

History

Edmund Waller  
Curriculum

Intent

Implementation

Impact



**Know, Explore, Communicate**

# Intent

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/239035/PRIMARY\\_national\\_curriculum\\_-\\_History.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239035/PRIMARY_national_curriculum_-_History.pdf)

At Edmund Waller, we recognise the importance History plays in the curriculum and are committed to providing all children with opportunities to engage fully in History. Our History programme is in line with our school values:

## Humanity

- We support children's understanding of their place in the world, and in the long story of human development.
- We teach our children about a wide range of places, societies and cultures in the past, consider their achievements and include the perspective of different places and their people.
- We help children to understand the experiences, decisions, and actions of people in the past and empathise with other perspectives.
- We support children in developing positive and secure identities by teaching the rich, diverse and complex history of our local area and London as a whole.

## Creativity

- We believe the study of history challenges our children to make sense of the striking similarities and vast differences in human experiences across time and place.
- We stimulate children to think actively and constructively, interpreting sources of evidence to construct a picture of the past.
- We help children to develop the skills needed to construct historical arguments.

## Ambition

- We support children to develop an accurate, complex and secure network of historical knowledge which makes new knowledge easier to learn.
- We teach children subject-specific vocabulary using context and prior knowledge and encourage them to use this in their learning.
- We ensure that all children have access to history lessons that develop their prior knowledge and skills as they move through the school.
- We provide opportunities for children to develop their enquiry skills through engagement with real evidence, artefacts, visits and other real-life experiences.
- We teach children to become competent historians who can construct accounts and arguments about the past.

# Implementation

The Edmund Waller History curriculum has been designed to support pupils progress in history. We develop both their knowledge about the past ('substantive knowledge') and their knowledge about how historians investigate the past and construct historical arguments ('disciplinary knowledge'), and create opportunities to deploy this knowledge in combination and in relation to particular historical contexts. Where possible, British history is taught in chronological order so that children can build on prior knowledge

We have identified the core curriculum content we want children to remember and have created knowledge organisers for each topic which outline this knowledge. These scaffold and support children's learning and help them to retain new knowledge and vocabulary in their long term memory. Knowledge organisers are used for pre-teaching, to support home learning and also as a tool for reviewing and recalling previously taught knowledge.

# Implementation

From Ofsted's Research Review Series: History

<https://www.gov.uk/government/publications/research-review-series-history/research-review-series-history>

Pupils make progress in history through building their knowledge of the past, and of how historians study the past and construct accounts. Teaching supports pupil progress by embedding frameworks of content and concepts that enable pupils to access future material. Abstract concepts are best learned through meaningful examples and repeated encounters in different contexts.

## **Progress in history**

Pupils make progress in history by developing:

- their knowledge about the past (this knowledge is often described as 'substantive knowledge')
- their knowledge about how historians investigate the past, and how they construct historical claims, arguments and accounts (often described as 'disciplinary knowledge')

History teachers and history education researchers have long noted the complex interplay between substantive knowledge and disciplinary knowledge. Deploying both substantive and disciplinary knowledge in combination is what gives pupils the capacity or skill to construct historical arguments or analyse sources. This is because knowledge of the past must be shaped by disciplinary approaches in order to become historical knowledge. Similarly, acquiring disciplinary knowledge is made purposeful and meaningful to pupils when it is related to particular historical problems where pupils have sufficient knowledge of the period, setting and topic to reason, to make inferences and to grasp the terms that others are using in any debate.

# History Curriculum Overview

	Autumn		Spring		Summer	
Year 1	Personal timeline	Gunpowder plot	British Monarchs		History of transport History of EW	
Year 2	Homes & household objects /inventors		Fire of London/Crimean War/ WW1 Ice Explorers		Explorers - Tudor/Victorian/women	
Year 3	In-depth study of Ancient Egypt		Changes in Britain from Stone to Iron Age		Tudor dynasty & court Tudor London/childhood	
Year 4	The Roman Empire and its impact on Britain		Mayan civilisation c CE900		Victorian London Change & legacy	
Year 5	Settlement by the Anglo-Saxons and Scots		Greek life & achievements Influence		The Blitz – key events Childhood	
Year 6	Viking & Anglo-Saxon struggle for England		Benin (West Africa) CE 900-1300		London after WW2 Windrush	

# Impact

At Edmund Waller Primary School, we ensure that our History curriculum is progressive and allows children to develop their knowledge of the past, and of how historians study the past. As a result:

- Children can connect topics together to build an understanding of the history of Britain and the wider world.
- Children talk confidently about their learning in History, using subject-specific vocabulary.
- Children can connect and transform their historical knowledge to form historical arguments.
- Children enjoy taking part in lessons and are able to recall their learning over time.
- Children are able to understand the experiences, decisions, and actions of people past and present and empathise with other perspectives.
- Children confidently apply their history knowledge to other areas of learning.
- Children are prepared for the next stage of their history education.
- Outcomes at the end of each Key stage are in line or above National expectations (please see the next four slides for more information) and progress in history is evident.

# Outcomes

	At the end of KS1 children can	At the end of LKS2 children can	At the end of UKS2 children can
Investigate and interpret the past	<ul style="list-style-type: none"><li>• Observe or handle evidence to ask questions and find answers to questions about the past.</li><li>• Ask questions such as: What was it like for people? What happened? How long ago?</li><li>• Identify some of the different ways the past has been represented.</li><li>• Use artefacts, pictures, stories, online sources and databases to find out about the past.</li></ul>	<ul style="list-style-type: none"><li>• Use evidence to ask questions and find answers to questions about the past.</li><li>• Suggest suitable sources of evidence for historical enquiries.</li><li>• Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</li><li>• Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.</li><li>• Suggest causes and consequences of some of the main events and changes in history.</li></ul>	<ul style="list-style-type: none"><li>• Use sources of evidence to deduce information about the past.</li><li>• Select suitable sources of evidence, giving reasons for choices.</li><li>• Use sources of information to form testable hypotheses about the past.</li><li>• Seek out and analyse a wide range of evidence in order to justify claims about the past.</li><li>• Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.</li><li>• Understand that no single source of evidence gives the full answer to questions about the past.</li><li>• Refine lines of enquiry as appropriate.</li></ul>

# Outcomes

	At the end of KS1 children can	At the end of LKS2 children can	At the end of UKS2 children can
Build an overview of world history	<ul style="list-style-type: none"> <li>Describe historical events.</li> <li>Describe significant people from the past.</li> <li>Recognise that there are reasons why people in the past acted as they did.</li> </ul>	<ul style="list-style-type: none"> <li>Describe changes that have happened in the locality of the school throughout history.</li> <li>Give a broad overview of life in Britain: from ancient to medieval times.</li> <li>Compare some of the times studied with those of other areas of interest around the world.</li> <li>Describe the social, ethnic, cultural or religious diversity of past society.</li> <li>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</li> </ul>	<ul style="list-style-type: none"> <li>Identify continuity and change in the history of the locality of the school.</li> <li>Give a broad overview of life in Britain and some major events from the rest of the world.</li> <li>Compare some of the times studied with those of other areas of interest around the world.</li> <li>Describe the social, ethnic, cultural or religious diversity of past society.</li> <li>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</li> </ul>



# Outcomes

	At the end of KS1 children can	At the end of LKS2 children can	At the end of UKS2 children can
Understand chronology	<ul style="list-style-type: none"><li>Place events and artefacts in order on a timeline.</li><li>Label timelines with words or phrases such as: past, present, older and newer.</li><li>Use dates where appropriate.</li><li>Recount changes that have occurred in their own lives.</li></ul>	<ul style="list-style-type: none"><li>Place events, artefacts and historical figures on a timeline using dates.</li><li>Understand the concept of change over time, representing this, along with evidence, on a timeline.</li><li>Use dates and terms to describe events.</li></ul>	<ul style="list-style-type: none"><li>Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).</li><li>Identify periods of rapid change in history and contrast them with times of relatively little change.</li><li>Understand the concepts of continuity and change over time, representing them, along with evidence, on a timeline.</li><li>Use dates and terms accurately in describing events.</li></ul>

# Outcomes

	At the end of KS1 children can	At the end of LKS2 children can	At the end of UKS2 children can
Communicate historically	<ul style="list-style-type: none"><li>• Use words and phrases such as:<ul style="list-style-type: none"><li>▪ a long time ago</li><li>▪ recently</li><li>▪ when my parents/carers were children</li><li>▪ years, decades and centuries to describe the passing of time.</li></ul></li><li>• Show an understanding of concepts such as:<ul style="list-style-type: none"><li>▪ nation and a nation's history</li><li>▪ civilisation monarchy parliament</li><li>▪ democracy</li><li>▪ war and peace.</li></ul></li></ul>	<ul style="list-style-type: none"><li>• Use appropriate historical vocabulary to communicate, including:<ul style="list-style-type: none"><li>▪ dates</li><li>▪ time period</li><li>▪ era</li><li>▪ change</li><li>▪ chronology.</li></ul></li><li>• Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.</li></ul>	<ul style="list-style-type: none"><li>• Use appropriate historical vocabulary to communicate, including:<ul style="list-style-type: none"><li>▪ dates</li><li>▪ time period</li><li>▪ era</li><li>▪ chronology</li><li>▪ continuity</li><li>▪ change</li><li>▪ century</li><li>▪ decade</li><li>▪ legacy.</li></ul></li><li>• Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past.</li><li>• Use original ways to present information and ideas.</li></ul>