

## History at Exwick Heights Primary School

### Overview

History at Exwick Heights is the study of Britain's past and that of the wider world. Pupils should develop a curiosity about the past and equip them to ask perceptive questions, think critically, weigh evidence, sift arguments and develop perspective and judgement. Teaching provides both knowledge and skill-based learning to increase pupils' awareness of the connections to the past. We aim to ignite a curiosity and fascination about the past and think critically about how it informs their present. We use knowledge organisers and bespoke work booklets to support learning and bring this to life with a range of enrichment opportunities from EYFS to Year 6 such as our World War Two Day in Year 6 and Anglo-Saxon day in Year 3/4! Our Viking ship, which sits proudly on the school site, is a firm favourite of our pupils at playtime!

### Curriculum Principles

#### **By the end of their primary education, a pupil of Exwick Heights Primary School will:**

- have knowledge and an understanding of Britain's past and how the nation has influenced and been influenced by the wider world. They will be able to communicate about themselves, comparing and contrasting learning to their own life and the world around them, whilst fostering a strong foundation for curiosity into the past.
- understand the chronological narrative of history, thinking critically about its complexity and developing perspective through analysing evidence and debating arguments. Students will recognise how historical figures and events have influenced and changed the world we live in today.

#### **By the end of Early Years, pupils can...**

- Use their personal experiences to increase their knowledge and sense of the world around them including meeting important members of society e.g. nurses and firefighters.
- Listen to a broad selection of stories, non-fiction, rhymes and poems to expand their knowledge of culture, society and diversity within the world around them.
- Extend their familiarity with words and enrich their vocabulary which will support later reading comprehension across the curriculum.
- Comment on images of familiar situations in the past.
- Compare and contrast characters from stories, including figures from the past.

#### **By the end of KS1, pupils can...**

- understand changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- have the knowledge of 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]
- Identify 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]

- recognise significant historical events, people and places in their own locality.

**By the end of KS2, pupils can recognise:**

- 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
- and have the knowledge of 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.

**In order to achieve a true understanding of History, topics are sequenced based on the following rationale:**

- Topics are sequenced so to build on prior knowledge and skills, to deepen previous learning.
- Access to a knowledge-rich, intelligently sequenced collection of planning and resources.
- A clear assessment provision with humanities books used alongside booklets to monitor and assess understanding and progress.
- We use Ted Wragg booklets as a springboard to learning, with booklets serving to guide high-quality teaching. The Ted Wragg booklets can be used more stringently by teachers less confident with subject knowledge and more freely by those who feel confident. The booklets focus on five key facts/knowledge/skills that need to be embedded for that lesson and are recapped throughout the booklet to support recall.
- There are ample opportunities to include an active element in lessons, including: drama, debate, stories.
- The transition over the last few years following the introduction of Ted Wragg booklets has improved a previous lack of recall by using a more consistent style to support the strong recall of knowledge. This includes the recall of the five w's, key historical dates and events, and maps. Exwick Heights has successfully implemented a strong focus on embedding recall, which will continue to be a future focus to uphold, as well as moving into developing the 'skills' aspect of History.
- The start of each session promotes recall, with the inclusion of a recap and retrieval task, evident verbally in KS1 and written in KS2. This has supported the focus on long-term memory development.

- The immersion of the adapted Ted Wragg approach to History into KS2 has been successful and the aim this year has been to now connect KS2 with KS1 to generate a more streamlined approach to the History curriculum.

The opportunity to adapt Ted Wragg booklets has served as an inspiration to Humanities in KS1, where the aim is next to trial an adapted version of the booklet in Year 1 and 2 to nurture skills progression at an early stage of education.

- With the term History being introduced in Year 1, EYFS aim to study the flow through periods of history rather than looking at periods as 'episodes'. Learning is immersed into many aspects and threads throughout the whole curriculum, including through continuous provision activities to spark discussion. Though history is not taught discretely, the subject takes a more egocentric approach, where there is a focus on children beginning to understand and think about the History of themselves and explore 'make sense of their own life-story and family's history'. This is achieved through regular stories, questioning and observations.

**The History curriculum will address social disadvantage by addressing gaps in students' knowledge and skills:**

- Students from disadvantaged background do not always have same level of social/cultural competence as non-disadvantaged peers so the history curriculum encourages exposure to different cultures.
- SEND and EAL pupils are given extra support in order to access the topics appropriately. This includes students receiving: pre-teaching of vocabulary, support for topic essays in the form of a scaffolded structure (pictures/questions), the teacher creation of key information questions to answer in the form of a quiz rather than an essay style structure, and pictorial representations of historical figures/events to name.

**We fully believe History can contribute to the personal development of students at Exwick Heights:**

- Children will learn how to develop their social competence through high quality modelling of how to work with others, articulating ideas to justify their opinions.
- Develop understanding of how different communities and cultures have lived throughout history and make comparisons to their own culture's progression.
- Multiple opportunities to explore and understand right from wrong as well as different ethical and moral viewpoints. This includes the importance and awareness of poverty around the world, helping in the community, civil rights, social inequality (racism, inequality of opportunity/class/money, sexism). Subsequently, develop their ability to speak formally about a range of topics and social issues e.g. finding out about the Civil Rights Movement in Year 6.
- Develop an understanding and appreciation for different cultural backgrounds e.g. exploring Benin Kingdom in Y5.
- Children have opportunities to discuss and share their own opinions through a termly 'big question', where they can apply their historical knowledge and understanding through justifying a question.

**In each phase of learning, our belief is that homework should be a revision of powerful knowledge previously modelled and taught in lessons. This knowledge is recalled and applied through a range of quizzing and practice.**

## Curriculum Overview including Enrichment Opportunities

Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Nursery</b>	In Nursery, children will begin to learn about Past and Present.					
<b>Reception</b>	In Reception, children will continue to learn about Past and Present.					
<b>Year 1</b>	Dinosaurs		Ancient Egyptians Trip - Exeter Museum		Historical sport stars Mini-Olympics	
<b>Year 2</b>	Vile Victorians Trip- Powderham Castle		The Great Fire of London		World War II	
<b>Year 3</b>	Prehistoric Britain Trip – Kent’s Cavern		Shang Dynasty		Ancient Greece Trip – Exeter Museum	
<b>Year 4</b>	The Romans		The Anglo-Saxon and Scots Trip - Escot		The Vikings	
<b>Year 5</b>	Benin Kingdom		Medieval Monarchs		Local History Trip- St Nicholas Priory	
<b>Year 6</b>	Industrial Revolution		Twentieth Century Conflict Event- WWII Day Visitor - University of Exeter Lecturer		Civil Rights	

## Our Spiral Curriculum



All children are entitled to a curriculum and to the powerful knowledge, which will open doors and maximise their life chances. Below is a high-level overview of the critical knowledge children will learn in History at each stage of their primary education, from Nursery through to Year 6. The curriculum is planned vertically and horizontally giving thought to the optimum knowledge sequence for building secure schema. This curriculum overview shows the knowledge, skills and understanding at each stage of a child's History journey at Exwick Heights.

		<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Year 1</b>	<b>Topic</b>	<b><u>Dinosaurs</u></b>	<b><u>Ancient Egypt</u></b>	<b><u>Significant Sports Stars</u></b>
	<b>Knowledge introduced</b>	When were dinosaurs alive? What can we learn from fossils? Where did dinosaurs live? Extinction	Why was the River Nile important? Comparing life in Ancient Egypt to life today. Would you have liked to live in Ancient Egypt? Hieroglyphics	Where did the Olympics first begin? Ancient Olympic sports. Jesse Owens, Ellie Simmonds
	<b>Skills introduced</b>	Understand what a timeline is. Beginning to use simple words and phrases mostly accurately to indicate periods of time e.g. a long time ago, past/present, then/now, living memory. Ask simple questions.	Use and begin to remember names and places that link to areas of study. Answer some questions verbally related to an area of study. Beginning to understand that they can find historical information in books.	Begin to make comparisons between areas of study.
	<b>Knowledge revisited</b>	Significant historical events	Events beyond living memory that are significant nationally or globally.	Changes within living memory revealing aspects of change in national life.
	<b>Skills revisited</b>	Organise events using basic chronology, recognising that things happened before they were born.		Order some events they have learnt about from furthest away to most recent with increasing accuracy.
<b>Year 2</b>	<b>Topic</b>	<b><u>Vile Victorians</u></b>	<b><u>The Great Fire of London</u></b>	<b><u>World War II</u></b>
	<b>Knowledge introduced</b>	I can compare lives of Victorians with my own life today. Victorian life and hardship. Florence Nightingale, Mary Seacole	I can order key events of the Great Fire of London. What might it have been like during the fire? I can understand how we know about the fire.	I can understand how WW2 began. I understand the Battle of Britain and the Blitz.
	<b>Skills introduced</b>	Draw timelines, beginning to place areas of study. Compare areas of study. Begin to identify how we know.	Justify their answers using sources or stories. Begin to identify different representations of history	Accurately order events they have learnt about from furthest away to most recent.

	<b>Knowledge revisited</b>	Events beyond living memory that are significant nationally or globally. Significant Individuals, people, places and historical events.	Events beyond living memory that are significant nationally or globally. Significant Individuals.	Significant Individuals.
	<b>Skills revisited</b>	Developing their understanding of key enquiry questions: where, when, why and what. Ask simple questions to develop their understanding.	Remember and use a range of names and words specific to areas of study. Accurately answer simple questions related to an area of study confidently.	Use words and phrases accurately to indicate periods of time e.g. a long time ago, ancient, centuries. Remember key events about the areas they have studied.

		<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Year 3</b>	<b>Topic</b>	<b><u>Prehistoric Britain</u></b>	<b><u>Shang Dynasty</u></b>	<b><u>Ancient Greece</u></b>
	<b>Knowledge introduced</b>	Discover how humans evolved. Explore the Ice Age, Stone Age, Bronze Age and Iron Age. Examine prehistoric artefacts, fossils, cave paintings and ruins to find out what life was really like.	Achievements of early civilisations – where/when the first civilisations appeared and a depth of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China. How/when it began/ended by looking at life, religion and key figures.	How the Grecians lived and their legacy.
	<b>Skills introduced</b>	To understand how our knowledge of history develops through sources.	Introduced to key words related to history e.g. empire, war, trade, invasion, kingship, civilisation.	
	<b>Knowledge revisited</b>	Fossils- dinosaurs		
	<b>Skills revisited</b>	Develop their knowledge of chronology and place Year 3 / 4 topics on a timeline. Draw their own simple timeline, of key events within topics. Understand key words related to history e.g. empire, war, trade, invasion, kingship.	Compare and make links between Year 3 / 4 topics, identifying similarities and differences between them.	Remember a range of key facts, people and events from areas of study in Year 3/4. Use one type of source of information confidently.
<b>Year 4</b>	<b>Topic</b>	<b><u>The Romans</u></b>	<b><u>Anglo-Saxons and Scots</u></b>	<b><u>The Vikings</u></b>
	<b>Knowledge introduced</b>	The Roman Empire and its successful invasion of Britain. Research and learn about Roman settlements, baths, entertainment art and mosaics, artefacts and the Roman army.	The invasions of the Scots and Anglo-Saxons in the 5th Century. Where the invading troops came from and where in Britain they managed to settle. How life in Britain changed as a result.	The raids and explorations of the Vikings. Where the invading troops came from/were discovered. Viking life, beliefs and cultures.



	<b>Skills introduced</b>	Introduced to key words related to history e.g. empire, war, trade, invasion, kingship, civilisation.	Able to use at least one type of source of information confidently, beginning to use two different types of sources.	Beginning to show some organisation of information for responding to or asking question.
	<b>Knowledge revisited</b>	The timeline of this unit begins at the end of the Year 3 unit of Prehistoric Britain. Children will recap Celtic Britain before learning about the Roman invasion of Britain in 43CE.	Chronology of British history, with children learning about the events following the fall of the Roman Empire. Children will revisit the fall and learn about the Saxon invasion.	Children will learn about the Viking invasion of Britain and how the Scandinavians came to occupy territories in Europe, including Britain.
	<b>Skills revisited</b>	More secure in their knowledge of chronology and can place Year 3 / 4 topics accurately on a timeline. Beginning to understand how our knowledge of history is developed through a range of sources.	Draw their own simple timeline of key events within and across topics.	Compare and make links between Year 3 / 4 topics, identifying similarities and differences between them.

		<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Year 5</b>	<b>Topic</b>	<b><u>Benin Kingdom</u></b>	<b><u>Medieval Monarchs</u></b>	<b><u>Local History</u></b>
	<b>Knowledge introduced</b>	Children learn how the Benin Kingdom began and what life was like for the Edo people. Children will also learn what the Transatlantic Slave Trade was and why the British colonized Benin.	In this unit, children will learn about the Battle of Hastings 1066, explore the successes and failures of kings and queens throughout this period, as well as how Medieval architecture and language are still part of today's Britain.	This unit explores the history of Exeter, including; discovering the origins of Exeter, its links to the Tudor period, associations with Charles Dickens, Exeter's strategic importance, and Exeter's prosperity due to the wool trade.
	<b>Skills introduced</b>	Select organise information when responding to or asking questions. Challenge sources of information.	Wide-ranging knowledge about historical events, from local history to world history.	
	<b>Knowledge revisited</b>	This unit discusses 'oral tradition storytelling' which was also a theme in our Year 3 unit of Prehistory. It also looks at diversity and race looking at the Transatlantic Slave Trade. These themes will be further studied in Year 6.		Learning around The English Reformation and the theme of fortification, linking to Medieval Monarchs (Y5 previous topic). There is a brief introduction to The Blitz and the impact of this on Exeter (link to Y6 Twentieth Century Conflict).
	<b>Skills revisited</b>	Draw their own timeline, generally producing accurate intervals and adding to it as they learn about new periods of history. Understand key words related to history e.g. empire, war, trade, invasion, kingship, civilisation.	Compare Year 3, 4 and 5 topics, identifying similarities and differences between them. Identify trends across their Year 3, 4 and 5 topics. Understanding of how our knowledge of history is developed (sources)	A secure knowledge of chronology. Mostly accurate in placing topics and events from Year 3, 4 and 5 topics on a timeline. Secure mental picture of the Exwick timeline. Access different sources, including using books, the internet, film clips etc

Year 6	<b>Topic</b>	<b><u>Industrial Revolution</u></b>	<b><u>Twentieth Century Conflict</u></b>	<b><u>Civil Rights</u></b>
	<b>Knowledge introduced</b>	Children will learn about how living and working conditions changed during the course of the revolution. The main themes are continuity and change, cause and consequence.	Children learn about conflict between European powers from 1910 to 1945. We will discuss how it impacted modern politics. The main themes are social and political attitude, revolution and identity.	Children learn about the theme of discrimination looking at slavery through to the Civil Rights Movement, as well as current cultural movements. Themes of identify and revolution.
	<b>Skills introduced</b>		Pupils can challenge sources, questioning the validity of these and whether they have been created for propaganda	
	<b>Knowledge revisited</b>	This unit links to the Year 2 unit of the Victorian Era and looks at the changing nature of British politics, referencing the Magna Carta which is learnt in Year 4 and Year 5.	This unit links to the Year 2 unit of WW2 and Yea 1 unit of Significant Sports stars in Y1 (Jesse Owens & Hitler) Key words related to history e.g. empire, war, trade, invasion, kingship, civilisation.	This unit revisits the theme of diversity and race, building on prior knowledge of the Transatlantic Slave Trade which pupils learn about in Year 5.
	<b>Skills revisited</b>	Key words related to history e.g. empire, war, trade, invasion, kingship, civilisation.	Pupils can purposefully select and organise information when responding to or asking questions.	

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