

BEING AN HISTORIAN AT THE WEALD

A space to learn; a space to grow.

At The Weald, we support all members of our school community – our children, our staff and our families—to make and keep this pledge so that our children learn, grow and achieve their very best.

Our curriculum:

- Puts the mental and physical wellbeing of our children at the heart of all that we do;
- Connects our learners as local citizens of today with the ideas, knowledge and skills they will need as the global citizens of the future;
- Applies National Curriculum content through real world contexts;
- Encourages our learners to be curious, ask probing questions and be brave in finding solutions;
- Enacts the core Christian values of our school '*Respect, Responsibility, Love, Trust and Forgiveness*', which promote respect for others, responsibility for ourselves and mutual trust.
- Promotes diversity and inclusion;
- Is enriched by well-planned, outdoor learning opportunities, off-site experience days and immersive workshops.



At The Weald, our intention is to create a culture of enquiry, curiosity and challenge that runs through our whole curriculum. Our school is developing a local, bespoke version of the Curious-city™ framework which supports our teachers to create contextually relevant, enquiry-led experiences. This enquiry-led approach is enabling The Weald to create a bespoke, locally focused curriculum for our learners that goes beyond the current National Curriculum.

How is the curriculum taught at The Weald?

Our enquiry-led curriculum supports our pupils to explore subjects through a sequence of 'key questions' which build up children's knowledge and skills over time. Through our curriculum, our children see themselves as different states of being, for example, as Authors, Mathematicians and Artists – rather than simply learning about English, Mathematics or Art. Author (English) and Mathematicians (Maths) lessons are explicitly taught daily. Enquiries are planned to ensure a broad and balanced range of learning across each phase. The curriculum is enhanced by locally rich and relevant experiences, which weaves in faith, community, and culture.

We support learners to master both the *know of* and *know-how* of a subject, not just remember it. For instance, we want our learners to be Scientists, not just learn about science. It is also important to make logical links between subjects. We want our learners to discover for themselves that they can be an Author, Scientist, Geographer and Philosopher at the same time and that some adults combine these states to become Archaeologists, for instance. You will see these around our school buildings, on visual timetables, on school displays and our online learning platform. It is important that the children see the connection between the subjects they are learning and how this knowledge can be applied.

At The Weald our excellent outdoor environment and the local community are an opportunity for active learning for all our pupils. The school grounds are evolving to enrich different curriculum areas, and outdoor learning is actively promoted and planned for. We ensure in-school learning is enhanced by relevant educational visits and visitors, overnight residential visits which take place in Year 4 and 6, assemblies, charity days and responding to events in the news. A range of clubs and enrichment activities such as concerts, sports matches, gardening competitions, arts assemblies, music, and dance festivals are a regular occurrence in our school. These are a vital part of the children's development as lifelong learners and ensure individual talents are nurtured and celebrated.

How is the impact of our curriculum measured?

The impact of our enquiry curriculum can be seen and heard as well as represented in outcomes. Real learning can be seen through the children's books, displays and the challenges that the children produce. In classrooms, working walls demonstrate the learning journey; States of Being characters feature in books, classroom displays and visual timetables as well as on our website and newsletters.

Being an Historian at The Weald

Intent: Our Vision

Throughout their time at The Weald, we aim to develop a love of and deep understanding in pupils of local, British and World history through a wide range of quality historical experiences. This will include school visits and visitors, supporting understanding of how our lives have been shaped by events in our past and helps the formation of curious minds and historically- valid questions. The quality of these experiences and learning will have a direct impact on engaging children in reading, through inspiring history-based narratives, and in their writing and enhances the quality of the writing across the curriculum and in a range of genres. Our locality enables us to make excellent links with a range of historical eras and reflect on how history has affected the way areas change over time, developing understanding of why our local towns and businesses are positioned where they are. Our curriculum motivates pupils to question in greater detail about events in our past.

Implementation: How we plan and teach for being an Historian

Pupils develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.

Class timelines: Each class has a timeline which records all previous history learning and enables children to place the History being studied in context. Children will have constant access to a wide variety of subject specific fiction and non-fiction books, available in history lessons, other lessons and in the class book area.

Where possible we use artefacts for children to explore and investigate. We believe that handling real objects enhanced the children's historical knowledge, understanding and skills.

We aim for children to recognise that bias exists in some form in all historical sources, and this needs to be accounted for in their interpretation of evidence.

We plan historical visits and visitors to provide first-hand experiences for the children to support and develop their learning. We recognise that to have impact the planned experience must be clearly linked to the statutory historical knowledge to be acquired and provide the opportunity for children to better understand the knowledge or apply what they already know.

When children are being Historians, they will be encouraged to apply and embed the skills of being an author, mathematician and engineer in a purposeful context.

Key historical questions to use when being Historians.



Characteristics:

What were people's lives like during this historical period?

What was/were society/culture/economy/military/religion/politics like during this historical period?

What else do I want/need to know about this historical period?



Historical Links:

How has this historical period influenced other historical periods?

How have other historical periods influenced this historical period?

How does this period/event compare to other historical periods/events (that have already been studied)?



Evidence:

What is the evidence for this historical event?

Significance:

What is significant about this historical event or period?

Who were the significant and/or influential figures during this period?

What were the main achievements of this historical period?

What were the follies of mankind in this historical period?



Chronology/Timeline:

When did this event occur?

How long did this period last?

What came before and after this historical period? Link to previous learning.



Elsewhere:

What was going on elsewhere in the world during this historical period?

Impact: How we evaluate our learning in History

Children know more, remember more and understand more about History. Children understand and use the key skills of Historical enquiry, organisation and communication, Historical interpretation, chronological understanding and knowledge and understanding of events, people and changes in the past. The large majority of children will achieve age related expectations in History. As historians, children learn lessons from history to influence the decisions they make in their lives in their future.

History lead subject History supporting subject

2022-2024: The Weald C of E Primary School WHOLE SCHOOL ENQUIRY CURRICULUM OVERVIEW

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Lower KS2 (Year 3 & 4) 2022-2023	Where does the darkness come from?	How can we find out about people in the past? Being a historian Local study	What's underneath our feet?	What is the difference between surviving and being healthy?	How can you feel the force? How do plants die?	How do plants die? Why did people travel in the past? Local enquiry & travel Relevant local explorer
Lower KS2 (Year 3 & 4) 2023-2024	What is the difference between noise and sound?	Why do we live here? One ancient civilisation – why here? Egyptians – linked to geographical settlement (Nile)	Where does our water come from? What should we flush down the loo?	What should we flush down the loo? What is creativity?	Why are more people becoming vegetarian? Who stood here before us? Local history evidence of Anglo Saxons, Vikings and Normans in local area.	Who stood here before us? cont. How can we switch off?
Upper KS2 (Year 5 & 6) 2022-2023	How are lives saved? Research a local person who has made a significant contribution to medicine or saving lives.	Who were the greater engineers? The Victorians or the Ancient Britains? Stone Age – Iron Age inventions The Industrial Revolution Brunel – bridges	Linnaeus and Darwin – how are they connected? Fossil detectives using historian skills Knowledge of past constructed from a range of sources.	Where does our food really come from?	Who is trading with whom? A history of trade in the local area Timeline of trade in our locality – why was this item important to the local area and why was trade important? Romans, Why are shadows important?	Why are shadows important? How big is your footprint?
Upper KS2 (Year 5 & 6) 2023-2024	What does the Earth look like from the solar system?	How can you show what you believe in? Early Mayans (research & compare with Egyptians – Why do we live here?)	Where is our twin?	What do forces actually do? How can Science help the homeless?	How do we all live together? Ancient Greeks -> Philosophy	How are you helping to save the planet? What makes a good performance great?

LOWER KEY STAGE TWO Year 3 and 4 CYCLE A 2022/23

Unit	Autumn 1 : <i>Where does the darkness come from?</i>	Autumn 2: How can we find out about people in the past?	Spring 1: <i>What's underneath our feet?</i>	Spring 2: <i>What is the difference between surviving and being healthy?</i>	Summer 1 : <i>How can you feel the force?</i> <i>How do plants die?</i>	Summer 2: <i>How do plants die?</i> Why did people travel in the past?
Links to		LKS2 <i>Why did people travel in the past. (A Sum 2)</i> UKS2 <i>All His enquiries</i>				LKS2 <i>Who has stood here before us? (B S1&2)</i> UKS2 <i>Who is trading with whom? (A Su 1)</i>
National Curriculum		Develop a chronologically secure knowledge and understanding of British, local and world history establishing clear narratives within and across the periods they study. Note connections, contrasts and trends over time and develop the appropriate use of historical terms. Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. Understand how our knowledge of the past is constructed from a range of sources.				Continue to develop a chronologically secure knowledge and understanding of British, local and world history establishing clear narratives within and across the periods they study. Note connections, contrasts and trends over time and develop the appropriate use of historical terms. Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. Construct informed responses that involve thoughtful selection and organisation of relevant historical information. Understand how our knowledge of the past is

						constructed from a range of sources.
Knowledge Progression		Local history study – non era specific. Introduction to chronology, how people have changed and how we know. Investigating primary sources and build information for a wider local history study. How do we know? What proof of this is there?				Local history study a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 – Tudor explorers (local explorers?) Investigate why travel was important and who asked explorers to go and what for – what evidence is there of this? Compare with why people travel today?
Possible people & Visits		Visit to or from a local museum or local heritage centre. Visit(ors) elderly people who have a story to tell or a historian, local history society or archaeological group.				Visit airport, train station, Tudor walk. Visit from a song writer or story teller.
Key Vocabulary		Chronology, archive, photograph, architecture, archaeology, source, primary, secondary, newspaper, research.				Discovery, exploration, sea shanty, conquer, mast, destination, America, pennant, journey. ,
era/period, BCE (Before Common Era), ACE (After Common Era), BC (Before Christ), CE (Common Era) AD (Anno Domini), archaeology, archeologist, artefact, pre-history, biased, impact, consequences, continuity, invasion, kingdom, law, migration, source						

Skill Progression By the end of Lower Key Stage 2:	Historical Enquiry: Explore primary and secondary sources – How do we know history happened here? Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites as evidence about the past. Ask questions and find answers about the past.	Organisation and Communication: Communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.	Historical Interpretation: Explore the idea that there are different accounts of history.	Chronological Understanding: Begin to understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) Use a timeline to place historical events in chronological order. Describe dates of and order significant events from the period studied.	Knowledge and Understanding of events, people and changes in the past: Use evidence to describe the culture and leisure activities from the past. Use evidence to describe the clothes, way of life and actions of people in the past. Use evidence to describe buildings and their uses of people from the past.
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LOWER KEY STAGE TWO Year 3 and 4 CYCLE B 2023/24

Unit	<i>Autumn 1 :</i>	<i>Autumn 2:</i>	<i>Spring 1 :</i>	<i>Spring 2:</i>	<i>Summer 1 :</i>	<i>Summer 2:</i>
	<i>What is the difference between noise and sound?</i>	Why do we live here?	<i>Where does our water come from? What should we flush down the loo?</i>	<i>What should we flush down the loo? What is creativity?</i>	<i>Why are more people becoming vegetarian? Who stood here before us?</i>	Who stood here before us? <i>How can we switch off?</i>
Links to		<i>LKS2 How can we find out about people in the past? (A Aut2) Why did people travel in the past? (A Sum 2) UKS2 Who is trading with whom? (A Sum 1) UKS2 Who were the greater engineers? (A Aut 2)</i>			<i>LKS2 How can we find out about people in the past? & Why did people travel? (A Aut2 & Sum 2) UKS2 Who is trading with whom? (A Sum 1)</i>	

National Curriculum		<p>Develop a chronologically secure knowledge and understanding of British, local and world history. Establish clear narratives within and across the periods they study. Note connections, contrasts and trends over time and develop the appropriate use of historical terms.</p> <p>Regularly address and sometimes devise historically valid questions.</p> <p>Understand how our knowledge of the past is constructed from a range of sources.</p>			<p>Develop a chronologically secure knowledge and understanding of British, local and world history establishing clear narratives within and across the periods they study. Note connections, contrasts and trends over time.</p> <p>Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>Understand how our knowledge of the past is constructed from a range of sources.</p>		
Knowledge Progression		<p>The achievements of the earliest civilizations – where and when the first civilizations appeared and an in-depth study of one: The Indus Valley /Ancient Sumer/The Shang Dynasty of Ancient China / Ancient Egypt.</p> <p>Comparing the local area to an ancient civilisation and why people settled in the areas.</p>			<p>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.</p> <p>Why did different people settle here and what did they bring with them and leave behind?</p> <p>The chronology of the local area – proof, sources and how we know this happened.</p>		
Possible people		Local area walk			Local visits, historian visit, Historic England, National Archives Education, local Museum, local area walk.		
Key Vocabulary	<p>Civilization, settlement,</p> <p>era/period, BCE (Before Common Era), ACE (After Common Era), BC (Before Christ), CE (Common Era) AD (Anno Domini), archaeology, archeologist, artefact, pre-history, biased, impact, consequences, continuity, invasion, kingdom, law, migration, source</p>						

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Skill Progression By the end of Lower Key Stage 2:</p>	<p>Historical Enquiry: Explore primary sources and secondary – How do we know history happened here? Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites as evidence about the past. Ask questions and find answers about the past.</p>	<p>Organisation and Communication: Communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.</p>	<p>Historical Interpretation: Explore the idea that there are different accounts of history.</p>	<p>Chronological Understanding: Begin to understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) Use a timeline to place historical events in chronological order. Describe dates of and order significant events from the period studied.</p>	<p>Knowledge and Understanding of events, people and changes in the past: Use evidence to describe the culture and leisure activities from the past. Use evidence to describe the clothes, way of life and actions of people in the past. Use evidence to describe buildings and their uses of people from the past.</p>
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UPPER KEY STAGE TWO Year 5 and 6 CYCLE A 2022/23

Unit	Autumn 1: How are lives saved? Black History Month	Autumn 2 : Who were the greater engineers? The Victorians or the Ancient Britains? Remembrance Day	Spring 1: Linnaeus and Darwin – how are they connected?	Spring 2: <i>Where does our food really come from?</i>	Summer 1 Who is trading with whom? <i>Why are shadows important?</i>	Summer 2: <i>Why are shadows important?</i> <i>How big is your footprint?</i>
Links to	Science enquiries	LKS2 How can we find out about people in the past? (A Aut 2) (Why do we live here? B Aut 2 Geog) UKS2 Who is trading with whom? (A Sum 1) (What do forces actually do ? Sci B Spr 2)	LKS2 How can we find out about people in the past? (A Aut 2)		LKS2 How can we find out about people in the past? (A Aut 2) Why did people travel in the past? (A Sum 2) (Why do we live here?) Who has stood here before us? (B Sum 1) UKS2 Who were the greater engineers?(AAut2)	
National Curriculum	Note connections, contrasts and trends over time. Sometimes devise historically valid questions about change, cause, similarity and difference, and significance.	Note connections, contrasts and trends over time. Develop the appropriate use of historical terms. Understand how our knowledge of the past is constructed from a range of sources.	Note connections, contrasts and trends over time and develop the appropriate use of historical terms. Understand how our knowledge of the past is constructed from a range of sources.		Develop a chronologically secure knowledge and understanding of British, local and world history establishing clear narratives within and across the periods they study. Note connections, contrasts and trends over time and develop the appropriate use of historical terms. Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. Construct informed responses that involve thoughtful selection and organisation of relevant historical information.	

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Knowledge Progression</p>	<p>Local history study – local medical pioneer/history of a local hospital.</p>	<p>Changes in Britain from the Stone Age to the Iron Age. A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p>Engineering and engineering advancement through history made possible by the Victorians and the Ancient Britains. Critically compare the achievements of the earliest civilisations (Stone Age – Iron Age) with the Victorians and the Industrial Revolution. What was achieved by both and how was this possible?</p>			<p>A local history study. A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 – a history of Trade in the local area.</p>	
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Possible people & Visits</p>	<p>History Links: Black History Month; visit by doctor, charity such as Cancer Research,</p>	<p>Hydraulics workshop Visit by a civil engineer, a bridge designer, Bridges, tunnels.</p>	<p>Local museum, botanical gardens,</p>		<p>Visit a games café, play a variety of board and trading games, local area walks, visit from local historian, visit local museum or records office, bank manager.</p>	
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Key Vocabulary</p>		<p>Industrial Revolution,</p>			<p>Trade, bartering, import, export, manufacturing, merchant, factory, fabrication, services, comparison.</p>	
<p>primary source/evidence, secondary source/evidence, tertiary source/evidence (summary/condensed version referring to primary and or secondary sources), chronology, society, reliable, extent of change, extent of continuity, evaluate, reliable, eye-witness, legacy, ambiguous, consequences, omits, decade,</p>						



<p>Skill Progression By the end of Upper Key Stage 2:</p>	<p>Historical Enquiry: Explore primary, secondary and introduce tertiary sources – How do we know history happened here? Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past. Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions. Investigate own lines of enquiry by posing questions to answer.</p>	<p>Organisation and Communication: Communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT. Plan and present a self-directed project or research about the studied period.</p>	<p>Historical Interpretation: Understand that some evidence from the past is propaganda, opinion or misinformation, and that this affects interpretations of history. Give reasons why there may be different accounts of history. Evaluate evidence to choose the most reliable forms.</p>	<p>Chronological Understanding: Secure understanding that a timeline can be divided into BC (Before Christ) and AD (Anno Domini –in the year of our Lord). Order significant events, movements and dates on a timeline. Describe the main changes in a period in history.</p>	<p>Knowledge and Understanding of events, people and changes in the past: Choose reliable sources of information to find out about the past. Give own reasons why changes may have occurred, backed up by evidence. Describe similarities and differences between some people, events and artefacts studied Describe how historical events studied affect/influence life today. Make links between some of the features of past societies. (e.g. religion, houses, society, technology.)</p>
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UPPER KEY STAGE TWO Year 5 and 6 CYCLE B 2023/24

Unit	<i>Autumn 1:</i> <i>What does the Earth look like from the Solar System?</i> Black History Month	Autumn 2 : How can we show what we believe in? Remembrance Day	<i>Spring 1:</i> <i>Where is our twin?</i>	<i>Spring 2:</i> <i>What do forces actually do?</i> <i>How can Science help the homeless?</i>	Summer 1 : How do we all live together?	Summer 2: How are you helping save the planet? What makes a good performance great?
Links to		LKS2 How can we find out about people in the past? (A Aut 2) Why did people travel in the past? (A Sum 2) Who has stood here before us? (B Sum 1) UKS2 How do we all live together? (B Sum 1)			All enquiries comparing ancient society and modern day.	
National Curriculum		Develop a chronologically secure knowledge and understanding of British, local and world history. Note connections, contrasts and trends over time. Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. Construct informed responses that involve thoughtful selection and organisation of relevant historical information. Understand how our knowledge of the past is constructed from a range of sources.			Continue to develop a chronologically secure knowledge and understanding of British, local and world history establishing clear narratives within and across the periods they study. Note connections, contrasts and trends over time and develop the appropriate use of historical terms. regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. Construct informed responses that involve thoughtful selection and organisation of relevant historical information. Understand how our knowledge of the past is constructed from a range of sources.	

Knowledge Progression		<p>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</p> <p>Who/what/where/when were the early Mayans and what did they believe in? Comparison with the Ancient Egyptians (Why do we live here? LKS2)</p>			<p>Ancient Greece – a study of Greek life and achievements and their influence on the western world.</p> <p>To understand the importance of debate and argument in Greek, particularly Athenian, civic life. To explore the meaning of different forms of ruling power – monarchy, oligarchy, aristocracy, tyranny and democracy – understanding the impact of the Ancient Greeks on our world today.</p>	
Possible people & Visits	History Links: Women at NASA (Katherine Johnson, Dorothy Vaughan, Mary Jackson).	Visit museum, local church Visit by an Imam, religious leader or MP.			Visit to House of Parliament, Local Council Offices, Mayor, local MP, community group – local issues.	
Key Vocabulary		Artefact, belief, structure, hieroglyphic, representation, belief, faith, stereotypes, chronology, pyramid, honour, icon, sacrifice.			Democracy, oligarchy, tyranny, aristocracy, government, anarchy.	
<p>primary source/evidence, secondary source/evidence, tertiary source/evidence (summary/condensed version referring to primary and or secondary sources), chronology, society, reliable, extent of change, extent of continuity, evaluate, reliable, eye-witness, legacy, ambiguous, consequences, omits, decade,</p>						



<p>Skill Progression By the end of Upper Key Stage 2:</p>	<p>Historical Enquiry: Explore primary, secondary and introduce tertiary sources – How do we know history happened here? Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past. Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions. Investigate own lines of enquiry by posing questions to answer.</p>	<p>Organisation and Communication: Communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT. Plan and present a self-directed project or research about the studied period.</p>	<p>Historical Interpretation: Understand that some evidence from the past is propaganda, opinion or misinformation, and that this affects interpretations of history. Give reasons why there may be different accounts of history. Evaluate evidence to choose the most reliable forms.</p>	<p>Chronological Understanding: Secure understanding that a timeline can be divided into BC (Before Christ) and AD (Anno Domini –in the year of our Lord). Order significant events, movements and dates on a timeline. Describe the main changes in a period in history.</p>	<p>Knowledge and Understanding of events, people and changes in the past: Choose reliable sources of information to find out about the past. Give own reasons why changes may have occurred, backed up by evidence. Describe similarities and differences between some people, events and artefacts studied Describe how historical events studied affect/influence life today. Make links between some of the features of past societies. (e.g. religion, houses, society, technology.)</p>
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