



History Curriculum Rationale

Long Term Planning – Our Curriculum Map

The leadership team at Woodlands Park have carefully selected the content to include in our history curriculum. Additionally, the leadership team have planned the disciplinary lens through which significant individuals, events and historical periods will be studied. These learning opportunities are outlined in our curriculum map.

Our curriculum map outlines the core content (substantive knowledge) and how we teach the children to think like a historian (disciplinary knowledge). Effective sequencing by the leadership team enables the children to make connections, build on prior learning and apply new learning successfully whilst building their Woodlands historical schema.

Medium Term Planning

Laura Smale, our History leader develops the medium term plans for the teaching teams. This ensures that the core knowledge from the curriculum overviews is taught at appropriate depth. Teachers and leaders track prior and future learning of history core objectives so that our curriculum is taught progressively and we can make connections. Teachers develop the objectives in the medium term plans into full lesson plans that are well pitched for the learners in their classes. The implementation of the curriculum is monitored by school leaders through lesson observations, books scrutinies and pupil conferencing.

Medium Term Planning Principles:

Enquiry Questions

All units are shaped from an enquiry questions. The questions give meaning to the history content and supports pupils to engage with that content with disciplinary rigour.

Vocabulary Development

The understanding and acquisition of subject specific vocabulary is set out by the subject leader on the medium term planning document. This vocabulary is taught and revisited during the sequence of lessons. The understanding and acquisition of vocabulary for all children, especially children with SEND, is supported by class displays, word banks and other strategies (e.g. pre-teaching).

Components and Composites

Core knowledge outlined in the curriculum map is taught during the unit of work as stated in the curriculum map or broken down into smaller, clearer objectives. These objectives are the component learning objectives for a learning sequence. These objectives are connected by a composite objective. The aim of the composite objective is to clarify the main objective(s) of a unit of work.

Discrete History Teaching Sequences

To ensure that the National Curriculum is taught progressively, the history curriculum is taught as discrete units of learning. This ensures that the objectives in the national curriculum are taught in depth, spiral effectively and progressively and that core learning is embedded in the long term memory.

Disciplinary Concepts



The construction of our curriculum is centred around seven disciplinary concepts. The historical concepts of causation, consequence, continuity and change, similarities and difference, significance, interpretation and sources and evidence are integral to the development of historical understanding. They are ideas that can be applied across the subject to identify a question, guide an enquiry and teach children to think historically.

Disciplinary Concept	Concept Symbol	Definition / Example
Causation		Why things happened. Historical arguments around causation. Example: What motivated Britain to build an empire? What led to the fall of the Roman empire?
Consequence		Consequences of an event or development Example: What were the consequences of World War II?
Continuity and Change		Historical analysis of the pace, extent or nature of a change Example: What changed and what stayed the same when the Romans conquered Britain? How did life in Britain change between 450 and 1066?
Similarities and Differences		Analysis of the extent or type of difference between people, groups, experiences or places Example: How similar were the experiences of the people of Britain during the Industrial Revolution?
Significance		The importance of an event/person or group/ development Focuses on how and why historical events, trends and individuals are ascribed historical significance. Example: Why do historians study the Ancient Greeks?
Interpretation		An understanding of how and why different accounts of the past are constructed Example: Why do historians disagree about the causes of the Cold War?
Sources and Evidence		How historians use sources as evidence to construct, challenge or test claims about the past. Example: What have we learned about the ancient Egyptians from what they have left behind?

Disciplinary Concepts Coverage

	Causation	Consequence	Continuity and Change	Similarities and Differences	Significance	Interpretation	Sources and Evidence
R			Autumn 2	Autumn 1 Spring 2 Summer 1 Summer 2	Spring 1		
1		Summer 2	Spring 2		Autumn 1		
2		Autumn 2		Summer 2	Spring 1		
3	Spring 2		Spring 1			Summer 2	
4				Spring 2	Spring 1		Summer 2
5	Summer 1	Autumn 1				Summer 2	
6	Spring 1		Autumn 1				Summer 2

Rationale for Learning Sequences

Reception

Term	Enquiry Question	Rationale
Autumn 1	How have you changed in your lifetime?	Through the disciplinary lens of similarities and differences, children at Woodlands Park are introduced to the history curriculum by learning about how they have changed in their lifetime. Children also use artefacts to develop their disciplinary knowledge. Children's chronology is developed further through units later in the year when the children learn how vehicles have changed in the past and significant inventions.
Autumn 2	How are vehicles from the past different to vehicles today?	Children develop their understanding of changes in their lifetime to explore past and present vehicles through the disciplinary lens of continuity and change. Learning relating to the history of vehicles is extended later in the year when the children learn about inventors and inventions.
Spring 1	What are inventions and how have they changed in our lives?	Children build on their learning relating to vehicles from the autumn term to learn about the inventions of significant individuals in the past who have contributed to national and international achievements. The disciplinary concept for this unit is significance.

Year 1

Term	Enquiry Question	Rationale
Autumn 1	How did Florence Nightingale impact on our present day healthcare?	During this unit, the children develop their chronology beyond living memory to learn how Florence Nightingale impacted on healthcare. Florence Nightingale is studied to widen the children's understanding of significant individuals in the past. This unit is studied through the disciplinary lens of historical significance.
Spring 2	What were toys like in the past?	Through the disciplinary concept of continuity and change, the children develop their chronological understanding by learning about how toys have changed in their lifetime, in living memory and beyond living memory. Through the unit, the children develop an understanding of how toys have changed over time and why.
Summer 2	How has shopping changed over time?	Children further develop their understanding of changes within living memory (from vehicles in foundation and toys in the spring term in Year 1) to study how shopping has changed over time. As part of this unit of learning, children have the opportunity to carry out a local study to gather primary sources of evidence (through questionnaires). Through the learning sequence, children develop an understanding of how shopping has changed over time and the chronology of these changes.

Year 2

Term	Enquiry Question	Rationale
Autumn 2	What were the consequences of the Great Fire of London?	Children learn about the Great Fire of London to develop their knowledge of significant national events beyond living memory. Children study the Great Fire of London through the disciplinary lens of consequence. Developing an understanding of significant events across the World is further developed later in the year when the children learn about explorers and civil rights.
Spring 1	How has transportation changed over time?	Through the disciplinary concept of continuity and change, children learn how transport has changed over time and how this impacted on society. Children learn how these developments provided opportunity for exploration whilst studying the achievements of Sir Frances Drake (significant local event, person and place in locality).
Summer 2	How did people like Rosa Parks help to make the world a better place?	In this final unit in KS1, children further develop their knowledge of significant events and individuals that have changed the world. Through the disciplinary lens of consequence, children learn about the fight for civil rights and equality.

Year 3

Term	Enquiry Question	Rationale
Spring 1	How similar were the lives of Stone Age people compared to people today?	Through this sequence, children learn the statutory National Curriculum strand relating to changes in Britain from the Stone Age to the Iron Age. This unit is planned through the disciplinary lens of continuity and change. Health and medicine in the Stone Age is further developed in Year 5 during the medicine learning sequence.
Spring 2	Why did the Viking invade the UK?	Through the disciplinary lens of causation, children develop their understanding of why Vikings invaded the UK. During this unit, children learn about invasion for the first time and will revisit this concept later in Year 3 (Anglo Saxons and Scots) and across KS2. Through this sequence, children study the statutory National Curriculum strand relating to the Viking struggle for the kingdom of England.
Summer 2	How do we know about the Anglo Saxons and Scots?	Through this sequence, children learn the statutory National Curriculum strand relating to Britain's settlement by Anglo-Saxons and Scots. This unit develops the children's understanding of invasion and is taught through the disciplinary lens of interpretation.

Year 4

Term	Enquiry Question	Rationale
Spring 1	How did the Romans impact Britain?	Through this sequence, children learn the statutory National Curriculum strand relating to the Roman Empire and its impact on Britain. Children further develop their understanding of invasion however, the sequence is taught through the disciplinary lens of historical significance with a focus on the lasting impact of the Roman Empire on Britain.
Spring 2	How did historians learn about the Ancient Greeks?	Through the disciplinary lens of similarities and differences, children find out how historians learnt about key individuals and societies in Ancient Greece. Children learn about Ancient Greece as it is a statutory unit within the national curriculum.
Summer 2	TBC – Queen Elizabeth II or the Tudors	TBC

Year 5

Term	Enquiry Question	Rationale
Autumn 1	What were the consequences of WW2 for children?	Children study World War Two to cover the statutory National Curriculum objective relating to developing children's understanding of chronology beyond 1066. This unit links to the history of the Space Race in Year 6 in terms of chronology and technology. This sequence is studied through the disciplinary lens of consequence and includes a local study on how The Blitz and evacuation impacted on children in Devon.
Summer 1	Why did the Ancient Egyptians build pyramids and what were they used for?	Children revisit the disciplinary concept of causation (from the Vikings in Year 3) to understand why the Egyptians built the pyramids. Through this sequence, children learn the statutory National Curriculum strand relating to the achievements of the earliest civilisations of the World.
Summer 2	How has medicine changed over time and how do we know?	This unit has been designed to revisit learning across the ages and through civilisations with a focus on medicine. Children will compare and contrast medical practices and recap and learn the achievements of key individuals. This unit is taught through the disciplinary lens of sources and evidence.

Year 6

Term	Enquiry Question	Rationale
Autumn 1	Was the Victorian era vile? How did the lives of people improve across the era?	Through the disciplinary lens of continuity and change, children learn about how life changed during the Victorian period. Building on the World War Two unit in Year 5, children study the Victorians to further develop the statutory National Curriculum objective relating to developing children's understanding of chronology beyond 1066.
Spring 1	What triggered the space race and is space exploration still important today?	Through the disciplinary concept of causation, children learn how the Space Race was triggered by technological advances during World War Two and political tension that remained after the war. Children learn about the events and magnitude of The Space Race to further develop the statutory National Curriculum objective relating to developing children's understanding of chronology beyond 1066.
Summer 2	What have we learnt from the Mayans from what they left behind?	Through the children's final history unit in KS2, children learn about ancient civilisations before studying the Mayan civilization in depth. This unit is designed to cover the final statutory unit in the national curriculum – a non-European society that provides contrasts with British history.