

# Willow Lane History Curriculum

## Our intent

Our history curriculum ignites our children's curiosity and develops their understanding about the lives of people who lived in the past, both within the context of our local area and across the world. Through this, our children are able to develop their character whilst learning to value and understand a variety of cultures. We strive to make historians who are brave, knowledgeable and resilient, from reception through to Year 6. Our history embeds this through historical enquiry where children have the opportunity to handle artefacts and ask inquisitive questions. It also provides our children with a secure chronological framework within which they can make comparisons between different periods. Our curriculum is anchored in our local area to give our children concrete experiences on which to build their knowledge. We also explore the history of the British Isles and some of the most influential civilisations from history.

Our curriculum provides a detailed interpretation of the National Curriculum statements. We have adapted the guidance within the National Curriculum to meet the needs of the children at Willow Lane and create a broad and balanced curriculum. It provides opportunities for children to delve deeper and apply their knowledge in a wide range of contexts. We also value and teach skills to ensure children understand methods of historical enquiry. Furthermore, we know our children learn more when they are provided with memorable experiences with which to anchor and link their learning. These experiences provide opportunities for rich discussion and enable children to develop their cultural capital and vocabulary.



*Willow Lane*  
Community Primary School

# Assessment in History

## How we assess

Each unit begins with a short introduction, which sets the scene for later learning. This is presented in a narrative fashion and children help to 'story map' the key elements of the introduction. Over the course of the unit, children learn the introduction by heart to help embed key vocabulary and foundational knowledge for all.

Teachers use the 'I will know...' and 'I will know how to...' statements in each unit to assess whether children are achieving age related expectations. Teachers use formative assessment as an opportunity to identify strengths in the unit and plan opportunities to further deepen and broaden children's learning. It is also an opportunity to identify children and areas that require further consolidation and plan future learning episodes accordingly.

Unit outcomes allow teachers to identify those who are working towards unit expectations, those who are meeting the expectations for the unit and those who are working at greater depth within the unit. Outcomes may take the form of low-stakes testing, reports, presentations or other creative tasks that allow children to showcase their learning.

Children not meeting the expectations for a unit, or where gaps are identified, will be given further opportunities to revisit the foundational learning identified in each unit. This may be through regular retrieval tasks based on the 'Learning Checks' or through planned learning tasks designed to enable learners to revisit and apply earlier knowledge or skills in a new context.

The outcomes and 'Learning Checks' also support the subject lead in identifying strengths and areas for further development in the curriculum design and teaching and learning of history.

The overview of the progression in historical enquiry skills is shown on the next page. Key skills for each unit should be selected from the overview that meet the needs of each class. To assess children's historical enquiry skills, teachers observe the execution of skills that have been previously modelled and take note of those children who are not yet secure in using them. If children are not yet secure in the skills, further opportunities are planned in later learning episodes for children to revisit them. If children are secure in the skills, then opportunities to broaden the skills and apply them in new contexts are planned as appropriate.



## Willow Lane History Curriculum Overview

Year group	Autumn		Spring		Summer	
<b>EYFS: Red</b>						
<b>1. Orange</b>	History: Transport				History: Lancaster- Past and Present	
<b>2. Yellow</b>			History: Explorers		History: Morecambe- Victoria and Elizabeth II	
<b>3. Green</b>	History: Pyramids		History: Prehistory			
<b>4. Blue</b>	History: Roman Empire		History: The Industrial Revolution			
<b>5. Indigo</b>	History: World War I		History: Ancient Greece			
<b>6. Violet</b>	History: Saxons and Vikings				History: Slavery and Emancipation	

## Historical Skill Progression at Willow Lane

Age Range	Cause and Consequence	Change and Continuity	Similarity and Difference	Historical Significance	Historical Enquiry	Historical interpretations
<b>KS1</b> <b>(age 5-7)</b> <b>Develop</b> <b>close observations</b>	Recognise: <ul style="list-style-type: none"> <li>Why people did things</li> <li>Why events happened</li> <li>What happened as a result</li> </ul>	Identify: <ul style="list-style-type: none"> <li>Similarities and differences between ways of life at different times</li> </ul>	Observe: <ul style="list-style-type: none"> <li>different types of people, events and beliefs.</li> </ul>	Talk: <ul style="list-style-type: none"> <li>About who was important.</li> </ul>	<ul style="list-style-type: none"> <li>Ask and answer questions</li> <li>Understand ways we find out about the past</li> <li>Choose and use parts of stories and other sources to show understanding</li> </ul>	Understand: <ul style="list-style-type: none"> <li>How we find out about the past</li> </ul> Identify: <ul style="list-style-type: none"> <li>Ways in which the past is represented</li> </ul>
<b>Lower KS2</b> <b>(age 7-9)</b> <b>Develop</b> <b>systematic approach</b>	Identify and give reasons for, and results of: <ul style="list-style-type: none"> <li>Historical events</li> <li>Situations</li> <li>Changes.</li> </ul>	Describe and make links between: <ul style="list-style-type: none"> <li>events, situations and changes</li> </ul>	Describe: <ul style="list-style-type: none"> <li>social, cultural, religious and ethnic diversity</li> </ul>	Identify: <ul style="list-style-type: none"> <li>Historically significant people and events</li> </ul>	<ul style="list-style-type: none"> <li>Address and try to create historically valid questions</li> <li>Understand how knowledge of the past comes from a range of sources</li> <li>Construct responses by selecting and organising information</li> </ul>	Understand: <ul style="list-style-type: none"> <li>different versions of the past may exist</li> </ul> Explain: <ul style="list-style-type: none"> <li>some of the reasons why accounts might be different</li> </ul>
<b>Upper KS2</b> <b>(age 9-11)</b> <b>Develop</b> <b>independence</b>	Analyse and Explain: <ul style="list-style-type: none"> <li>reasons for, and results of, historical events, situations, changes.</li> </ul>	Explain: <ul style="list-style-type: none"> <li>Change and continuity within and across periods.</li> </ul>	Understand: <ul style="list-style-type: none"> <li>Diverse experiences and beliefs in past societies</li> </ul>	Explain: <ul style="list-style-type: none"> <li>The significance of events, people and developments in their context and in the present</li> </ul>	<ul style="list-style-type: none"> <li>Pursue historically valid enquiries, including some they have created</li> <li>Understand how different types of sources are used rigorously to make historical claims</li> <li>Create relevant, structured and evidentially supported accounts</li> </ul>	Discover: <ul style="list-style-type: none"> <li>How and why contrasting arguments and interpretations of the past have been constructed</li> </ul>