Westgarth's History

Curriculum Coverage and Overview

Our curriculum intent is to deliver a broad and balanced, progressive, knowledge-based curriculum to prepare the children for their next stages and to develop their level of independence, resilience and respect. Respect for themselves, others and the world.

History Intent at Westgarth

What does History look like at Westgarth?

Here at Westgarth, we like to show the 'wow' factor of world-wide history through stories, sources, experiences, practical activities, discussion and through the encouragement of awe, wonder and questioning. History is taught with the intent of giving children a secure, chronological understanding of key events during British History, as outlined in the National Curriculum. Children will also cover several aspects of 'World History' which will help to broaden their own knowledge and experiences of other cultures.

Living in the small town of Marske, children have limited access to diverse cultures. We aim to develop this knowledge by learning about significant people, events and eras beyond the history in our local area. We combine local history with geography which helps children to know their identity and the revolutionary part our area has played in history.

Within our teaching of History, we focus on one of four substantive concepts in order to make links between different eras of History and to allow children to gain an understanding of the more abstract historical terms. Our four substantive concepts are; Society and Culture, Power, Invasion and Settlement, Achievement and Legacy. There is also an emphasis on children developing the skills they need to become independent, thoughtful and resilient historians. They will develop their skills in investigating sources of information and be able to form their own conclusions on a key date, event or figure.

We hope to create historians full of critical thinking, respect and inspiration for future generations!

Why is History important?

As well as developing children's knowledge and understanding of the past, we aim for our history curriculum to inspire pupils' curiosity about the past. We aim for children to ask perceptive questions, think critically, weigh evidence, sift arguments, 'read between the lines' and develop perspective and judgement. We want our children to know who they are through looking at where they have come from and the challenges of their time. We also aim to develop links with our community and help us to feel a sense of belonging in Marske and as part of the North East. History at Westgarth also gives the children opportunities to practise and apply key skills in speaking and listening, reading, writing, numeracy and ICT.

What events take place as part of our History curriculum?

A 'hands on' approach to our learning is adopted at Westgarth. Opportunities for educational visits to local historical sites, museums and revolutionary places nearby such as Kirkleatham, Beamish, Captain Cook's monument and Whitby are thoroughly enjoyed by the children; this helps to bring their learning to life! Roman re-enactments and Greek feasts are some examples of the themed days children enjoy as part of our curriculum. We celebrate and participate in key historical events of our national history, too. Homework projects are enjoyed by the children and are an opportunity to share learning with their families.

What do we learn in History?

Throughout our learning, children of all ages delve deep to develop their chronology skills of local, modern and ancient history. The children are taught to develop their vocabulary to explain how events long ago happened. In addition, the children are provided with the opportunity to pose their own questions about their learning and follow their lines of enquiry to reach the answer. Throughout each topic, we begin to develop links between periods in history and compare and contrast the ways of life through our essential skills progression of each year group.

Understanding the World in EYFS:

EYFS at Westgarth is the place where the excitement in learning about the past begins. Through our understanding of the world we discuss past and present events in our own lives and in the lives of the people we love. We do this by sharing photographs and stories and taking the time to listen to where we have all come from.

What do our children think?

I enjoyed our field trip to Vindolanda because it helped us to learn more about the Romans.

Year 4

We learn about how important people are from the past.

Year 3

I like being a detective about the past and using clues that archaeologists have found to work things out.

Year 5

We have used sources like pictures and diaries to help us learn about the past (but not tomato sauce!)

Year 2

Curriculum Map 2023/24

	Term 1	Term 2	Term 3
Nursery	The lives of familiar people- All About Me	Significant times and special occasions- Christmas and Easter	My world and how I have changed over time.
FS2	Significant times and special occasions- Bonfire Night/Christmas Ourselves- From Babies to Now	Significant times and special occasions- Christmas and Easter Farming- Past and present	Past and Present Emergency Services Traditional Stories/Tales
Year 1	Guy Fawkes and the History of Bonfire Night 2024 Toys from the past	Grace Darling	Redcar Seafront
Year 2	The Great Fire of London	Katherine Johnson	Industry in the local area
Year 3	The Stone Age, Bronze Age and Iron Age	The Stone Age, Bronze Age and Iron Age	The Egyptians
Year 4	The Ancient Greeks	Roman Impact on Britain	
Year 5	Anglo Saxons	The Vikings	Best of British- The changing power of monarchs.
Year 6	The Mayans		The Development in Industry- River Tees

Westgarth Primary History Coverage- Substantive Concepts

Year 1 Guy Fawkes and the History of Bonfire Night	Society and Culture	Power	Invasion and Settlement	Achievement and Legacy
Year 1 Grace Darling	Society and Culture	Power	Invasion and Settlement	Achievement and Legacy
Year 1 Victorian Life- Mary Seacole	Society and Culture	Power	Invasion and Settlement	Achievement and Legacy
Year 2 The Great Fire of London	Society and Culture	Power	Invasion and Settlement	Achievement and Legacy
Year 2 Katherine Johnson	Society and Culture	Power	Invasion and Settlement	Achievement and Legacy
Year 2 Industry in the local area	Society and Culture	Power	Invasion and Settlement	Achievement and Legacy
Year 3 The Stone Age, Bronze Age and Iron Age	Society and Culture	Power	Invasion and Settlement	Achievement and Legacy
Year 3 The Egyptians	Society and Culture	Power	Invasion and Settlement	Achievement and Legacy
Year 4 The Ancient Greeks	Society and Culture	Power	Invasion and Settlement	Achievement and Legacy
Year 4 Roman Impact on Britain	Society and Culture	Power	Invasion and Settlement	Achievement and Legacy
Year 5 Anglo Saxons	Society and Culture	Power	Invasion and Settlement	Achievement and Legacy
Year 5 The Vikings	Society and Culture	Power	Invasion and Settlement	Achievement and Legacy
Year 5 Best of British- The changing power of monarchs.	Society and Culture	Power	Invasion and Settlement	Achievement and Legacy
Year 6 The Mayans	Society and Culture	Power	Invasion and Settlement	Achievement and Legacy
Year 6 The Development in Industry- River Tees	Society and Culture	Power	Invasion and Settlement	Achievement and Legacy

History: The Early Years Foundation Stage

Nursery	Understanding The World	• All About Me- Compare pictures of themselves as babies to now, looking at similarities and differences. Explore photographs and stories from their adults at home about their life story so far. • Look at photographs and discuss stories from significant times and special occasions in their lives- Bonfire night/ Birthdays/ Christmas and Easter. Draw pictures of their favourite events.
Nursery Assessment Points		• Begins to make sense of their own life-story and family's history. • Talk about things they have done with their family, as well as other significant events in their lives, in greater detail. • Begins to use the language of time i.e. a long time ago, yesterday.
Reception	Understanding The World	• Develop their comparison of pictures of themselves as babies to now, looking at similarities and differences. Explore photographs and stories from their adults at home about their life story so far. • Look at photographs and discuss stories from significant times and special occasions in their lives- Bonfire night/ Christmas and Easter. Draw pictures and write words/ talk about their favourite events. • Study familiar situations from the past- Emergency services, farming. Focus on similarities and differences using pictures and stories.
Reception Assessment Points	Understanding The World / Past and Present	• Can talk about some significant events in their life and how they have changed over time. i.e. got taller, need bigger shoes. • Talk about the lives of people around them and their roles in society. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Explains the difference between old and new. • Children order some events using basic chronology- knowing that some things happened before they were born. • Understand the past through settings, characters and events encountered in books read in class and storytelling.

Skills				
	Chronological Understanding Use words and phrases such as *old, new, when I was a baby* etc. Remember parts of stories/ memories with support. Sequence stories or events.	**Cause and Consequence** Discuss why we celebrate events eg. *Bonfire night, Christmas, Diwali, Chinese New Year, Harvest, birthdays etc.*	**Continuity and Change** Identify some simple similarities and differences between the past and present-Events, people and objects.	**Historical evidence and enquiry** Ask simple questions about the past through looking at pictures, stories and artefacts.	**Historical interpretation** Begin to identify and recount some details from the past from sources (eg. pictures, stories)

Enrichment Curriculum Links and stories	
	Train museum visit Role play/ other areas linked to topics Photos from home brought in of family/ themselves from the past.

History: Key Stage 1
Year 1

Within living memory	Beyond living memory	Lives of significant people	Local history
Toys from the past • Know a range of toys that children play with today. • Know a range of toys that their grandparents played with. • To know the differences between their toys and their grandparents. • Know a range of toys that were played with in the Victorian era. • To know the differences between their toys, their grandparents and Victorian toys.		**Grace Darling** **Why should we remember Grace Darling today?** -To know about the life of Grace Darling. -To know what significant event took place in Grace Darling's life. -To know why and how Grace Darling is remembered today.	**Redcar Seafront** **What was Redcar seafront like in the past?** • To know how people enjoy Redcar Seafront today. • To know how people enjoyed Redcar Seafront in the past. • To know what Redcar pier was like. • To compare Redcar pier to The Beacon. • To know why the Zetland lifeboat is important. • To compare Zetland lifeboat to a modern lifeboat.
Concepts	**Society and Culture**		**Achievement and Legacy** **Society and Culture**	**Society and Culture** **Legacy**

Skills	Chronological Understanding	Cause and Consequence	Continuity and Change	Historical evidence and enquiry	Historical interpretation
	Use words and phrases to describe the past- *after, before, between, now, a long time ago* etc.	Describe what has happened in the past and why it was significant. Ask questions such as:	Be able to tell the difference between people's lives in the past/ present- then and now- in pictures and simple information.	Look at and ask questions about visual representations from the past.	Discuss what they have enjoyed learning about the past and try to explain why. Answer questions like:

	Remember stories and memories from the past- recounting events such as birthdays/ christenings. Understand there is a past, present and future. Sequence events on a simple timeline with dates spaced out well.	*What was life like?* *Why did it happen?* *What happened after?* *Why is it still happening now?*	Show some understanding of aspects of the past beyond living memory.	Observe and handle artefacts to make assumptions, find out what things were used for and why they are important to look at now	Do you agree? Why do you think that? How do you know?
Enrichment Curriculum Links and stories	Role play/ other areas linked to topics Artefacts- toys from the past (loan box from Kirkleatham museum) Enrichment unit)- Guy Fawkes and the Gunpowder Plot **Traction Man/ Toys in Space- Mini Grey** **Kipper's Toy Box- Mick Inkpen** **Clem and Crab- Fiona Lumbers** **Sharing a Shell- Julia Donaldson**				

History: Key Stage 1
Year 2

Within living memory	Beyond living memory	Lives of significant people	Local history
	The Great Fire of London **What happened in the Great Fire of London?** • To know what life in London was like at the time of the 'Great Fire'. • To know when are where the Great Fire of London started • To know why the Great Fire of London spread so quickly -To know the impact the fire had on London and what changes were made.	**Kathryn Johnson** **Why was Kathryn Johnson an influential woman?** -To know about the life of Kathryn Johnson. -To know what significant events took place in Kathryn Johnson's life. -To know why and how Kathryn Johnson is remembered today.	**Captain Cook** **Where was Captain Cook from and what did he achieve?** -To know about the early life of Captain Cook. - To know that Captain Cook sailed to Australia -To know that Captain Cook was one of the first sailors to cross the Arctic Circle.
Concepts	**Power** **Achievement and Legacy**	**Achievement and Legacy** **Society and Culture**	**Society and Culture** **Invasion and Settlement**

Skills	**Chronological Understanding** Use more complex words and phrases to describe past/ present, events, objects and people such as recently, *before, now, later* Recount changes in their own lives over time. Arrange objects and events into a timeline including time words and beginning to use dates as appropriate. Sort the periods they have studied into a broad time order.	**Cause and Consequence** Discuss what has happened in the past and why it was significant. Begin to use evidence and sources to discuss, with support, why the people in the past acted as they did.	**Continuity and Change** Use simple evidence and information to describe the similarities and differences between then and now. Identify any important changes during the time period studied.	**Historical evidence and enquiry** Ask questions based on existing or new knowledge and evidence they have handled or seen. Use pictures, artefacts books, stories, accounts, photographs, paintings, historical buildings, museums, galleries and the internet to ask and answer questions about the past.	**Historical interpretation** Explain what they think is important about the period, event, person or place they are studying. Understand why people did things in the past.
Enrichment Curriculum Links and stories	Captain Cook Museum visit **Vlad and the Great Fire of London- Kate and Sam Cunningham** **The Baker's Boy and the Great Fire of London- Tom Bradman & Tony Bradman** **Hidden Figures- Margot Lee Shetterly**				

History: Year 3

Stone age to 1066	Beyond 1066	Local History Study
The Stone Age to The Iron Age **How did life change between the Stone Age and the Iron Age?** • To know that people were 'hunter gatherers' during the Stone Age. • To know what life was like in the settlement of Skara Brae. • To know what archaeologists have learnt from the discovery of 'Cheddar Man'. • To understand why historians think Stonehenge was built. • To know how life changed when farming began. • To know what it was like to live in a Bronze Age house. • To know why the discovery of copper was so important. • To know why people lived in Hill Forts during the Iron Age. • To compare weapons from the Stone Age to the Iron Age. • To know why the druids were so important. • To know what daily life was like for men and women during the Iron Age.		
Non-European Societies	**The Earliest Civilisations**	**Ancient Greece**
	The Egyptians **What were the achievements of the Ancient Egyptians?** • To place on a map, when and where the earliest civilisations appeared. • To know why the Ancient Egyptians built settlements along the Nile. • To know that Ancient Egypt was a monarchy ruled by Pharaohs. • To know how and why the pyramids were built. • To know about the process of mummification. • To know that Cleopatra was the last pharaoh.	
Concepts **Achievement and Legacy** **Society and Culture**	**Achievement and Legacy** **Society and Culture** **Power**	

Skills	**<u>Chronological Understanding</u>** With support, use dates and terms to describe events and begin to use the terms *BC/ AD, century and decade.* Understand the concept of change over time, representing this on a timeline. Place events, artefacts and historical figures on a timeline, using dates. Divide recent history into 21st, 20th and 19th centuries.	**<u>Cause and Consequence</u>** Use evidence and sources to discuss, with support, why the people in the past acted as they did. With support, begin to describe how some events affected people at the time.	**<u>Continuity and Change</u>** Use evidence to describe similarities and differences between people, events and objects. Show changes in a variety of ways. Begin to discuss changes across times, extending beyond 'then and now'.	**<u>Historical evidence and enquiry</u>** Ask and answer a range of questions using new or existing knowledge. Use a range of primary and secondary sources to collect information about the past. Suggest sources of evidence they could use to help answer questions.	**<u>Historical interpretation</u>** Explore the idea that there are different accounts of history.
Enrichment Curriculum Links and stories	Stone Age experience day **The Wild Way Home- Sophie Kirtley** **Wolf Brother- Michelle Paver** **The Egyptian Cinderella- Shirley Climo** **Secrets of a Sun King- Emma Carroll**				

History: Year 4

CHRONOLOGY (Stone age to 1066)	Beyond 1066	Local History Study
Roman Britain **What did the Romans do for us?** • To know the extent of the Roman Empire in 42 AD. • To know why the Romans invaded Britain. • To know why Boudicca resisted the Roman occupation. • To know about the settlement of Londinium. • To know why the Romans built roads. • To know how housing changed during the Roman occupation. • To know how Roman bath houses improved life in Britain. • To know what life was like at Hadrian's Wall. • To know when and why the Romans left Britain.		
Non-European Societies	**The Earliest Civilisations**	**Ancient Greece**
		Ancient Greece **How did the Ancient Greeks change the world** • To know that Athens is the world's oldest democracy. • To know the main differences between Athens and Sparta. • To know that the Olympic Games originated in Greece. • To know about the Greek invasion of Troy. • To know the extent of the Empire of 'Alexander The Great'.
Concepts **Achievement and Legacy** **Power** **Invasion and Settlement**		**Achievement and Legacy** **Society and Culture**

Skills	**Chronological Understanding** Use dates and terms to describe local, national and international events and begin to use the terms *BC/ AD, century and decade* with understanding. Place events, artefacts, historical figures on a timeline using dates. Understand the concept of change over time, representing this, along with evidence, on a timeline.	**Cause and Consequence** Use evidence and sources to describe actions and consequences of people's actions in the past. Describe how some events affected people at the time.	**Continuity and Change** With more independence, use evidence to describe similarities and differences between people, events and objects. Show changes in a variety of ways. Begin to discuss changes across times, extending beyond 'then and now'.	**Historical evidence and enquiry** Ask and answer a range of questions using new or existing knowledge. Understand differences between primary and secondary sources. Suggest appropriate sources of evidence and choose useful ones from a selection provided to them, to help answer questions.	**Historical interpretation** Start to give reasons about why there may be different accounts of history. Know that people can/did represent events or ideas in a way that persuades others.
Enrichment Curriculum Links and stories	Visit to Hadrian's Wall Greek experience day Archaeologist visit (local area/ Romans link) **Queen of Darkness- Tony Bradman** **Who let the Gods out- Maz Evans**				

History: Year 5

CHRONOLOGY (Stone Age to 1066)	Beyond 1066	Local History Study
The Anglo Saxons **How did the Anglo Saxons change England?** • To know where the Anglo-Saxons came from and why they invaded Britain. • To know that the Scots invaded Scotland. • To know that Britain was divided into different kingdoms and ruled by different Kings. • To know that The Anglo-Saxons settled in villages rather than towns. • To know that the Anglo-Saxons converted from Paganism to Christianity. **The Vikings** **How successful were the Vikings in invading the kingdom of England?** • To know that the Vikings carried out their first raid on Lindisfarne. • To know why the Vikings invaded Britain. • To know that the Vikings created an important settlement in York. • To know how Alfred The Great fought back against the Vikings. • To know about the creation of Danegeld. • To know why Athelstan is known as 'The First King of Britain'. • To know that William Conqueror invaded in 1066.	**Best of British- The changing power of monarchs.** **How did the Tudors change the monarchy?** • To know that the Wars of the Roses were ended by the defeat of Richard III and the succession of Henry VII to the throne, signalling the beginning of the Tudor period. • To know that Henry VII won the battle of Bosworth and restored order to England after the Wars of the Roses. • To know some of the reasons for the reformation. • To know some of the effects of King Henry VIII becoming the head of church. • To know the names of the Tudor monarchs. • To know how the roles and responsibilities of today's monarchs differ from those of monarchs in the Tudor period.	

Non-European Societies	The Earliest Civilisations	Ancient Greece
Concepts **Society and Culture** **Invasion and Settlement** **Achievement and Legacy**	**Power**	

Skills	**Chronological Understanding** Describe events using appropriate historical vocabulary in context eg. *Century, decade, era, period.* Understand BC, AD and periods within centuries eg. Tudors, on a timeline and sequence events correctly. Understand overlaps of significant events. Understand key events in specific and wider concepts. Spot similarities and differences between time periods.	**Cause and Consequence** Discuss and begin to form opinion on what the significant events within a time period were. Discuss what started and ended a significant event or period. Describe how some events affected people at the time and beyond. Begin to make links on how significant events resonate today.	**Continuity and Change** Compare similarities and differences within an era and within different groups in an area. Discuss how things stayed the same or changed between various eras and modern day life and events.	**Historical evidence and enquiry** Find out about different view points from different groups in society in particular eras. Compare and contrast two sources from the same time and discuss why they are different. Choose reliable sources to use to answer questions they have come up with.	**Historical interpretation** Understand different view points on events and how it can/ has impacted people differently. Identify differences in evidence/ accounts of the same event. Understand opinion and propaganda.
Enrichment Curriculum Links and stories	**Ally Sherrick- The Buried Crown** **Michael Morpurgo- Beowulf** **Tony Bradman- Viking Boy** **Ross Welford- The 1000 year old boy**				

History: Year 6

CHRONOLOGY (Stone Age to 1066)	Beyond 1066	Local History Study
		Development in Industry in our Local Area **What has been the impact of the development in industry in Teesside?** • To know the importance of ironstone mining in our area. • To know the importance of the opening of Teesside Steelworks. • To know the impact that the closure of the steelworks had on our area.
Non-European Societies	**The Earliest Civilisations**	**Ancient Greece**
The Ancient Maya **Who was the most important in Maya Society?** • To know that the Mayans built city settlements in the jungle and discuss why. -To know what artefacts can tell us about Mayan life and society. • To know how Mayan society was structured. -To know who Pakal the Great was and why he was so significant • To know why Mayans wore masks • To know what foods were important to the Mayans • To investigate why the Mayans left their cities		
Concepts	**Society and Culture** **Power**	**Society and Culture** **Achievement and Legacy**

Skills				
Chronological Understanding Use appropriate vocabulary eg. *Social, religious, political, technological and cultural.*	**Cause and Consequence** Identify the main factors which caused an event to take place	**Continuity and Change** Discuss what political, social and organisational changes occurred in different periods.	**Historical evidence and enquiry** Find out about different view points from different groups in society in particular eras and over time.	**Historical interpretation** Understand that the past has been presented in different ways, for different reasons.

	Place events, periods and cultural movements from the history of time, on a timeline correctly. Name and date any significant event studied and place it on a timeline. Link chronology within a period to continuity and change and cause and consequence.	Discuss whether some factors were more important than others in the event taking place. Identify and explain the consequences of the event taking place both in the short term and long term. Make links on how significant events resonate today.	Identify and compare changes within the time period including social and political changes. Discuss how these changes are similar or differ from different periods of time.	Identify and use different sources of information and artefacts, giving reasons for choices. Evaluate reliability of sources of evidence. Synthesise sources in order to present and justify opinions. Make deductions about the past.	Suggest plausible reasons for how/ why aspects of the past have been represented and interpreted in different ways. Know and understand some evidence is propaganda, opinion and misinformation and that this affects interpretations.
Enrichment Curriculum Links and stories	Children Challenging Industry- Sites across the local area- Science link Skinningrove Ironstone Mining Museum (Visit or visitors in) Author and Animator workshop (topic tbc) **The Chocolate Tree- A Mayan folktale** **Friend or Foe- Michael Morpurgo**				

SEND Provision in History

- Same high expectations covering same objectives.
- Support of teacher/ TA
- Scaffolded tasks- eg. word banks, less pics to sort/ order, adapted timelines etc.
- Step- by- step instructions
- Expect different outcomes where appropriate

Vocabulary Progression

EYFS	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
• myself • family • born • past • now	• old • older • oldest • past • present • remember • memory • then	• past • present • artefact • chronological order • event • historian	• past • present • timeline • AD and BC • chronological order • artefact • primary source • historian • archaeologist • millennium	• artefact • primary source • chronological order • timeline • AD and BC • invasion • occupation • conquest • historian • archaeologist • millennium • century • Empire	• primary source • secondary source • chronological order • AD and BC • invasion • occupation • conquest • civilisation • local history • consequences • historian • archaeologist • millennium • century • decade • Kingdom	• primary source • secondary source • chronological order • invasion • occupation • conquest • civilisation • consequences • account • evidence • historian • archaeologist • period • millennium • century • decade