

HISTORY at Woolmore

'History is vital to a rich and broad primary education. It helps pupils to make sense of the present as well as the past, and to appreciate the complexity and diversity of human societies and development.' - **Tim Jenner, HMI and Ofsted subject lead for history**

'Through our study of the past, we can understand how our own world works. Just as history has made our world what it is, history can also be a key part of your future.' - **The Historical Association**



Communicating Historically

Y3 role playing as Egyptian Pharaohs. Using drama helps children understand how people thought and acted differently in the past.



Understanding Chronology

Y1 groupwork to timeline the life of Queen Elizabeth II putting events in order and labelling timelines with dates and phrases such as 'past' and 'present.'



Investigating and interpreting the past

Y5 at the British Museum consolidating learning about Ancient Greece using the wonderful primary sources the museum has to offer.

Our Key Concepts for teaching and learning in History

1. **Investigate and interpret the past** - understanding that what we know about the past comes from interpreting the evidence we have available.
2. **Build an overview of world history** – This concept involves appreciating the key features of the past and an understanding that life is different for different sections of society.
3. **Understand Chronology** – Understanding the passing of time and how some aspects of history studied were happening at similar times in different places.
4. **Communicate historically** – Using historical vocabulary and techniques to share information about the past.

At Woolmore, becoming a Historian means developing:

- Knowledge of events in the past and where they fit within a chronological framework.
- Understanding of the ways in which ways of life in different periods have similarities and differences.
- The ability to explore deep into the past and compare and relate it to life today.
- A base of historical knowledge and vocabulary.
- The ability to think and read critically. This includes searching for clues in texts, pictures and photos.

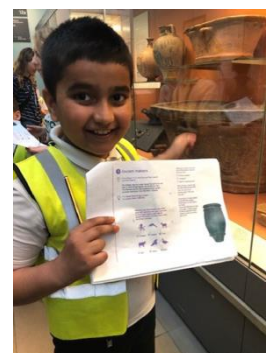
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- Fluency in historical enquiry and the ability to apply questioning skills and use effective presentational techniques.
- An understanding of historical sources of evidence. This includes the difference between primary and secondary sources and the ability to distinguish between trustworthy and untrustworthy evidence.
- The ability to reach conclusions based on evidence and develop a reasoned argument to explain and inform.
- A passion for and commitment to the subject, and a real sense of curiosity to find out about the past by asking logical questions and researching into subject matter.

What makes History at Woolmore special?

1. History on our doorstep and trips

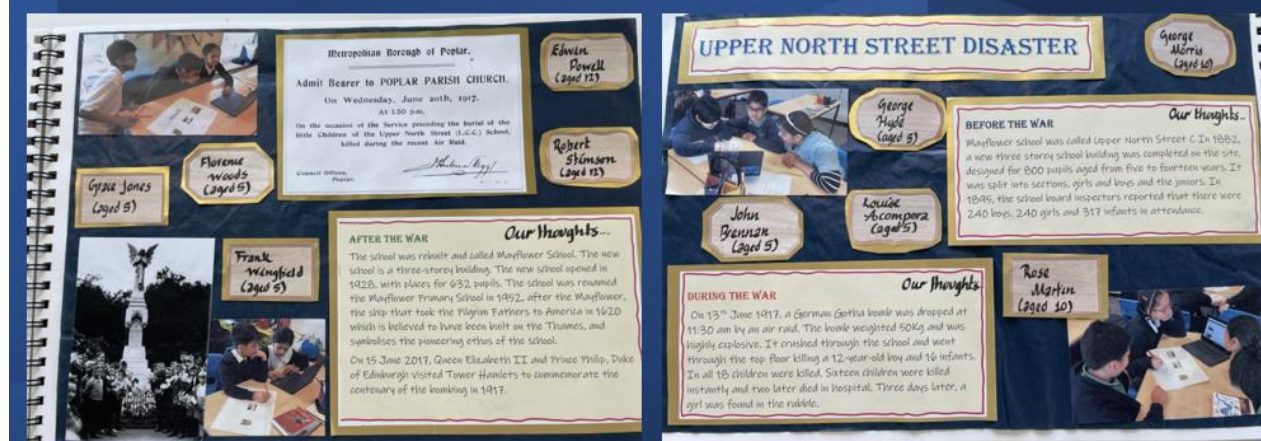
We are fortunate to be in London, a city steeped in extraordinary history. We design our curriculum to make the most of all the history London has to offer from the Great Fire of London in KS1 to the impact of the Battle of Britain in east London in KS2. By focussing on London's history, we give our children a sense of identity and what it means to be a Londoner. Children are taught to think about how their city has changed, explore the lives of Londoners through time and discover the impact events have had to make London the place it is today.



Local History Work: Y2 Great Fire of London



Local History Work: Y6 Britain at War



We do not underestimate the importance of trips for bringing history alive and creating life-long memories. Living and learning in London, we are able to access a wide range of museums and landmarks for trips and workshops to support learning in class. We make the most of these opportunities including visits to:

- The Natural History Museum - Y1 Dinosaur Planet
- The British Museum - Y5 Greeks
- The Museum of London - Y4 I am Warrior)
- St Paul's Cathedral and The Imperial War Museum - Y6 Britain at War

On the top floor of our Woolmore Museum, this carefully curated resource created by Bow Arts timelines the history of our school from its opening through to the move into our new building. This resource pulls together a range of primary resources to help children understand how the school has evolved over time.



The Woolmore Museum

Woolmore used to be a much smaller school in a Victorian building. We have resources, artefacts and memories in our museum so we can learn about the history of our school.



2. Making Links

We have carefully designed our history curriculum to ensure our children gain a comprehensive understanding of local, British and world history. We use a variety of tools to support us with both our coverage of history topics and the progression of learning. We use an adapted version of Chris Quigley's Essentials Curriculum to support us in mapping out and tracking the milestones that children will learn as they progress through the school.

	Milestone 1	Milestone 2	Milestone 3
Investigate and interpret the past This concept involves understanding that our understanding of the past comes from an interpretation of the available evidence.	<ul style="list-style-type: none"> • Observe or handle evidence to ask questions and find answers to questions about the past. • Ask questions such as: What was it like for people? What happened? How long ago? • Use artefacts, pictures, stories, online sources and databases to find out about the past. • Identify some of the different ways the past has been represented. 	<ul style="list-style-type: none"> • Use evidence to ask questions and find answers to questions about the past. • Suggest suitable sources of evidence for historical enquiries. • Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. • Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. • Suggest causes and consequences of some of the main events and changes in history. 	<ul style="list-style-type: none"> • Use sources of evidence to deduce information about the past. • Select suitable sources of evidence, giving reasons for choices. • Use sources of information to form testable hypotheses about the past. • Seek out and analyse a wide range of evidence in order to justify claims about the past. • Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. • Understand that no single source of evidence gives the full answer to questions about the past. • Refine lines of enquiry as appropriate.
Build an overview of world history This concept involves an appreciation of the characteristic features of the past and an understanding that life is different for different sections.	<ul style="list-style-type: none"> • Describe historical events. • Describe significant people from the past. • Recognise that there are reasons why people in the past acted as they did. 	<ul style="list-style-type: none"> • Describe changes that have happened in the locality of the school throughout history. • Give a broad overview of life in Britain from ancient until medieval times. • Compare some of the times studied with those of other areas of interest around the world. 	<ul style="list-style-type: none"> • Identify continuity and change in the history of the locality of the school. • Give a broad overview of life in Britain from medieval until the Tudor and Stuarts times. • Compare some of the times studied with those of the other areas of interest around the world.

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Our KS2 curriculum is designed in **chronological order** and children are taught to make links between key historical periods eg Great Pyramid of Giza (Pharaoh's) built at approximately the same time as Stonehenge (Through the Ages).

We make meaningful links across our reading curriculum with high-quality texts to reinforce history learning and promote vocabulary acquisition.



3.Relevant for our children and life in the modern world

Our curriculum is designed to help our children understand the world beyond their immediate experiences as well as to see themselves in our curriculum.

We are proactively increasing representation and diversity within our curriculum. We teach children about historical figures who have been overlooked for their contributions including:

- Matthew Henson
- Mary Anning
- Walter Tull
- Katherine Johnson

We highlight injustices and look at how these significant figures have recently been celebrated as we learn history through the lens of our modern-day values and expectations.

