



History at Whittington Primary School



Whittington Curriculum Drivers

Inspired – Historical figures such as and Neil Armstrong, Captain Cook and Queen Victoria will be studied. Children will learn about their historical impact to the past and societies today. Children will be inspired by visual, hands-on learning wherever possible. Teachers will provide opportunities to handle and explore real artefacts and resources.

Articulate – Children’s accounts of history will be communicated clearly; they will be taught precise, vocabulary; and they will apply this to debate about the impact of events in history. Children will be explicitly taught subject specific vocabulary related to the history being taught.

Ambitious – The depth of knowledge is challenging, for example looking at the significance of WW2 and it’s impact on the local area. Children will be encouraged to investigate contrasting arguments and interpretations of the past. Children will gain a grand narrative and local detail i.e. if studying the great fire of London children need a background to the development of London, the conditions of buildings and streets, a biography of Pepys and an imagined first hand account of someone caught up in the blaze.

Curious – We teach using a knowledge and enquiry/question-based approach. Using the approach children look at evidence, ask questions, suggest hypothesis and develop fuller answers. Teachers think carefully about what needs to be taught to answer the big and smaller questions.

Excited – Children have opportunities to throw themselves in to history! Opportunities such as the visiting an authentic historical place, taking part in workshops, visiting museums and seeing a real Egyptian mummy. The local area will be used whenever possible i.e. Tudor buildings in Lichfield.

Knowledgeable – Historical knowledge is shared with the children and prioritised in the teaching process. From knowing about Victorian working conditions; to Anglo- Saxons and WW2. Children will learn to use sources to build their knowledge and explain the significance of people and events from the past. In KS2, children will learn to apply their growing knowledge to describe, compare and explain how and why people’s actions and events from the past have shaped our lives today.



Sequencing of Content

The Whittington history progression map ensures that pre-requisite knowledge is considered and linked to new learning. History is carefully sequenced and teachers know the sequence it must be taught.

A range of eras are taught across phases, giving opportunity to refine understanding of chronology.

Local history is heavily considered. History topics feature links to the local area when possible i.e. The name Whittington being of Anglo-Saxon origin.



Big ideas

- Chronology, similarity and difference
- Change and continuity
- Cause and consequence
- Using sources and evidence
- Significance
- Interpretation
- Perspective



Deepening Concepts

Substantive historical concepts are deepened, such as;

monarchy, power, leader, government, law, achievement, artefact, BD, AD, civilisation, settlement, landmark, agriculture, production industry, civilisation, settlement, trade, religion, society, democracy



Retrieval Practice

Children take part in regular mini-quizzes and retrieval activities to strengthen their memory.

Reflection weeks allow pupils to recall their learning present it back in a different format.

Remembering information and knowledge is celebrated and is part of the Whittington culture.