



Our approach to History at Whitegate End

Our vision for Geography

At Whitegate End, our vision for Geography is to provide a positive and caring environment and learning opportunities for every child to engage fully within the History curriculum. Our aim, with the implementation of high quality teaching and learning, provides children with the skills and knowledge which will aim to promote children's curiosity in understanding more about the past, developing their critical thinking, perspective and judgement.

Alongside the national curriculum, the History curriculum at Whitegate End develops children's knowledge and understanding of the world in which they **belong**. Each year group has key learning, sticky knowledge and key vocabulary that shows a clear progression and development of skills ensuring each child leaves with all the tools and knowledge to become **lifelong learners**.

History intent

The History curriculum allows children to make sense of the world around them. The aim is to help children develop a sense of identity through learning about their family, the development of their community, Britain, Europe and the wider world. Children will acquire a chronological structure to their knowledge of the past and their history focused vocabulary will align with this. The curriculum will allow expose children to, and develop interest in, the past and present human achievements and aspirations. Children will develop a range of skills necessary for historical enquiry, interpretation and critical thinking. Comparing the past to the present will be a key part of our History curriculum and children will study how people of other times and places may hold different values and attitudes to ours.

Key teaching principles – linked to National Curriculum and aims

A Whitegate End Historian will acquire the skills to be able to:

- Question, discuss and debate.
- Engage in individual and group research with presentations.
- Investigate using a range of resources, artifacts, photographs, painting, IPDAS s and more.
- Critically analyse and evaluation sources of evidence.
- Visit local places of interest and take part in 'Super Learning Days'.



How it is taught

My world – The Earth (North and South America)

In Year 6, our History focus is on one of the earliest civilizations, Ancient Egypt. We learn about the Ancient Egyptian civilisation and its impact on the world including their use of engineering and how they used the River Nile to develop agriculture and support larger cities and civilisations.

We also learn about the early Islamic Civilisation and how it became the birthplace of modern maths. We also compare and contrast religious beliefs, trade routes and have opportunity to practice art techniques.

Key Vocabulary

Archaeology, pharaohs, tombs, pyramid, hieroglyphs, vizier, scribe, sarcophagus, mummy, papyrus, scarab, Egyptologist, polytheistic, obelisk, agriculture, Bedouins, Mecca, the Ka'aba, Minarets, Qur'an, Abu-Bakr, Al-Razi, the Umma, Pillars of Islam, Fasting, calligraphy, Caliph, schola

My Continent - Europe

In Year 5, we learn about life in Ancient Greece, their biggest achievements and the influence that they have had on the world, particularly Britain, such as our modern-day democracy and British Values. We compare similarities and differences between living in Ancient Greece and modern Day Britain and the rest of the Western World.

Percy Jackson's Greek Gods series

Key Vocabulary

Parthenon, ancient, democracy, philosophy, myth, legend, legacy, theatre, Pythagoras, alphabet, Olympics, hoplite, Sparta, Athens, Gods, artefacts, pottery, elect, Alexander the Great, Socrates, Homer.

My Country – The UK

In Year 4, we focus understand the Viking and Anglo-Saxon struggle for England up to the time of Edward the Confessor. We consider the trends and contrast them with the Roman invasion of Britain around 500 years earlier, which they learnt about in Year 3. We look at a range of sources and compare them with the accuracy that we have in modern day Britain. They will identify some of the different ways in which the past can be represented, and that different versions of the past such as an event may exist (artist's pictures, museum displays, written sources).

We also learn about the Stone Age and make comparisons between living now and then. They will make some links between and across

Key Vocabulary

chronology, chronological duration, sequence, Palaeolithic, Mesolithic, Neolithic, BC AD, Archaeology, Nomadic Hunter-gatherers, bronze age, tribal, civilisation, prey, archaeologists, settlement, monastery, migration, Viking, Danelaw, Anglo-Saxon, Angles



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periods, such as the differences between clothes, food, buildings or transport and identify where some periods fit into a chronological framework by noting connections, notable individuals, trends and contrasts over time.

My City - Manchester

In Year 3, we learn about the Roman empire and its impact on Britain, specifically Manchester, our nearest city.

The children will also take part in a local history study and examine the impact of War on Manchester. We look at how our current lives

different from these periods of history. We will also look at the lives and work of notable people from the city ie: Alan Turing, Emmeline

Pankhurst, we will look at the impact they had on Manchester and the wider world.

Key Vocabulary

Industrial, settlement, ancient local, sources, ruins, legacy, archaeology, chronological, weaponry, invasion, conquer, persecution, Roman, Blitz, Enigma machine, home front

My Town - Oldham

In Year 2, we learn about events beyond living memory and link this to our own lived experiences. We study the Mills of Oldham and the

Industrial Revolution, including its impact on Oldham but also across the country and the wider world.

We learn about inspirational 'local' people who have affected our lives and those of others nationally such as, but not exclusively, Annie

Kenney, an Oldham born Suffragette who fought for women's right to vote in the early 20th Century, and Winston Churchill, who started

his political career as an MP for Oldham.

Key Vocabulary

Annie Kenney, Winston Churchill, Industrial Revolution, artefact, significant, local, chronological, living memory, beyond living memory, mill, historian, community

My School - Whitegate End

In Year 1, the children learn about events and changes within their living memory. We make use of those who have experienced these

through parents, grandparents and other members of the community. We learn about changes such as the advancement of technology

Key Vocabulary

King Charles III, Queen Elizabeth II, computers, toys, generation, Jubilee, Coronation, important, same, different, past,



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and toys and begin to think about the impact that this has had on our own lives, both positively and negatively

We compare school life with those who went to school in the past and identify the different subjects that were taught, playground games

that were popular, etc. We research and ask questions about changes to National life – Queen to King – Jubilee vs Coronation – and

begin to develop historical our vocabulary.

present, future,
grandparents, living
memory

Reception Roots – Me, My Home, My Family

In EYFS the topic relates to the EYFS framework objectives in Understanding the World and provides the children with the experiences and

knowledge needed to embark on the History topics taught in Year 1 in the Spring term. It links to the theme of Me, My Home, My Family,

particularly the My Family strand. Our topic is called 'This is Our Family' and the children will explore their family tree and find out about

how their family is different to others'. The children will also find out about different occupations and people who help us

Key Vocabulary



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Assessment

At Whitegate End, assessment is an integral part of the teaching process. This informs planning as part of our adaptive teaching approach. Every geography topic taught, children will have a pre and post assessment to assess their learning and will revisit their sticky learning throughout the year. This will allow the children to develop their recall. Children will receive feedback frequently, guided by the school's marking policy.

Links to other areas of the curriculum

As Geography is a Driver subject it will be linked to other Enhancer subjects such as, art, computing or music. This creates a broad and balanced curriculum, as well as providing a more creative, enjoyable approach to teaching and learning.