



Willingham Primary School History Intent Statement



Pupils will be inculcated into the historical discourse as opposed to indoctrinating them into a national, racial, class or gender myth. They will have the knowledge of Britain's past and that of the wider world to provide them with the strongest possible foundation for further disciplinary study.

We believe the best way to do this is through lesson sequences built around enquiry questions; meaningful questions that require the application of substantive and disciplinary knowledge to answer.

Substantive and disciplinary knowledge			Procedural knowledge		
<p>Pupils will have an in-depth knowledge of specific time periods and historically significant events in history (depth studies), as well as a strong sense of chronology and the differences between different time periods (longitudinal studies).</p>	<p>Pupils will:</p> <ul style="list-style-type: none"> • understand that History is not the past, but is constructed from the remains of the past • know that the construction of history requires selection and that our, and everybody else's, selections are not neutral and value-free • have the knowledge and vocabulary to be able to answer historical enquiry questions 	<p>Pupils will understand key historical themes including:</p> <ul style="list-style-type: none"> • Empire • Civilisation • Authority <p>Pupils will be taught to think historically by addressing questions based around the concepts of:</p> <ul style="list-style-type: none"> • Continuity and Change (Why did things happen? What happened when things changed?) • Cause and consequence (How much did things change? What was that change like?) • The construction of historical interpretations (How and why have different people been seen and used the past differently?) • Diversity, or Similarity and Difference (How similar or different were different groups from the past?) 	<p>Pupils will be able to compare, link and evaluate their historical knowledge to form opinions and connections about and between historical themes.</p>	<p>Pupils will be taught to use and evaluate sources, answer historical enquiry questions and have the disciplinary writing skills that enable them to do this in essay form.</p>	<p>Pupils will be encouraged to begin to make judgements about historical selections with regard to author bias and historical interpretation.</p>

Year Grp	Term	Cycle A Exploration & Empire Civilisation Authority	Cycle B Exploration & Empire Civilisation Authority
EYFS	Autumn 1	How have I changed? <ul style="list-style-type: none"> • Changes from birth to 4/5 • Photos and physical changes <i>Continuity and change</i>	
	Autumn 2	<i>What has changed and what is the same about the emergency services now and in the time of Florence Nightingale?</i>	
	Spring 1	<i>How would we have got to China 100 years ago?</i> <i>How was the Great Wall of China built?</i> <ul style="list-style-type: none"> • Travel over time • 	
	Spring 2	<i>Who are the Royal Family?</i> <ul style="list-style-type: none"> • Portraits of kings and queens 	
	Summer	<i>Traditional Tales</i> <ul style="list-style-type: none"> • 	
Y1/2	Autumn 1	How do we know the history of Willingham? Local History <ul style="list-style-type: none"> • The history of the school, local church, history of older buildings in the village • Big dig of Willingham – Archaeology – Roman artifacts • How do you know the history of Willingham. • Who is missing???? • Photographic evidence- Walk around village- Jon Edney. Contrast and compare photos • Church- trip, Etheldreda • School- Victorian Education, old building. 	Shackleton and Columbus - Who would you rather go on an expedition with? Why did Shackleton and Columbus go exploring? <ul style="list-style-type: none"> • Reasons for exploration • Ernest Shackleton and Christopher Columbus • The discoveries of Columbus • Shackleton's and Columbus' successes and failures • Shakleton and Columbus as leaders • Which explorer was more important? • Changes in exploration <i>Interpretations of Columbus</i> <i>Similarity and difference</i>

	Spring 1	<p>How did the Great Fire of London change the fire service?</p> <ul style="list-style-type: none"> • Fire safety • When the Great fire of London happened • London/Willingham landmarks comparison • How London has changed since 1666 • How the fire started • Why it spread so rapidly • How the fire was stopped • How we know about the fire and Samuel Pepys importance • How London was rebuilt • How and why the fire brigade developed <p><i>Sources</i> <i>Cause and consequence</i> <i>Continuity and change</i></p>	<p>The Stone Age</p> <ul style="list-style-type: none"> • How do we know about the Stone Age? <p>The Neolithic Revolution</p> <p>What changed during the Neolithic revolution?</p> <ul style="list-style-type: none"> • Prehistory • Cave paintings • When The Stone Age occurred in time • Life during the Stone Age and how this is different to today • Early humans – Paleolithic Period - Doggerland • Mesolithic Period – End of the Ice Age – Uk now separate from the rest of Europe • Neolithic Period – Began to settle (houses), agriculture, • Stonehenge – spoken language begins • Skara Brae <p>Continuity and Change</p>
	Summer 1	<p>The Space Race – Why was it so important to get a man on the moon? <i>Link to explorers unit.</i></p> <ul style="list-style-type: none"> • The space race • Lunar landings • Current space missions • Ham and Laika • Yuri Gagarin • Neil Armstrong • Tim Peake. <p>Continuity and Change Cause and Consequence</p>	<p>The history of flight.</p> <p>What did the Wright brothers do to change the world?</p> <ul style="list-style-type: none"> • How transport has changed over time • Event- first flight • Concorde • Wright Brothers • Mongolfier Brothers • Amelia Earhart • Amy Johnson <p>Continuity and Change Cause and Consequence</p>
Y3/4	Autumn 1	<p>How did the Egyptians make the best of the Nile?</p> <ul style="list-style-type: none"> • Agriculture • Irrigation • trade • communication <p>How do we know about Egyptian religious beliefs?</p> <ul style="list-style-type: none"> • Hieroglyphics • Pharaohs and slavery • Mummification • Pyramids • Rosetta stone 	<p>Were all the Greeks democrats?</p> <ul style="list-style-type: none"> • Voting in Athens • Mytilenean debate • Sicily and tyrants • Aristotle’s ‘politics’ <p>Similarities and differences</p>

	Source evaluation	
Autumn 2	<p>How are ancient civilizations similar and different?</p> <ul style="list-style-type: none"> • Geographical Overview of Sumer • Geographical Overview of Indus • Monuments and writing of Sumer, Indus and Egyptians <p>Similarity and Difference</p>	<p>Why can't people agree if Alexander was 'Great'?</p> <ul style="list-style-type: none"> • Philip of Macedon • Conquest • Death • Early life of Alexander <p>Interpretations of Alexander – Great or Terrible?</p>
Spring 1	<p>What can sources reveal about Roman ways of life?</p> <ul style="list-style-type: none"> • invasions • client king • Rebellion <p><i>sources</i></p>	<p>Why was Ely Cathedral built?</p> <ul style="list-style-type: none"> • Etheldreda and foundation of monastery • Norman conquest- Viking destruct- Hereward the Wake • 1086 foundation • 1106 Bishop Harvey <p>Cause and Consequence</p>
Spring 2	<p>Why did Boudicca rebel against the Romans and why did she fail?</p> <ul style="list-style-type: none"> • invasions • client king • rebellion <p>Cause and consequence</p> <p>How Roman was Roman Britain?</p> <ul style="list-style-type: none"> • Features of Roman Towns • Celtic tribes in Roman Britain • Hadrian's Wall • Limits to Roman expansion in Britain • Resistance to Roman Invasion <p>Similarities and Difference</p>	<p>How has Ely Cathedral changed over time?</p> <ul style="list-style-type: none"> • Architectural history • collapse and destruction- 13/2/1322 central tower collapse • Dissolution of the monasteries • Laniclasm in Lady Chapel <p>Continuity and Change</p> <p>Cause and Consequence</p>
Summer 1	<p>How has 'time' changed? (Longitudinal)</p> <ul style="list-style-type: none"> • Seasons-Stonehenge and Neolithic farming • Calendars -Babylonian, Jewish & Julian Roman • Years- Roman, Jewish, Christian • Days of week- Saxon & Norse names • Change in calendar- Julian to Gregorian • Working day- Industrial Revolution • World time zones- imperial expansion, Harrison marine, standardisation of time • Digital revolution- space travel, satellites, GPD <p>Continuity and change</p> <p>Cause and consequence</p>	<p>How has what we eat changed over time? (Longitudinal)</p> <ul style="list-style-type: none"> • Stone Age – Palaeolithic and Mesolithic (hunter/gatherer) • Stone Age – Neolithic (farming) • Egyptian – (trade and irrigation) • Ancient Greece – (trade and climate) • Roman Britain – (trade and wealth) • Influence of Catholic Church on diet • Effect of the Silk Roads – (trade with China) • Age of Exploration (1400s-1600s)

			<ul style="list-style-type: none"> Industrial Revolution (1750-1900) - Transport and changes in agriculture. World Wars – Rationing, Dig for Victory Modern Day – Supermarkets, processed food. <p>Continuity and Change Cause and Consequence</p>
Yr 5/6	Autumn 1	<p>Why did people come to Baghdad?</p> <ul style="list-style-type: none"> golden era of Islam city design: mosque and house of wisdom translation Mathematics- numbers, algebra- Al Kindi, and Al Khukvizm Avicenna??? Medicine One thousand and one nights Largest city in the world centre of learning <p>Diversity Cause and consequence</p>	<p>When England was created, who were the English?</p> <ul style="list-style-type: none"> Kingdoms of England prior to 'England' (including Wessex, Mercia, East Anglia, Northumbria, Sussex, Kent, Essex) Religious life Danes/Vikings Athelstan/Ethelstan (first King of united England) kings <p>Diversity, similarities and differences</p>
	Autumn 2	Continued from Aut 1	<p>What made Alfred great?</p> <ul style="list-style-type: none"> Childhood- poetry competition, Pope meeting, illness Military leader- Anglo-Saxon & Danes/Vikings Legend of burning cakes Danelaw Negotiations with Vikings – Guthrum Ethelflaed marriage to Ethelred Influence of learning and lawfulness – Saxon Chronicle and Asser (Life of Alfred) Rebuilding of London Development of a navy <p>Historical Interpretations Source interrogation</p>

Spring 1	<p>What is Leila Rasheed trying to tell us about the Roman Empire?</p> <ul style="list-style-type: none"> • When was the Roman Empire? • What was the Roman Empire? • How the Roman Empire was founded. • Religion in the Roman Empire. • Social structures in the Roman Empire • Comparing three Roman-run cities: Leptis Magna, Rome & Britannia • Diversity in Ancient Rome: examples from book • Racism in Ancient Rome <p>Historical Interpretations Diversity</p>	<p>How did the 'silk roads' connect the world?</p> <ul style="list-style-type: none"> • Map of the Ancient World – The East and the West (the old West, not the 'New' West) • What is a civilisation? Mesopotamia the birth of civilisation. • What were the Silk Roads? Not physical roads but a network that spread from East to West • Why were they called Silk Roads? From the silk carried by merchants across the Ancient World from China. • Where were the Silk Roads? • Who used the Silk Roads? Merchants, religious men, scholars, teachers. • What travelled along the roads? Goods, ideas about religion, and knowledge. • Baghdad was the beating heart of the Ancient World. The Silk Roads were the central nervous system. • Which goods were being transported along the Silk Roads as well as silk. • Did anything detrimental to the world travel along the Silk Roads? Yes. Disease (the plague) and violence (Mongols and Ghengis Khan). • Are there Silk Roads today? The Silk Road Economic Belt – an initiative led by China to reconnect the East to the West. <p>• Continuity and Change Cause and consequence</p>
Spring 2	Continued from Spr 1	Continued from Spr 1
Summer 1	<p>What is empire? Including the negative impact of the British Empire natives. (Longitudinal)</p> <p>Cause and Consequence Historical Interpretations</p>	<p>Why did Shakespeare make Richard III a villain?</p> <ul style="list-style-type: none"> • Shakespeare's portrayal of RIII • How did Shakespeare find out about RIII (Hollinshead, Thomas Moore) • War of the Roses and Tudor Timelines up to 1590s including Battle of Bosworth • Contemporary Interpretations (RIII society and Phillipa Langley) including the recovery of his body in Leicester <p>Continuity and Change Historical Interpretations</p>

	Summer 2	Continued from Sum 1	Continued from Sum 1
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