

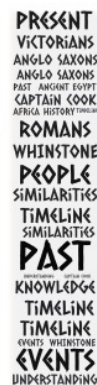


History Statement of Intent

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 4 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 4 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
Romans and their impact on Britain		Ancient Greece		Islamic Civilisation	

Topic Specific Vocabulary		
Romans and their impact on Britain	Ancient Greece	Islamic Civilisation
Boudicca Emperor Claudius Invade Army Slave Crops Allies Inhabitants Legions Army Armour Weapons Tactics Morale Road networks Empire Testudo Helmet Tunic Shield Sandals Forum Basilica Amphitheatre Semi-circle Baths Temples Barracks Gods, goddesses Ritual Sacrifice Worship Festival Omen Superstition Anger Empire Barbarians Defence Legacy Roman numerals Calendar	Ancient civilisation Geographical features Athens Sparta Culture Empire Assassin Macedonia Rebellions Gordian knot Darius Persia City states Empires Marathon Militades Outnumbered Pheidippides Hoplites Flanks phalanx Religion Temple Worship Offerings Mount Olympus Agora Trade Citizen Herdsmen Olympics democracy alphabet words philosophy	Islam Muhammed Allah Pilgrimages Mecca Medina Badr Caliphate Caliph Sunni Shia Caliph Mosque Circular Trade House of Wisdom Scholars Algebra Engineers Optics Scientists Medicine Astronomy Golden age of Islam Silk Road Trade Silk perfume Invention Discovery Medicine Cauterisation



Whinstone Primary School Year 4 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>Understand the term chronological/ chronology</p> <p>Understands timeline can be divided into BC and AD (BCE and CE).</p>	<p>Shows knowledge and understanding by describing features of periods and ancient civilisations.</p> <p>Identifies some ideas/ beliefs/attitudes and experiences of men, women and children from the past.</p> <p>Describes how some of the past events/people affect life today.</p> <p>Understand the cause and consequences of major events such as the Romans invading Britain/ Battle of Marathon</p>	<p>Look at different versions of the same event in history and identify differences</p> <p>Know that different versions will occur with ancient civilisations due to sources being largely secondary</p> <p>Know that people in the past represent events/ideas in a way that persuades others (e.g. propaganda)</p> <p>Determine similarities and differences between different periods of history and present day.</p>	<p>Looks carefully at a range of sources to answer questions.</p> <p>Asks questions about the past, suggesting where we might find answers.</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>Presents findings about past in writing, speaking, art/DT, role-play and ICT.</p> <p>Uses dates and terms with increasing accuracy.</p> <p>Discusses most appropriate way to present information, realising that it is for an audience.</p>



History Impact

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

Key Concept	Meeting expectations
Knowledge and understanding	I can say why the Romans invaded Britain
Historical enquiry	I can explain how the Romans were able to keep control over such a vast empire
Knowledge and understanding	I can say why the Romans spent so much time building roads
Historical enquiry	I can understand how we Roman towns and cities were laid out
Knowledge and understanding	I can explain what were the main Roman beliefs
Historical Interpretation	I know why the Roman Empire came to an end
Historical interpretation	I understand what the Romans have done for us



History Impact

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

Key Concept	Meeting expectations
	I can say who the Ancient Greeks were
Historical enquiry	I can explain that the city states were not all the same
Knowledge and understanding	I can explain who Alexander the Great was and if he was 'great'?
Historical enquiry	I can explain what happened at the battle of Marathon
Knowledge and understanding	I can explain what were the main Ancient Greek beliefs
Historical Interpretation	I know what everyday life was like for Ancient Greeks and how we know so much about it
Historical interpretation	I understand what the Ancient Greeks have done for us



History Impact

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

Key Concept	Meeting expectations
Knowledge and understanding	I know who Muhammed was
Historical interpretation	I can explain how the Islamic empire was governed after Muhammed
Chronological understanding	I know where Baghdad is and why it was important 2000 years ago
Historical enquiry	I can explain what the House of Wisdom was
Historical interpretation	I can explain why the Islamic civilisation was so powerful
Historical interpretation	I can explain what <i>legacies</i> have been made by the Islamic civilisation