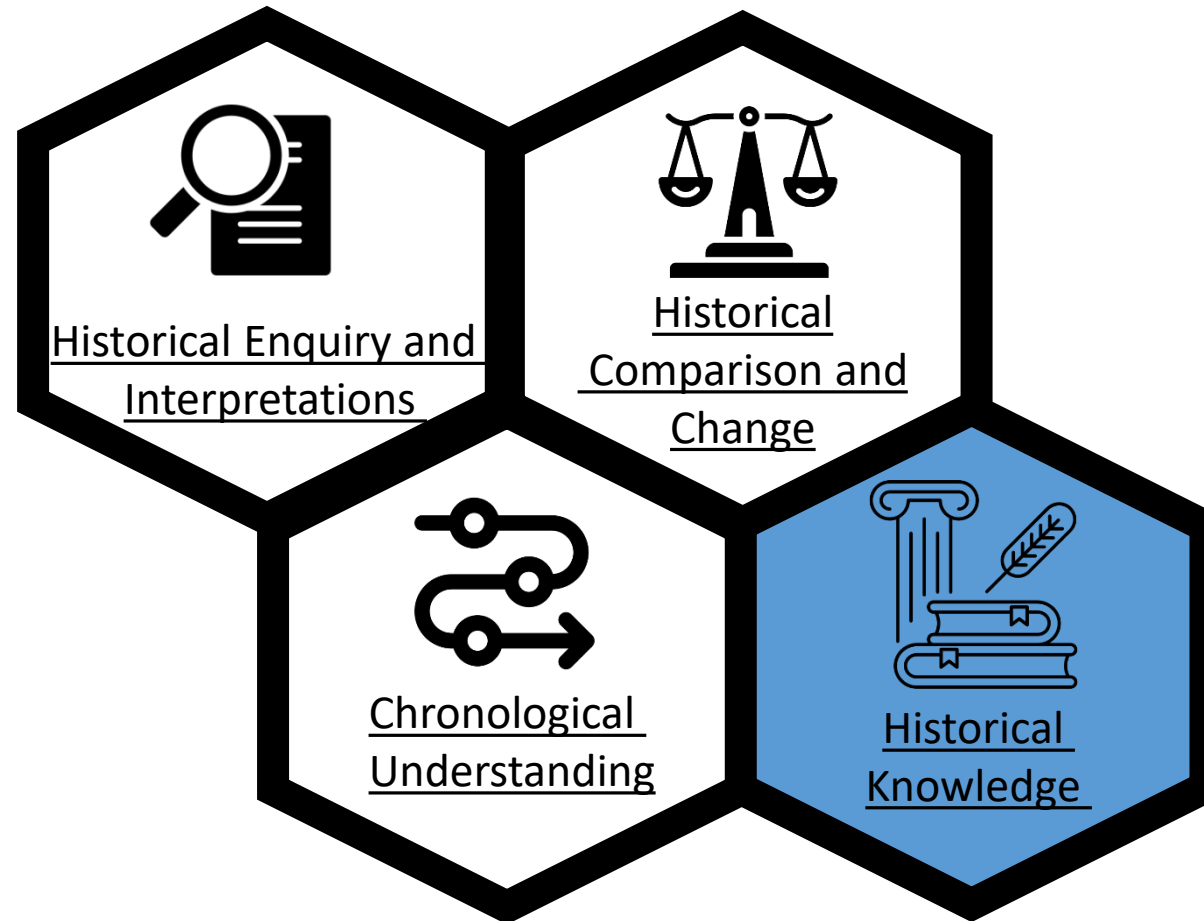
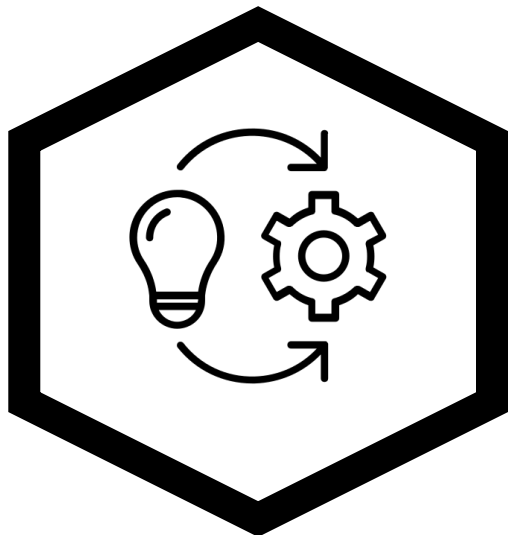
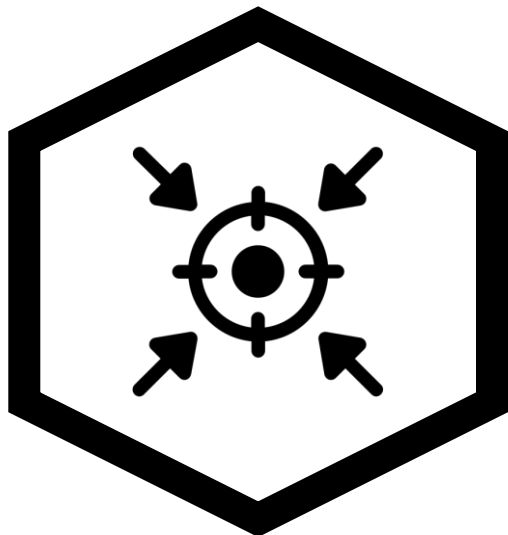


History at Woodlea



History at Woodlea



Intent:

To enable all children to use a range of historical enquiry to develop their knowledge and understanding of both people and events in the past, in Britain and abroad. They will understand the chronology of British history alongside that of the wider world by investigating the cause and effect of historical events. This will inspire a lifelong curiosity in children about the past. In summary:

- 1. Develop Chronological Understanding:** Build a secure understanding of key historical periods, events, and timelines, recognising the connections between them.
- 2. Foster Enquiry and Critical Thinking:** Ask perceptive questions, evaluate evidence, and develop informed conclusions about the past.
- 3. Explore Diversity and Perspective:** Appreciate the complexity of people's lives, the diversity of societies, and the interplay between continuity and change over time.
- 4. Understand Historical Concepts:** Master essential historical concepts such as cause and consequence, similarity and difference, significance, and interpretations of history.
- 5. Connect Past and Present:** Recognise the relevance of history in understanding current events and their own identities within a broader historical context.
- 6. Build Local and Global Awareness:** Gain insight into local, national, and global histories to develop a well-rounded understanding of the past's impact on the present.

Implementation:

- A question-based approach where history is taught termly, focusing on both the knowledge and skills stated in the National Curriculum Programmes of Study.
- Carefully planned topics will ensure sequential progression and coverage of the skills and knowledge needed with teachers planning engaging lessons to inspire curiosity.
- Questions will be used as lesson drivers and allow the children to weigh evidence, scrutinise arguments, make connections and develop their critical thinking, which will in turn enable them to form their own judgements.
- Educational visits and visitors will be incorporated into the learning to enhance and widen children's learning experiences and opportunities.
- A range of historical resources and artefacts will be used to gather evidence, make comparisons and build knowledge of the past.

History Skills



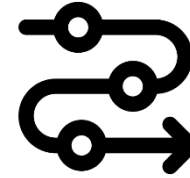
Historical Enquiry and Interpretations

In EYFS, children will look at objects and photos and distinguish between past and present. They will be able to talk about their own past and present. In KS1, children use simple sources of information to find out about the past and pose some of their own questions. They will begin to question the validity of sources and begin to infer about the past. In LKS2, children develop this by creating their own enquiry questions and researching about it. They will use artefacts to justify their points of views. In UKS2, children will be able to identify primary and secondary sources, using multiple sources as evidence to support their view and collect this into a coherent report with detailed conclusions about the past.



Historical Comparison and Change

In EYFS, children will be able to discuss changes in their life and use their family as a reference point. In KS1, children will begin with simple comparisons of life in modern Britain compared to the past. They will make observations about changes between periods and compare lives of significant individuals in history. In LKS2, children will make comparisons between different historical periods. They will also look at similarities/differences of specific cultural factors (such as religion and societal structures) and everyday life of people in those eras. In UKS2, children will look more into cause and effect of historical events, make comparisons within and across periods, and start to explain how present-day society has been influenced by events in the past.



Chronological Understanding

In EYFS, children will sequence objects and photos and begin to order them. They will also begin to use vocabulary to describe chronology. In KS1, children will begin by making simple timelines, ordering a few artefacts and sequencing their own life events. Children will then begin applying names to different periods and place events from the eras that have been studied. In LKS2, they will build upon their KS1 work but start to use more technical terms related to chronology and sequence a greater number of events. Children will begin to understand the differences within time periods and order them. In UKS2, children will be able to create more accurate and details timelines with numerous events, make connections between time periods and establish clear defining narratives and themes from a given period.

History Skills EYFS

I can look at photographs and recognise objects that are from the past.

I can describe an event from my past and present and explain why that is important.

I can explain why some things have happened in my life.

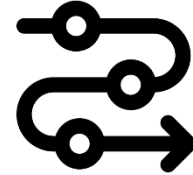
I can use stories to distinguish between past and present.

I can use stories to distinguish fact and fiction.

I can answer how and why questions.



Historical Enquiry and Interpretations



Chronological Understanding



Historical Comparison and Change

I can sequence photographs from different parts of my life.

I can match objects to people of different ages.

I can order events on a timeline for a significant person.

I can order key events in my own life.

I can use the correct vocabulary to talk about the past and present.

I can discuss changes that have happened to me in my lifetime.
I know that some things were different for my parents/grandparents.
I can compare things that have happened in my parents and my grandparent lives.
I know that some objects used to be different to how they are now.
I can compare objects from then and now.

History Skills Year 1

I can use photographs, simple texts and illustrations to help me find out about people and objects from the past.

I can use stories and pictures to understand the difference between fact and fiction.

I can match pictures to their correct time periods.

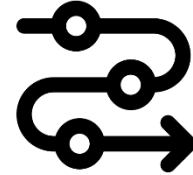
I can pose simple questions to find out about the past.

I can use simple texts to find out about people and events of the past.

I can talk about who is important in the past.



Historical Enquiry and Interpretations



Chronological Understanding



Historical Comparison and Change

I can use words and phrases relating to the passing of time

I know where people studied fit on a timeline.

I can organise events into a simple timeline.

I can sequence 3 or 4 artefacts from different periods of time

I can order decades chronologically.

I can match objects to people of different ages.

I know about and can recount episodes from the past.

I can sequence events in my own life.

I know that life was very different in the past to how it is today.

I can explain some of the changes that took place under...

I can compare aspects of British life in different periods.

I can compare the lives and achievements of two famous historical figures.

I can make observations about objects from the past and describe how they are similar/different from today.

I can compare old and new objects.

History Skills Year 2

I can use simple texts, pictures and artefacts to find out about people who lived a long time ago.

I can observe and handle sources to help me ask questions about what happened in the past.

I can pose simple questions to find out about the past.

I can discuss the reliability of different pictures.

I can use photographs, illustrations and maps to compare how places have changed over time.

I know that we can find out about the past from accounts written at the time, (eg Samuel Pepys' diary).

I can discuss the reliability of different sources.

I can use a range of photographs and illustrations to infer information about the past and compare and contrast modern and older homes.

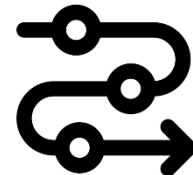
I can observe and handle objects as sources to help ask /answer questions based on my observations.

I can talk about people and events which were significant.

I recognise or make suggestions as to why people did things, why events happened and what the result was.



Historical Enquiry and Interpretations



Chronological Understanding



Historical Comparison and Change

I can distinguish between different periods in time using simple markers, such as inventions.

I can place all the people/events studied on a timeline.

I know the names of different periods studied.

I can sequence artefacts which are closer together in time(eg 1950s/1970s/modern day) and check with reference books.

I can describe and sequence events in my lifetime.

I can identify ways in which life was different and/or similar in the past to how it is today.

I recognise that some people's actions have changed the world.

I can explain some key events from the past and describe changes over time.

I can compare the lives and achievements of two famous historical figures using pictures or photographs.

I can compare 2 versions of an event in the past.

I can identify similarities and differences between objects and homes past and present.

History Skills Year 3

I can use a variety of sources to generate and answer questions about the past.

I can consider different points of view and accounts about a historical events and people.

I can gather information from books, texts, the internet and pictures to find out about aspects of life in the past.

I can describe social similarities and differences within this period.

I can explain how archaeologists use artefacts to learn about the past.

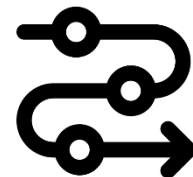
I can observe small details in artefacts and sources.

I can make suggestions about what unfamiliar artefacts might have been used for.

I can discuss the links between events, situations and changes that happened in the periods we have studied.



Historical Enquiry and Interpretations



Chronological Understanding



Historical Comparison and Change

I can place the periods studied on a timeline.

I can use dates and terms related to the units studied.(BC/AD)

I can sequence several events and artefacts from this period.

I can describe the difference between ancient and modern periods.

I can sort pictures into chronological order.

I can describe what everyday life was like in eras studies and make comparisons with life today.

I can compare different representations of events and eras and distinguish between different sources (cartoon, museum..)

I can distinguish between different sources and compare versions of events.

I can compare social and religious similarities and differences within a period.

History Skills Year 4

I know that there are questions about the past that have not yet been decisively answered by historians.

I can look at a range of evidence available and discuss how useful different sources are.

I can ask and answer relevant historical questions.

I can explain some of the ways archaeologists choose which sites to excavate.

I can use artefacts to support my ideas about the past and make inferences.

I can find out about daily life in periods of time using a variety of sources such as stories, music, rhymes, pictures etc,

I can use what I know about religious and historical traditions to infer further facts.

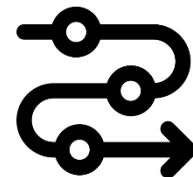
I know that I need to think critically about a historical source in order to assess its reliability.

I can use pictures of maps of Britain at different times to explain what might have happened.

I can find out about key people in history and use this information to help explain the events that occurred.



Historical Enquiry and Interpretations



Chronological Understanding



Historical Comparison and Change

I can place events from different periods studied on a timeline.

I can explain the difference between AD years and BC years. (and BCE...)

I can begin to date events and place them on a timeline.

I can describe what Britain was like before and after invasions.

I can sequence specific events within a time period.

I can compare and contrast what life was like for people living in different periods.
I can look for links between different periods of time.
I can compare social and religious similarities and differences within a period.

History Skills Year 5

I can infer information about daily life (men/women) in different periods by studying artefacts, photographs and other sources.

I can begin to identify primary and secondary sources of information and discuss the relevance of both.

I can select relevant sections of information to help build up a picture of life in the periods studied.

I can generate multiple questions to explore, choosing the ones I most want to investigate.

I can use evidence from a range of sources to construct informed responses /answers.

I understand the importance of preserving historical documents and artefacts.

I can use artefacts to find out facts about the past but also understand what the limits of these in answering questions.

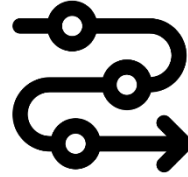
I know that knowledge about the past is constantly improving as historians make more discoveries.
I know that some historical sources are written thousands of years after the event and are thus unreliable.

I can research my own questions and answers using the internet and library.

I can offer some reasons for different versions of events and compare accounts from more than one source.



Historical Enquiry and Interpretations



Chronological Understanding



Historical Comparison and Change

I can place periods studied and events within them on a timeline along with other periods studied.

I can use terms and vocabulary relevant to the period.

I can sequence up to 5 events on a time line.

I can make comparisons between different times in the past.

I can summarise what I know about different British time periods.

I can establish clear narratives within periods of time.

I can examine the causes and results/impact of some of the great events and inventions of the time.

I can compare aspects of life within and across periods.

I can compare and describe social ,cultural , religious and ethnic diversity in Britain and the wider world.

History Skills Year 6

I can infer information about daily life in ancient times by studying ancient artefacts.

I can identify the difference between primary and secondary sources of information and use them to find out about historical periods.

I can generate questions about an artefact and generate a hypothesis about what the object was used for.

I can use what I already know to generate questions I want to find the answers to.

I can use a wide range of sources to infer understanding about what life was like during significant historical periods and events.

I can link sources and am aware that different evidence will lead to different conclusions.

I can bring the knowledge gathered from different resources together to give a fluent account and make inferences about how conclusions were arrived at.

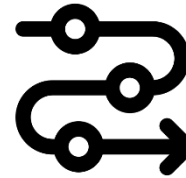
I can consider ways of checking the accuracy of interpretations – whether fact, fiction or opinion.

I can use the internet and a wide variety of other sources to answer questions and carry out research.

I can suggest omissions and the means of finding out.



Historical Enquiry and Interpretations



Chronological Understanding



Historical Comparison and Change

I can arrange key civilisations in world history chronologically.

I can place the period studied on a time line in relation to other studies

I can name the specific periods within an era and order them on a timeline.

I know specific dates of key events within a period and can sequence up to 10 events on a time line

I can use the relevant terms and period labels associated with particular historical movements.

I can make comparisons and connections between different aspects of a movement over time.
(gender, race ..)

I can consider the advantages and disadvantages of a monarchy, oligarchy and democracy.

I can compare and contrast cities and significant people within a historical period.

I can explain some of the ways in which modern society has been influenced by historical periods.

I can write another explanation of a past event in terms of cause and effect using evidence to support and illustrate my explanation

I can summarise the changes over time.

I can compare and describe social, cultural, religious and ethnic diversity in Britain and the wider world.

I recognise that not everybody shares the same views or feelings.

Historical Knowledge



Each topic with has its own accompanying essential knowledge (sticky knowledge) that pupils will be expected to learn. The Historical Knowledge here is broader knowledge that we want the children to have.

EYFS

Talk about the lives of the 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;
Understand the past through settings, characters and events encountered in books read in class and storytelling;

KS1

I know that people knew less about the world in the past than we know today.
I know that some people's achievements and discoveries can change the world.
I can talk about who is important
I know basic facts about my topics (Sticky knowledge)
I know that the toys my parents and grandparents played with are different to the toys I play with today.

LKS2 (Y3)

I know what the term 'prehistory' means.
I can identify the main features and developments of each of the eras of prehistory.
I can explain what an archaeological site is and why it is important.
I can explain why and how Britain was invaded.
I understand why some people wanted things to change.
I can describe some of the technological advances that invaders brought to Britain.
I can suggest how Britain might be different today if it had never invaded.
I understand the significance of some historical figures within a period of time.

LKS2 (Y4):

I understand how invasions came about and can offer reasonable explanations for some events.
I know who the significant people in a specific era were and the influence they had.
I can explain in detail the events surrounding specific historical events.
I have an increasing understanding of the struggle for power and how this changed England.
I can explain how England became a unified country.

UKS2 (Y5):

I can describe some features of the period studied.
I can discuss details of significant individuals within a period.
I understand the hierarchy within different periods studied and some of the beliefs held by different civilisations.

UKS2 (Y6):

I can describe some features and events of each of the periods in eras studied, including beliefs, behaviours and characteristics of people.
I know that different eras had different hierarchies and governments and can compare them to now.

Whole School Local Historical Project

On a two yearly cycle, we complete a whole school project focusing on the history of the local area. Here is a breakdown of the coverage of this unit of study.



Local History
Project

EYFS

Who was Roger Hargreaves? Mr Men and Little Miss series
Visit to the house where Roger Hargreaves lived.

KS1

What was Wood Lea built for?
Houses and Homes from the past.
How has Wood Lea changed?

LKS2

How did the opening of the Railway change Woldingham?

UKS2

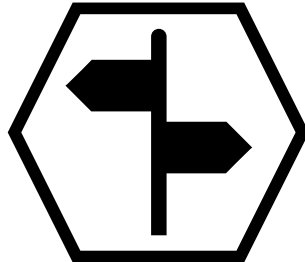
_What happened in Woldingham during the Wars?
WW1 Why was a camp built in the Garden Village?
WWII Who was here during the war? What was it like?

Whole School Cross-Curricular Focus

William Morris
The Arts and Crafts Movement

HISTORY Themes at Woodlea.

Woodlea's high-quality history education helps pupils to gain historical perspective by placing their growing knowledge into different contexts, making and understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history.



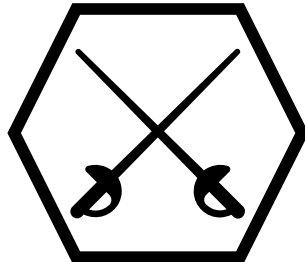
Movement of people

In EYFS children think about where they live and where they have come from. In KS1 children learn about how people move using different forms of transport with a focus on the locality of London and use of transport by explorers. In LKS2 children are introduced to nomadic tribes who migrate to form civilizations. They look at how some of these groups expanded borders through invasion. In UKS2 children explore the impact of immigration through study of Vikings. Children look at how civilizations leave legacies when they move and leave an area. They explore the movement of people due to war including evacuation, refugees, prisoners and slaves.



Dwellings/Lifestyle

In EYFS children explore where they live, the types of places they live in and lifestyles. In KS1 children consider how these dwellings have changed looking back at living memory, relatives and the Victorians. They see how an event, the great fire of London, impacted how houses and neighborhoods were built. In LKS2 children see how houses changed as a nomadic people started to settle and invading peoples brought advancements. In UKS2 children explore what life was like for Mayans and how it compared to European settlers. They explore Ancient Greek architecture and the legacy it has. Children discover how WWII impacted house building and changed lifestyles.



Conflict

In EYFS children are introduced to remembrance. In KS1 children learn about Mary Seacole's work during the Crimean war. In LKS2 children are introduced to conflict shaping the formation of Great Britain through invasion and battles between Celts, Romans, Anglo-Saxons, Scots and Vikings. In UKS2 children look at different forms of governance including democracy. They see how the Battle of Britain proved a turning point in WWII as well as considering the wider impact the war had (including on children and for the Windrush generation). Children also explore the Ancient Greek battles between Athens & Sparta, and at Marathon.



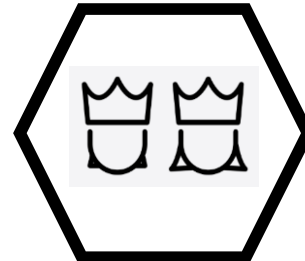
Technological development

In EYFS children look at toys, transport and technology. In KS1 children build on this looking at how toys have changed and what they can tell us about history. They explore technological changes in healthcare, travel and firefighting. In LKS2 children explore how tools, weapons and methods of transporting people and goods have changed over time. They see the emergence of writing, contrasting with hieroglyphics and runes. In UKS2 children explore the impact of technological developments on the outcome of WWII and the wider world.



Beliefs

In EYFS children are introduced to religion through classmates and stories. This continues in KS1 including the understanding that the current British Monarch is the head of the Church of England. In LKS2 children look at how the impact religion has on history and viceversa. The introduction of Christianity to Britain is explored as is its impact. Children explore ancient religions in different cultures with a focus on Ancient Egyptian Gods and burial practices. This continues in UKS2 exploring Greek Gods and Hellenisation as well as the myths and legends of the Mayans. In UKS2 children explore the religious persecution of Jewish people during WWII.



Rulers and Leaders

In EYFS, children look at a wide range of picture books which have Kings, Princesses etc and begin to understand what these titles mean. In KS1 they look at significant figure which include monarchs and leaders of their field of study. We also look at leaders and their responses to events such as the Great fire of London. In LKS2 they look at leadership structures within the Roman society and its contrast to native Britons at that time. We then look how it evolves through time with the Anglo-Saxons but also comparison of Ancient Egyptians monarchy. In UKS2, we continue the British angle they look at Mayan hierarchy and

History Breadth of Study

Y1

Y2

Y3

Y4

Y5

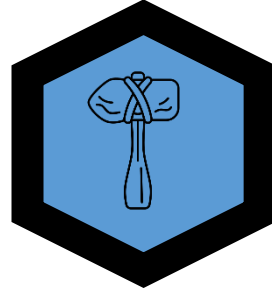
Y6



Significant Figures



Explorers



Stone Age



Anglo Saxons



Vikings



Ancient Greeks



Toys from the past



Great Fire of London



Romans



Egyptians



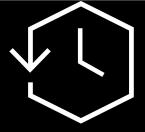
Mayans



World War 2

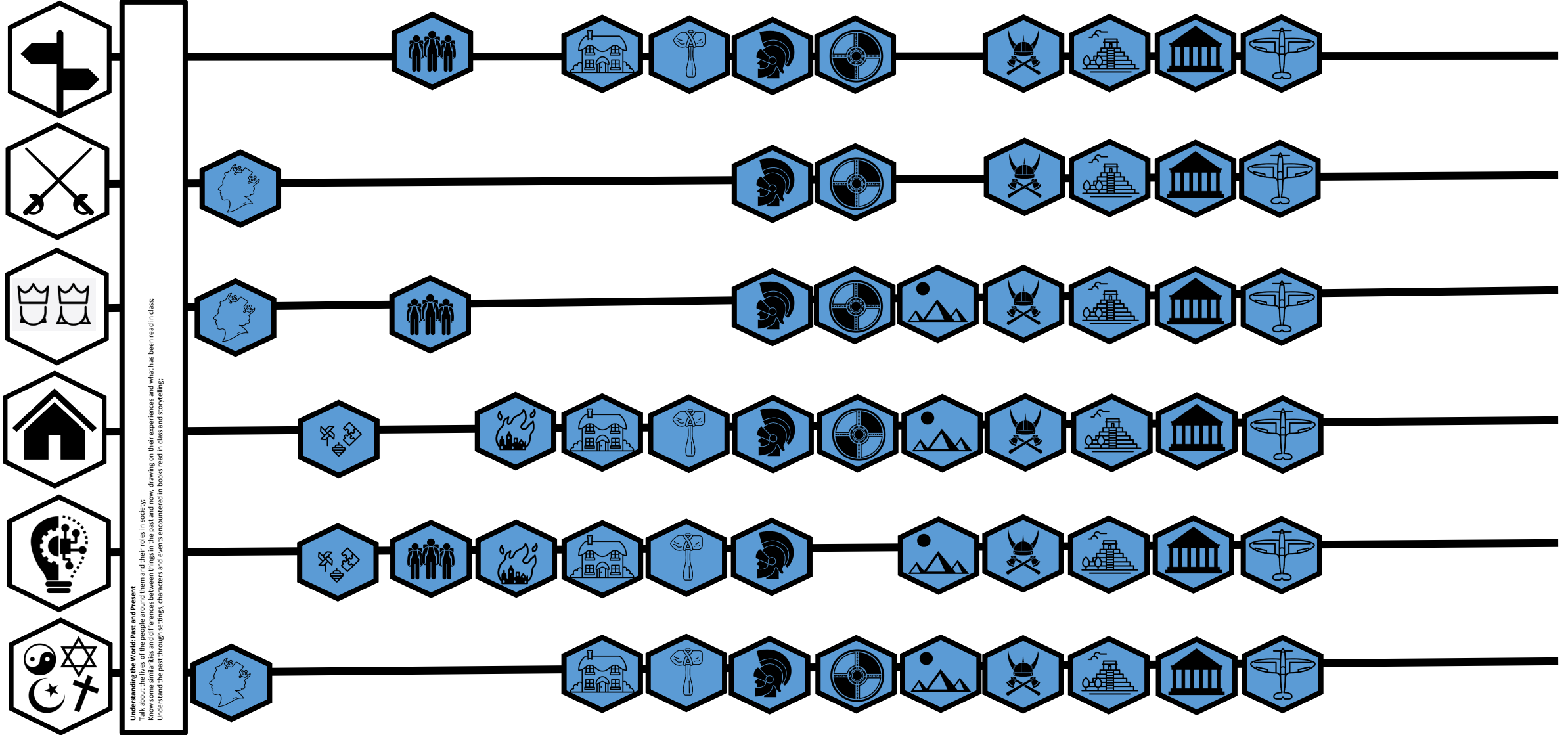


Homes in the past



HISTORY

Themes Overview



Understanding the World: Past and Present
 You are encouraged to think about the past and how it has shaped the present. You should know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.