

Curriculum Skills and Progression Map

History 2023/24

History at White Woman Lane Junior School

At White Woman Lane, history has always been held in high regard and within our history curriculum we aim to incorporate our school values: wisdom, vision and kindness. The aim of our history curriculum is to ignite and foster our children's curiosity about the past in Britain and the wider world. Our history curriculum aims to instil our value of vision through finding out about how and why the world, our country, culture and local community have developed over time; children understand how the past influences the present. We aim to impart our value of wisdom by investigating events and how they influenced the past and what influence those past decisions and events affect our world today. When teaching history, our aim is to stimulate the children's curiosity for them to develop their knowledge, skills, understanding of chronology and sense of identity. In turn this will help them to understand how history can impact their decisions about personal choices, attitudes and values – such as kindness.



Nebula
where stars are born



The Nebula Federation

White Woman Lane Junior School

History - Age Related Statutory Coverage

Key Stage One

Through KS1 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.

They will have covered the following topics:

- 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.

The content above will be covered though KS1 prior to joining White Woman Lane.

History - Age Related Statutory Coverage

Key Stage Two

- Changes in Britain from the Stone Age to the Iron Age (**Year 3 – Stone Age**)
- The Roman Empire and its impact on Britain (**Year 4 – The Romans**)
- Britain’s settlement by Anglo Saxons and Scots (**Year 5 – The Anglo Saxons**)
- The Viking and Anglo Saxon struggle for the Kingdom of England to the time of Edward the Confessor (**Year 6 – The Vikings**)
- A local history study (**Year 3 – Kett’s Rebellion**)
- A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 (**Year 5 – The Tudors & Year 6 – WW2**)
- The achievements of the earliest civilizations (**Year 3 – Ancient Egypt & Year 5 – The Maya**)
- Ancient Greece (**Year 4 – The Greeks**)
- A non-European society that provides contrasts with British history (**Year 3 – Ancient Egypt & Year 5 – The Maya**)

Curriculum Enrichment Opportunities

We try to provide numerous opportunities to enrich the children’s learning through history days and trips. These may vary year to year but we currently have the following planned:

- Year 3: History Day – Kett’s Rebellion (Local History Study)
- Year 4: Norwich Castle Trip (The Romans)
- Year 5: Tudor Day with Henry VIII
- Year 6: Duxford (WW2) and Gressenhall (The Victorians)

We also have the opportunity to use the Norwich Library Service for artefact boxes and linked texts to further engage and enrich the history content they are taught.

History Content Coverage at WWLJS

Throughout our history curriculum, each year group has the option to teach lessons through inquiry.

<p>Year 3</p>	<p>Stone Age– Changes in Britain from the Stone Age to Iron Age</p>	<p>The Egyptians</p>	<p>Local Area Study – Kett’s Rebellion</p>
<p>Year 4</p>	<p>Ancient Greece – A study of Greek life and achievements and their influence on the western world</p>	<p>The Roman Empire and its impact of Britain</p>	<p>Extending knowledge beyond 1066 – The legacy of Greek and Roman culture (art, architecture, literature) on British history, including present day. This unit is taught throughout the Greek and Roman topics through Deeper Thinking opportunities and class discussions.</p>
<p>Year 5</p>	<p>The Anglo Saxons – why they came to Britain, religion, village life. Inquiry lessons looking at artefacts and creating question so they can create a museum exhibit.</p>	<p>The Maya - Inquiry. The children become archaeologists to investigate society structure, gods, number system, location of the civilisation, Maya Masks (instruction writing), and end of then civilisation.</p>	<p>The Tudors: War of the roses, Henry VIII and his wives, Tudor crime and punishment</p>
<p>Year 6</p>	<p>The Vikings</p>	<p>Victorians</p>	<p>WW2</p>