
Knowledge and understanding	I can name some inventions from the Victorian era
Knowledge and understanding	I know who George Stephenson is and why he is famous