

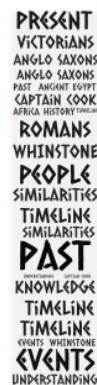


## History Statement of Intent

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.

<b>Year 5 History Implementation – Key Concepts</b>
<p><b>The Key Concepts of History at Whinstone are:</b></p> <ul style="list-style-type: none"> <li>• Chronological understanding</li> <li>• Knowledge and understanding of past events, people and changes in the past</li> <li>• Historical interpretation</li> <li>• Historical enquiry</li> <li>• Organisation and communication</li> </ul>

<b>In Year 5 the Key Concepts of History are taught through the following sequence of topics::</b>					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Anglo-Saxons</b>		<b>Vikings</b>		<b>Local history- Whitby</b>	

<b>Topic Specific Vocabulary</b>		
<b>Anglo-Saxons</b>	<b>Vikings</b>	<b>Local History- Whitby</b>
Descendants Picts Scots invaded Vortigern Hengest Horsa Jutland Anglo-Saxon Primary sources secondary sources burial Sutton Hoo grave Christian East Anglian superking/ Bretwala Christianity Lindisfarne monastery Cuthbert Bede saint pilgrimage Justice Edgar wergild hue and cry bloodfeud Sources hero victory	Romans Anglo-Saxons Celts kingdom Longboat Ransacked Lindisfarne Odin Thor Loki Freya Frey fertility Danelaw Society Warriors Runes Freemen Slaves Unified Danelaw Significant King Cnut Normandy Ethelred Wessex Mercia	Monasteries dissolution Caedmon Astronomy navigation HMS Endeavour Australia chartered Lifeboat vessels Whitby jet ammonite Abbess Hilda  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.

<b>Chronological Understanding</b>	<b>Knowledge and understanding of past events, people and changes in the past</b>	<b>Historical interpretation</b>	<b>Historical enquiry</b>	<b>Organisation and communication</b>
<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>Shows knowledge and understanding by describing features of past societies, 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.

<b>Key Concept</b>	<b>Meeting expectations</b>
<b>Historical enquiry</b>	I can explain why the Anglo-Saxons invaded
<b>Knowledge and understanding of past events, people and changes in the past</b>	I can explain where the Anglo-Saxons lived and how we know
<b>Historical interpretation</b>	I can use sources to find out about Saxon Britain
<b>Knowledge and understanding of past events, people and changes in the past</b>	I can explain how life changed when Christianity came to Britain
<b>Historical interpretation</b>	I can explain whether I think Alfred was really great and explain my reasons
<b>Knowledge and understanding of past events, people and changes in the past</b>	I can explain the justice system used in Anglo-Saxon times
<b>Knowledge and understanding of past events, people and changes in the past</b>	I can explain how long the Anglo-Saxons were in power for and how their reign ended



### History Impact

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

<b>VIKINGS</b>	
<b>Key Concept</b>	<b>Meeting expectations</b>
<b>Chronological understanding</b>	I can explain what life was like before the Vikings invaded
<b>Historical interpretation</b>	I can explain what happened at the first Viking invasion
<b>Knowledge and understanding of past events, people and changes in the past</b>	I can explain the beliefs that the Vikings had
<b>Knowledge and understanding of past events, people and changes in the past</b>	I can explain what everyday life was like for the Vikings
<b>Organisation and communication</b>	I can explain how England became a unified country
<b>Historical interpretation</b>	I can explain how the Anglo-Saxons/Viking era ends



**History Impact**

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

<b>WHITBY</b>	
<b>Key Concept</b>	<b>Meeting expectations</b>
Historical enquiry	I can explain how I know Whitby is old
Chronological understanding	I can explain how old Whitby Abbey is
Knowledge and understanding of past events, people and changes in the past	I can explain what links Captain James Cook to Whitby
Historical interpretation	I can explain who Henry Freeman is
Historical enquiry	I can develop an enquiry into my own historical question
Chronological understanding	I can say when the earliest settlers were in Whitby