



History at LWPS

At LWPS we aim for a high-quality history curriculum which fires pupils' fascination and curiosity about Britain's past and that of the wider world. Our teaching equips pupils with knowledge about British history and how it has influenced and been influenced by the wider world; know and understand about significant aspects of the history of the wider world like ancient civilisation and empires; changes within living memory and beyond living memory; learn about the lives of significant people of the past and understand the methods of historical enquiry. In order to make sense of the new knowledge they acquire; pupils are encouraged to develop a chronologically sound understanding.

History at LWPS is planned over a two-year cycle to ensure pupils have maximum exposure to the progression of historical skills and knowledge, whilst providing engagement for all pupils.

We enable opportunities for our children to explore the past through first-hand experiences from visitors, exploring our local area, listening to stories, interviewing friends and family, using drama and film and working collaboratively to ask and answer questions. To become open minded "historical detectives" children are provided with *Big Questions* that drive historical enquiry linked to their termly project. We further embed skill progression and revisiting knowledge through whole school projects.

Determination, Independence, Aspiration, Curiosity and Community-Mindedness taught through our core Christian values of compassion, resilience and trust

Determination-As historians, we expect our children to strive for excellence in all that they do and demonstrate strong intent to get the job done and to do it to the best of their ability. We want them to show this academically as well as in their generosity of spirit within our whole school community. Our children are *resilient* learners, constantly showing their growth mindset in all that they do. In mathematics, this can be seen in our pupils' desire to do well and overcome obstacles and misconceptions.

Independence-As historians, our children self-organise and self-regulate very well, knowing what to do and where to go for further support if and when they need it. They show great *trust* in one another and the adults around them, knowing who they can go to for help or support if and when needed. We expect our children to exercise their independence at all levels so that they become confident and capable young people ready for their next challenge at each stage of their development.

Aspiration -As historians, our pupils are ambitious, showing a drive to follow their dreams and apply the skills and knowledge they are learning to all areas of their learning. They are excited by their programme of study and constantly strive for challenge building their *resilience* as they learn. Our pupils aspire to look for every day examples of mathematics and how these relate to the content they are taught in school.

Curiosity -As historians, we expect our children to be active participants in their learning, always wanting to expand their knowledge and skills. They are driven by rich questioning and reasoning that extends their thinking and challenges their beliefs. We want our children to question their own understanding and beliefs showing an understanding of the world around them, demonstrating *compassion* for those around the world.

Community-Mindedness -As historians, our children understand what it means to be mindful of those in and around our school community. They fundraise extensively, showing *compassion* in all that they do. They understand how we are all different and yet the same, and what impact their own actions have on those around them. They care deeply for one another and show tolerance and respect in all that they do.

Our History Programme of Study

	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Chronological Understanding	People and communities: children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities	Create simple timelines to sequence processes, events, objects within their own experience.	Realises that historians use dates to describe events Use phrases describing intervals of time e.g before, after, at the same time etc.	Uses and understands phrases such as 'over three hundred years ago' and AD/BC or BCE/CE.	Begin to understand historical periods overlap each other and vary in length. Uses more precise chronological vocabulary.	Understands that past civilisations overlap with others in different parts of the world, and that their respective durations vary.	Accurately place civilisations/periods studied in chronological order and may take account of some overlap in duration and intervals between them.
Characteristics of the period		Shows awareness of significant features not seen today and recognises how things could be different in the past.	Recognise and describe in simple terms, some characteristic features of a person or period studied. Increasingly uses period specific language in explanations.	Describe main features associated with the period/civilisation studied, mostly using period specific Language.	Give simple explanations that not everyone in the past lived in the same way. Consistently uses period specific language in explanations.	Understands that some past civilisations in different parts of the world have some important similarities. Identify and make links between significant characteristics of a period/civilisation studied and others studied previously.	Contrast and make some significant links between civilisations/periods studied. Give reasoned explanations with reference to significant examples of some connections between ways of life in the different civilisations and periods studied.
Continuity and change		Match old objects to people or	Talk about similarities and differences	Describe some changes in history over a period of	Describe and give some examples of a range of	Give simple explanations with simple examples of	Understands that changes in different

	and traditions.	situations from the past. Describe how some aspects of life today differ from the past using simple historical Vocabulary	between then and now.	time and identify some things which stayed the same.	changes at particular points in history while some things remained the same. Explain why changes in different places might be connected in some way.	why change happened during particular events/periods. Understands that there are usually a combination of reasons for change. Understands that changes do not impact everyone in the same way or at the same time.	places and periods can be connected. Has an overview of the kinds of things that impact on history and are continuous through time and the kinds of things impacting change significantly.
Cause and consequence		Give simple explanations why a person from the past acted as they did and talk about consequences of those actions.	Describe in simple terms the causes and/or consequences of an important historical event offering more than one example of its results.	Describe the causes and/or consequences of an important historical event offering more than one example of its results.	Describe with simple examples different types of causes seeing that events happen for different reasons, not just human action.	Explain consequences in terms of immediate and longer term effects and/or that people were affected differently. Link causes or explain that one cause might be linked to another making an event much more likely to happen.	Explain the causes and consequences of quite complex events, even though they might still link some in a simple way.
Historical Interpretation		Identify and talk about different accounts of real	Identify and talk about differences in accounts relating to	Recognise differences between versions	Describe how different interpretations	Understands that different accounts of the past emerge	Understands that all history is to some extent a construct

	historical situations.	people or events both from the past and from the present.	of the same event and can give a simple explanation of why we might have more than one version.	arise. Understands that historical understanding is continuously being revised; if we find new evidence we have to re-write the past.	for various reasons – different people might give a different emphasis. Understands that some interpretations are more reliable than others.	(interpretation) and can identify a range of reasons for this. Understands that interpretations can be questioned on the grounds of the range of evidence used to support them or due to the aims of the creator of the interpretation.
Historical Enquiry	Talk about similarities and differences between two or more historical sources using simple historical terms.	Gather information from simple sources to ask and answer questions about the past.	Describe in simple terms how sources reveal important information about the past.	Describe and question the origins and purposes of sources using knowledge of periods and civilisations Asks perceptive questions.	Explain with examples why a source might be unreliable. Construct simple reasoned arguments about aspects of events, periods and civilisations Studied.	Construct reasoned arguments about events, periods or civilisations studied
Organisation and Communication	Talk about past events and use annotations or captions to identify important features of picture sources, artefacts etc.	Explain events and actions rather than just retell the story.	Recognises that the absence of certain types of sources can make it more difficult to draw conclusions.	Know to find, select and utilise suitable information and sources to formulate and investigate hypothesis.	Construct simple reasoned arguments about aspects of events, periods and civilisations studied.	Question source reliability with reference to the period or civilisation and/or the provenance of a source, considering why different sources may give conflicting information and

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Early years	Achieving	Exceeding
<p>Understanding of the world:</p> <p>ELG 13 People and communities</p>	<p>Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p>	<p>Children know the difference between past and present events in their own lives and some reasons why people's lives were different in the past. They know that other children have different likes and dislikes and that they may be good at different things. They understand that different people have different beliefs, customs and traditions, and why it is important to treat them with respect.</p>