



Wessex Learning Trust



Wedmore First School
Academy and Nursery

We Learn Together

History Curriculum Documents





Intent

At Wedmore, we view History not simply as a list of facts and dates, but as an exciting opportunity for children to become time-travelling detectives, exploring the past through curiosity and discovery.

History is taught through an enquiry-based approach, enabling pupils to investigate a wide range of fascinating time periods. Each historical journey is personalised to reflect the interests of the class. We begin by asking the children what they are curious about and weave their ideas into the learning. Whether it's discovering the dramatic events of the Great Fire of London, exploring ancient civilisations, or comparing life in different eras, pupils are given ownership of their learning and the chance to connect with history in meaningful, memorable ways.

Through this approach, our children learn to compare and contrast periods, examine how and why things have changed, and explore the lives of significant historical figures. They develop their research skills, analyse sources, and engage with key concepts that help them understand how the past connects to their lives today. By drawing comparisons with modern life, they begin to see the rich tapestry of change over time and understand how it continues to shape the world they live in.

We also provide first-hand experiences by giving pupils the opportunity to handle real artefacts, visit local sites of historical interest, and engage in in-school workshops with visiting specialists — all helping to bring the past to life.

In short, our aim is to make History a vivid, living subject that excites and inspires. We want our pupils to leave Wedmore with a strong sense of their past and the understanding to use that knowledge to help shape their future.



Implementation

To ensure that pupils develop a secure knowledge that they can build on, our History curriculum is organised into a progression model that outlines the skills, knowledge and vocabulary to be taught in a sequentially coherent way. Local history, British history, world history, chronological understanding, interpretations of history and historical enquiry are all mapped out to ensure that pupils build on secure prior knowledge. Our history planning is supported by Oak Academy scheme with resources being drawn from a range of high quality sources including the Historical Association and Oak Academy.

Meaningful trans-disciplinary links are made with other subjects to strengthen connections and understanding for pupils while exploring historical contexts, particularly within our English curriculum. This allows children to research, explore and implement historical vocabulary, knowledge and skills. – meaningful, purposeful

Learning is supported through the use of knowledge harvests that assess prior knowledge and knowledge organisers that provide children with an outline of their enquiry and supports them to retain new facts and vocabulary in their long term memory. Knowledge organisers are used for pre-teaching, to support in lessons and to assist in assessment.

At Wedmore, we want History to feel real and come alive for our pupils. To achieve this, we organise class visits to significant historical sites and invite visitors or specialists to lead workshops. Some of the exciting places our children have explored include the SS Great Britain, Clifton Suspension Bridge, Haynes Motor Museum, Caerleon, and the Bristol Museum.

In our planning, we carefully combine overview studies with in-depth investigations. This approach helps pupils understand both the broad sweep of history—the long arc of development—and the rich complexity of specific historical events and themes.



Impact

By the time the children at Wedmore First School Academy leave us for middle school, they should have developed:

- **Secure knowledge and understanding** of key people, events, and historical periods, including how they connect chronologically.
- **Curiosity and enthusiasm** for learning about the past, with an appreciation of how history shapes the world today.
- **Critical thinking skills**, including the ability to ask questions, conduct historical enquiries, and evaluate different perspectives.
- **Confident use and evaluation of historical sources**, showing respect for evidence and awareness of how interpretations may vary.
- **Effective communication**, using subject-specific vocabulary to express ideas clearly and appropriately to different audiences.
- **A strong foundation for future learning**, with the skills and knowledge to build on at the next stage of education.



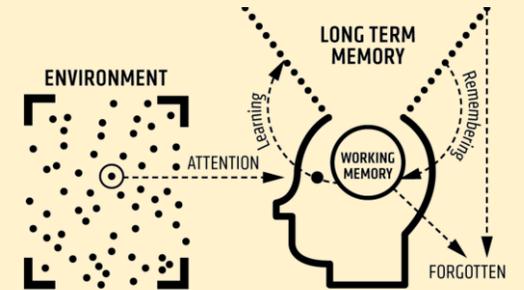
Wessex Learning Trust Principles

Strategic Aims

The Principles codify the shared language that contribute to high-quality, adaptive teaching and inclusion for all. Used routinely to bring the curriculum to life, the pedagogical principles support learning and progress over time. The Wessex Principles are not a linear planning tool, an expectation for every lesson or mandate a formulaic approach to lessons

The principles aim to:

- Reduce cognitive load
- Encourage self regulation
- Provide regular opportunities to identify misconceptions or gaps in learning
- Ensure teaching is adapted to need
- Make learning explicit and transferable across the curriculum, beyond school into the wider community and wider world



Ready To Learn
Routines

→ Linking Prior +
New Learning

→ Focused
Instruction 'I Do'

→ Practise
Learning 'We Do'

→ Learning Check
'You Do'

→ Consolidating
Learning

- ★ Subject pedagogies are key ingredients to adaptive teaching, alongside effective formative and summative feedback to monitor progress.
- ★ Disciplinary and substantive learning is integral to any planned sequence of learning.



<h2>Ready To Learn Routines</h2>		<p>Ref SLC</p> <ul style="list-style-type: none"> - Emotional learning environment - physical learning environment 	<p>Learning environments are safe, inclusive and welcoming. Relationships are positive and love of learning is promoted. Everyone feels safe to take risks and explore learning without judgement. Praise and rewarding effort is used to motivate and engage. A sense of pace and challenge is established from the start of the lesson.</p>
<h2>Linking Prior + New Learning</h2>		<p>Ref SLC</p> <ul style="list-style-type: none"> - Pace of talk, clarity of instruction 	<p>Prior learning is checked and revisited to strengthen connections and longer-term memory. Know more, remember more. Planning ensures new learning builds on prior learning. Vocabulary is explicitly taught using the schools agreed pedagogies so that words are understood, contextualized and barriers to learning are reduced. Problem solving and number skills are revisited, retaught and applied in unfamiliar contexts to support deeper learning. Gaps in learning and misconceptions are revisited, including feedback and improvement tasks. Planning is adapted lesson on lesson so that core skills and knowledge are retaught where necessary. Precision learning is explained so that skills and knowledge are well understood, and misconceptions are minimised.</p>
<h2>Focused Instruction 'I Do'</h2>		<p>Ref SLC</p> <ul style="list-style-type: none"> - Explicit teaching of vocabulary - Explicit teaching of listening 	<p>The steps to new learning are broken down into manageable amounts and reduce cognitive load. High-quality explanations are used to model thinking, decision making, and application of knowledge. Self-regulation is taught through decision making modelled, visible and explicit. Approaches to getting unstuck are taught and accepted as part of learning. Practical skills and strategies are modelled so that there is a clear understanding of how to solve problems solve and minimize misconceptions. Deeper learning is sequenced so that all learners can understand each developing stage. Learners know what excellent learning looks like and have success criteria to support their independent work.</p>
<h2>Practise Learning 'We Do'</h2>		<p>Ref SLC</p> <ul style="list-style-type: none"> - Explicit teaching paired, small group talk 	<p>Guided practice and worked examples are used to link new learning and decision making with prior learning. Formative assessment, including rich questioning, is used skilfully to check understanding and the impact of planned learning. Peer explanation + modelling scaffolds and prepares for independent practice. Learners use expert thinking and talking to explore deeper learning. Scaffolding and support (including TAs) is in place to develop and build independence.</p>
<h2>Learning Check 'You Do'</h2>			<p>Skills and knowledge are explored using a variety of contexts. Independent practice and application of learning (including homework) builds confidence, self esteem and motivation. Metacognition and self-regulation are developed over time. Learning is consolidated. Scaffolding and support is reduced and removed over time. Feedback is used to deepen learning and address misconceptions.</p>
<h2>Consolidating Learning</h2>			<p>Learner's plan, review and evaluate their progress reflecting on what excellent learning looks like and success criteria. Next steps are identified and used to inform teacher planning and develop mastery approaches over time. Learning skills continue. <i>Next lessons, rest of day, community, wider world.</i></p>



National Curriculum and EYFS Framework

Substantive Knowledge

Learning about...

- Knowledge of facts and dates from units (e.g. Romans, Ancient Egypt) that do not necessarily generate a wider historical understanding.
- Chronological knowledge – understanding broad characteristics and having an overview knowledge of historical periods (e.g. Romans, Ancient Egypt)
- Topic Knowledge – a rich knowledge of the period/place/society they are studying.

Conceptual Knowledge

Understanding wider concepts and overarching themes

Concepts embedded within units and revisited many times e.g. invasion, empire, society

Disciplinary Knowledge

Learning how to...

The Approach to Historical Enquiry

'Asking historical questions, using sources and communicating ideas.'



Disciplinary Concepts

Second-order concepts

'Historical Interpretations', 'Change and Continuity',
'Similarities and Differences', 'Cause and Consequence',
'Understand Significance of Events and People'



National Curriculum Programmes of Study and EYFS Framework

		EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Historical Knowledge	Knowledge & Understanding of British History	ELG 13c: Understand the past through settings, characters and events encountered in books read in class and storytelling	<ul style="list-style-type: none"> Changes within living memory – where appropriate, these should be used to reveal aspects of change in national life 		<ul style="list-style-type: none"> Changes in Britain from the Stone Age (c.3 million – 2500 BCE) to the Iron Age (c.1200 BCE to 550 BCE) The Roman Empire and its impact on Britain (c. 27 BCE to AD 476) Britain’s settlement by Anglo-Saxons (AD410 to 1066) and Scots 		<ul style="list-style-type: none"> The Viking (AD 800 to 1150 AD) and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. 	
	Local History		<ul style="list-style-type: none"> Significant historical events, people and places in their own locality 		<ul style="list-style-type: none"> A local history study (1 x KS1, 1 x LKS2, 1x UKS2) linked to a studied period of History where possible 			
	Knowledge and understanding of Wider World History		<ul style="list-style-type: none"> Events beyond living memory that are significant nationally or globally The lives of significant individuals in the past who have contributed to national and international achievements, some should be used to compare aspects of life in different periods 	<ul style="list-style-type: none"> The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer (c.5000-2047 BCE) , The Indus Valley (c.3300 BCE to 1300 BCE) , Ancient Egypt (c. 3100 BCE to 30 BCE), The Shang Dynasty of Ancient China (c. 1600 BCE to 1046 BCE) Ancient Greece (c. 800 BCE to c. AD 146) – a study of Greek life and achievements and their influence on the western world 	<ul style="list-style-type: none"> 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 			
History Skills and Concepts		<ul style="list-style-type: none"> ELG 13b: Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. 	<p>Be aware of the past, using common words and phrases relating to time • Fit people and events into a chronological framework • Identify similarities and differences between periods • Use wide vocabulary of everyday historical terms • Ask and answer questions • Choose and use from stories and other sources to show understanding • Understand some ways we find out about the past • Identify different ways in which past is represented</p>	<ul style="list-style-type: none"> Continue to develop chronologically secure knowledge of history • Establish clear narratives within and across periods studied • Note connections, contrasts and trends over time • Develop the appropriate use of historical terms • Regularly address and sometimes devise historically valid questions • Understand how knowledge of the past is constructed from a range of sources • Construct informed responses by selecting and organising relevant historical information • Understand that different versions of the past may exist, giving some reasons for this 				



Learning about...(Knowledge)

	EYFS	Year 1	Year 2	Year 3	Year 4
British History	<ul style="list-style-type: none"> Familiar situations in the past (e.g. homes, school and transport) and how these may have differed in the past. Similarities and differences between the past and present, drawing from their own experiences and what has been read to them in class The past, through settings, characters and events encountered in books read in class and storytelling. 	<p>People</p> <p>The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.</p> <p>E.g. Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Burners-Lee, Rosa Parks and Emily Davidson, Mary Seacole and/or Florence Nightingale and Edith Cavell.</p> <p>(Do they realise that some famous people have helped our lives be better today?)</p>		<p>Pre-Historic Britain - Stone Age to Iron Age</p> <p>Know that:</p> <ul style="list-style-type: none"> Stone Age people were mainly hunters and gathers. Farming began in about 4500BC. People started to live in communities due to farming. The Iron Age ended when the Romans invaded in 43AD. Bronze Age started in about 2500BC. Iron Age started in about 750BC. Changes occurred due to the farming lifestyle e.g. people trained oxen to pull the ploughs, grew crops like barley and wheat and started to make pots. Iron Age people lived in communities, farmed, cooked and hunted, Stone Age people were hunter-gatherers. <p>Romans: Understand that the Romans were an ancient civilisation that built an empire and its impact on Britain.</p> <p>Know that:</p> <ul style="list-style-type: none"> the Romans invaded Britain. Romans built towns across Britain. Focus on Bath The Romans tried to invade Scotland. The Romans introduced many new things to Britain like new straight roads, stone buildings, canals, reading, writing and heating/sewage systems. <p>Anglo Saxons and Scots: Understand Britian's settlement by Anglo-Saxons and Scots</p> <p>Know that:</p> <ul style="list-style-type: none"> the Romans left Britain in about 410AD and the fall of the Roman Empire in Western world. Scots invasions from Ireland to north Britain (now Scotland) The Anglo-Saxons began invading in 450AD. Anglo- Saxon art and culture - That Anglo Saxons loved making things from wood and made intricate jewellery and metalwork. The seven kingdoms of Anglo-Saxon England; Northumbria, Mercia, Wessex, Sussex, Kent, Essex and East Anglia. That Anglo-Saxons were mainly farmers who lived in wooden huts. That Anglo Saxon children did not go to school; girls helped around the home and boys learnt skills from their fathers. That Anglo-Saxons converted to Christianity - Canterbury, Iona and Lindisfarne 	



Learning about...(Knowledge)

	EYFS	Year 1	Year 2	Year 3	Year 4
Local History	Familiar situations in the past (e.g. homes, school and transport) and how these may have differed in the past. Similarities and differences between the past and present, drawing from their own experiences and what has been read to them in class The past, through settings, characters and events encountered in books read in class and storytelling.	Places: Significant historical events, people and places in their own locality. Significant historical events that show Britain has a special history. (Can they explain how their local area was different in the past?)		Local History: Pupils should be taught about an aspect of local history. For example: <ul style="list-style-type: none"> • A depth study linked to one of the British areas of study listed above. - Stone Age and Cheddar Man • A study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066) 	
Knowledge and Understanding of World History	Familiar situations in the past (e.g. homes, school and transport) and how these may have differed in the past. Similarities and differences between the past and present, drawing from their own experiences and what has been read to them in class The past, through settings, characters and events encountered in books read in class and storytelling.	Events: Events beyond living memory that are significant nationally or globally e.g. Great Fire of London or first aeroplane flight (Do they recognise that we celebrate different events because of what happened many years ago?)		Ancient Civilizations: the achievements of the earliest civilisations - an overview of where and when the first civilisations appeared and a depth study of <u>one</u> of the following: <ul style="list-style-type: none"> • Ancient Sumer • The Indus Valley • Ancient Egypt or • The Shang Dynasty of Ancient China (Can they summarise what Britain may have learnt from other countries and civilisations?) Ancient Greece: Greek life and achievements and their influence on the western world)	
Tier 2 Vocabulary	important, evidence, observe, compare, sources, past, present, older, newer, years, decades, centuries, a long time ago, recently, kings, queens, power, timeline, reliable, question, event, fact, fiction, memory, living, period, remember			significant, artefacts, reliable, ideas, beliefs, attitudes, primary, secondary, interpretations, continuity, change, diversity, legacy, social, religious, ethnic, cultural, political, technological, reliable, valid, frame, contrasting, construct, occur	
Tier 3 Vocabulary	artefacts, civilisation, monarchy, parliament, democracy, war, peace, chronology, century, decade, global			Propaganda, chronology, era, civilisation, monarchy, parliament, democracy, war, peace, Bronze Age, Iron Age, Neolithic, Romans, Anglo-Saxons, Scots, Vikings, Christian, empire, BC/AD or BCE/CE -(but you can't mix the terms) 900BC AD900 / 900BCE CE900	



Learning how to...(Skills)

	EYFS	Year 1	Year 2	Year 3	Year 4
Chronological understanding	Sequence events in their lives.	Sequence events in their lives. Sequence artefacts from very different periods.	Describe memories of key events in their lives. Sequence artefacts closer in time and give reasons for their order.	Place the time studied on a timeline. Use dates and terms from the period of study.	Place events from a period studied on a timeline. Begin to date events. Understand more complex terms e.g. BC/AD
Interpretations of History	Recognise the difference between fact and fiction using books.	Recognise the difference between fact and fiction using stories. Consider how reliable adults are when talking about the past.	Compare events in the past using pictures or photos. Consider how reliable these pictures/stories are.	Identify and give reasons for different ways in which the past is represented. Compare different versions of the same story.	Begin to evaluate how useful different sources are - what can different pieces of evidence tell us about the past?
Historical Enquiry	Ask and answer simple questions about the past.	Ask and answer simple questions about the past. Answer questions using an artefact/picture from the past.	Use a source (an older person, book) to answer questions about the past.	Begin to research specific events from the past - using the library/internet. Use a range of sources to find out about the past.	Choose evidence and use it to build up a picture of the past. Communicate their findings orally and in writing - and offer a point of view about it. Ask a wider variety of questions.



Learning through...(Understanding/Application)

	Year 1	Year 2	Year 3	Year 4
	Handle evidence/observe to ask and answer questions about the past.	Develop questioning of the past using question words: who, what, why, when, where, how?	Use a wider variety of evidence to develop questioning.	Suggest suitable sources of evidence that would help with their questioning of the past.
	Begin to use historical vocabulary to communicate ideas e.g. a long time ago, recently, years, decades.	Compare the lives of some significant people from the past.	Give a broad overview of life for people in Britain during the period of study.	Describe the characteristics features of the experience of people in the past e.g their experiences, beliefs. Describe the social, ethnic, cultural or religious diversity of the past would affect people.
	Describe historical events (local, national, global)	Describe historical events (local, national, global) Describe why we might remember/celebrate these events today.	Describe different accounts of historical events.	Describe causes and consequences of historical events.
		Label timelines with words like past, present. Use dates where appropriate.	Place events, artefacts, historical figures on a timeline using dates.	Begin to show an understanding of change over time and representing this on a timeline.
	Recount changes that have happened in their own lives	Identify some of the different ways the past has been represented.	Describe some of the different ways the past has been represented.	Explain some of the reasons why the past might be represented in different ways.
	Describe significant people from the past.	Recount changes that have happened in the past.	Give reasons for change happening in History.	Understand the concept of change and continuity over time.
	Place events and artefacts on a timeline.	Begin to use historical vocabulary to communicate ideas e.g. a long time ago, recently, years, decades	Use English, Maths and Computing skills to a good standard to communicate information about the past.	Use English, Maths and Computing skills to a good standard to communicate information about the past.



Long Term Plan

	EYFS	Year 1	Year 2	Year 3	Year 4
Theme 1 <i>Ourselves and Humankind</i>	Magnificent Me!	Me and my family history History – of the school BHM: Rosa Parks, Paul Stephenson – Bristol bus boycott	Wonderful Wedmore History of the village BHM: Katherine Johnson and Mae Jemison	Stone Age to Iron Age Chronology, reasons for change BHM: Wangari Maathai and Dr Paula Kahumbu - linked to rainforest and re-wilding	Oceans Link to Pangea and how the Oceans have developed over time BHM: Saint Maurice and Septimius Severus - linked to Romans
Theme 2 <i>Culture and Diversity</i>	Terrific Toys!	Superheroes History – Remembrance Day Significant individuals – Seacole, Cavell, Nightingale	Space Explorers Space travel chronology to the present day, comparison to Explorer taught in Year 1	Stone Age to Iron Age (what can local discoveries tell us?), Sources of evidence	Electricity and Robots Chronology and advances in technology
Theme 3 <i>Community and Citizenship</i>	Our Amazing World!	Polar adventures History of polar exploration – compare and contrast Shackleton, Scott and Amundsen, Cook	The Great Fire of London Sources, chronology, similarities and differences	Rainforest How rainforests have changed over time and what the future might hold.	Romans Chronology, sources, cause and consequence, their legacy
Theme 4 <i>Exploration and Discovery</i>	On the Move!	Bristol and Brunel Compare and contrast Cabot and Brunel	Amazing Africa First people lived in Africa, their kingdoms and culture	Chocolate Links to Mayans	Anglo Saxons Chronology, change and continuity, their legacy
Theme 5 <i>Expression and Creativity</i>	Groovy Growing!	Terrific Transport Sequencing artefacts	Dinosaurs Chronology, Mary Anning, The Bristol dinosaur	Rewilding Wedmore History of Wedmore – using a range of sources	Ancient Greece Chronology, how their beliefs affected their behaviour, sources of evidence, their legacy
Theme 6 <i>Ourselves and Humankind</i>	Animal Kingdom!	Knights, castles and dragons Chronology, sources	Oh I do like to be beside the seaside Queen Victoria – How Britain changed in her lifetime	Ancient Egypt Compare and contrast to Stone Age, What life was like?	Mountains History of mountain exploration