



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 6 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 6 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
Elizabethan Era		Children in Victorian Britain		World War 2	

Topic Specific Vocabulary		
Elizabethan Era	Children in Victorian Britain	World War 2
Absolute power heir overthrow chaotic treason Catholic Protestant Exploration spices savages circumnavigate mutiny slave trade Privateers Armada crescent formation Bubonic buboes mortality Monarch nobility gentry merchant craftsmen labourers enclosure fowl rogues pottage physician Leisure cudgels jousting archery Legacy golden age	Timeline Reign Monarch mourn Chimney-sweep Workhouse Authorities Charles Dickens Industrial Revolution Factories Machinery Campaign Barnardo Ragged School Lord Shaftesbury Governess Forster's Education act Cane Dunces cap Leisure Spinning tops Blind man's buff Marbles Jacks Primary sources Secondary sources	Neville Chamberlain Adolf Hitler- Fuhrer Retreat troops evacuation Luftwaffe Operation Dynamo RAF (Royal Air Force) supremacy aerial warfare dog-fighter fighter ace Jews prejudice Auschwitz scapegoat Military ambush Atlantic wall Operation Overlord The Blitz Dambusters Battle of the Bulge VE Day Atomic bomb



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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>Order significant events and dates on a timeline.</p> <p>Know the meaning of the term chronology/chronological order</p> <p>Understand timelines can be divided into BC and AD (BCE and CE).</p>	<p>Shows knowledge and understanding by describing features of past societies, periods/ ages, 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>Describes how some changes affect life today.</p> <p>Makes links between some features of past societies/ ancient civilisations/ prehistoric ages.</p> <p>Give some reasons why some events, people or developments are seen as more significant than others.</p>	<p>Understand that the past has been represented in different ways.</p> <p>Understand difference between primary and secondary sources of information.</p> <p>Evaluate evidence to choose the most reliable forms.</p> <p>Understand the reasons why there may be different accounts of history, linking this to factual understanding of the past</p>	<p>Identifies and uses different sources (primary and secondary) of information and artefacts.</p> <p>Evaluates the usefulness and accurateness of different sources of evidence when answering questions about the past.</p> <p>Selects the most appropriate source of evidence for particular tasks.</p> <p>Forms own opinions about historical events from a range of sources.</p> <p>Investigates own lines of enquiry by posing questions to answer.</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>Presents information in the most appropriate way (eg written explanation/tables and charts/labelled diagram).</p> <p>Makes accurate use of specific dates and terms.</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.

Key Concept	Meeting expectations
Knowledge and understanding of past events, people and changes in the past	I know facts about Elizabeth I
Historical interpretation	I can explain why the Tudors wanted to explore the world
Historical enquiry	I know what the Spanish Armada was and how it attempted to attack England
Historical interpretation	I know what was a believed cause/ cure of the plague
Knowledge and understanding of past events, people and changes in the past	I can explain a difference in 'daily life' for the rich and poor
Knowledge and understanding of past events, people and changes in the past	I can explain a difference in 'leisure' for the rich and poor
Historical enquiry	I know some of the greatest achievements of the Elizabethan era



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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 know when the Victorian era was and the monarchy that reigned
Historical interpretation	I know what life was like for poor children in Victorian times
Knowledge and understanding of past events, people and changes in the past	I can explain some of the changes that helped poor children during the 19 th century
Knowledge and understanding of past events, people and changes in the past	I can compare modern schooling to Victorian days schooling
Knowledge and understanding of past events, people and changes in the past	I know how Victorian children spent their leisure time
Historical enquiry	I know about daily life for children in Victorian Britain
Organisation and communication	I can recall information about children in Victorian Britain



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 know why World War 2 began
Historical interpretation	I can explain why Dunkirk may be seen as a victory or a defeat
Knowledge and understanding of past events, people and changes in the past	I know why the Battle of Britain was seen as a turning point in the war
Knowledge and understanding of past events, people and changes in the past	I can explain what the Holocaust was and how we have learnt from it
Knowledge and understanding of past events, people and changes in the past	I can explain the causes and effects of D Day
Historical enquiry	I know what the main turning points were of the war and can explain my view