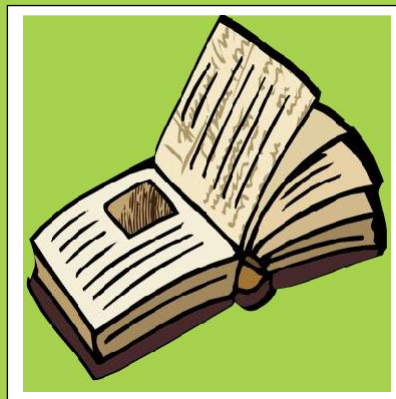


History

Curriculum Overview
and
Progression Mapping



Upper
Wharfedale
Primary
Federation



Introduction

At the heart of our History curriculum lies the guiding light of our federation vision: **“Be the Light”** (Matthew 5:14). We believe every child carries a spark—a unique perspective shaped by curiosity, empathy, and a deep connection to the world around them. Through History, we nurture that light, encouraging children to explore the past with open minds and compassionate hearts, and to become thoughtful contributors to the future.

History is more than dates and events: it’s a journey of understanding. It invites children to uncover stories of resilience, innovation, and change, and to reflect on how these narratives shape our present and inspire our future. Our curriculum fosters critical thinking, curiosity, and a lifelong love of learning, helping children grow into informed, reflective individuals who value diversity and justice.

Our core values -**Love, Thankfulness, Trust, Forgiveness, and Kindness** -are woven into every lesson and discussion. They guide how we explore the past, how we honour different voices, and how we learn from both triumphs and mistakes. In embracing these values, our pupils learn to *“be the light”*—using historical understanding to build bridges, challenge injustice, and illuminate the path toward a more compassionate world.

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Intent Statement

At The Upper Wharfedale Primary Federation, our History curriculum is designed to spark curiosity and inspire a deep fascination with Britain's past and the wider world. We aim to nurture learners who are passionate about History and who develop the skills to think, question, and make decisions like historians both now and in the future.

We want our children to be inspired, engaged, and challenged. Our curriculum encourages them to ask thoughtful questions, think critically, weigh evidence, and consider different viewpoints. These skills help them to build their own understanding of the past and to grow as informed and reflective global citizens.

"The more you know about the past, the better prepared you are for the future." Theodore Roosevelt

Through the study of History, we provide all children with opportunities to explore the complexity of people's lives, the process of change, the diversity of societies, and the relationships between different groups. We also help them to reflect on their own identity and the challenges faced by people in different times. A key theme that runs through our curriculum is the concept of society. Each topic explores what life was like during a particular period and supports children in building a bank of evidence to answer the overarching question:

Would you like to have lived in this time? Why or why not?

Through high-quality teaching, we develop the following essential characteristics of historians:

- A strong knowledge and understanding of people, events, and contexts from a range of historical periods, along with a clear grasp of historical concepts and processes
- The ability to think carefully about history and communicate ideas confidently in ways that suit different audiences
- The confidence to support, evaluate, and challenge their own and others' views using accurate historical evidence from a variety of sources
- The skills to reflect, debate, discuss, and evaluate the past by asking meaningful questions and following lines of enquiry
- A genuine interest in history and an active engagement in learning, which encourages curiosity about the past and an appreciation of how and why people interpret it in different ways
- A respect for historical evidence and the ability to use it thoughtfully to support explanations and judgements
- A willingness to take on challenging tasks, including opportunities to carry out high-quality research across a wide range of historical topics

Our History curriculum helps children to understand the past, make sense of the present, and contribute to a more informed and compassionate future.

Implementation

At The Upper Wharfedale Primary Federation, we use the National Curriculum as the foundation for planning and delivering History in a systematic and progressive way. Our curriculum is built around key historical concepts to ensure that learning is revisited and deepened over time. This spiral approach allows children to make meaningful connections between topics, revisit prior learning, and build a coherent understanding of the past.

We use learning journeys to personalise and capture each child's historical exploration. These journeys help children reflect on previous units and support them in developing a deeper understanding of how societies have evolved. The overarching theme of society runs throughout our curriculum, enabling children to compare different time periods and explore how people lived, interacted, and adapted to change.

Each History topic begins with a discussion about what the children already know. This helps teachers assess starting points and gather initial questions and interests from the class. Every year group works towards answering a shared BIG question at the end of each topic, such as *"Would you like to have lived in this time? Why or why not?"* This approach encourages deeper thinking and helps children develop a more personal and reflective understanding of historical life.

Where appropriate, we make purposeful links between History and Geography to strengthen cross-curricular learning. In our mixed-age classes, lessons are carefully differentiated to ensure that all children access age-appropriate content while maintaining high expectations for every learner.

To engage and immerse children in their learning, we plan visits and themed experience days. These opportunities bring history to life and deepen classroom learning. For example, during our study of the Romans, children visited a Roman fort and took on the role of Roman soldiers, enriching their understanding through hands-on experience.

Throughout our teaching, children work with a range of primary and secondary sources, including historical accounts, photographs, film clips, artefacts, and digital resources. They are encouraged to respond to what they learn through discussion, questioning, and the use of key vocabulary. This helps embed knowledge and supports their understanding of history's relevance to the world today.

Across the wider curriculum, children also explore stories and poems from different historical perspectives, further enriching their historical knowledge and appreciation of diverse experiences.

Impact

The impact of our History curriculum is measured in a variety of meaningful ways. Teachers use questioning during lessons, assess children's written and illustrated work, listen to child-led discussions, and engage in informal conversations to gauge understanding. Topic books and classroom displays also provide valuable insight into how children are engaging with and retaining historical knowledge.

Through the progression built into our curriculum, we aim for children to leave The Upper Wharfedale Primary Federation at the end of Year 6 with inquisitive minds and a genuine curiosity about both local and global history. Our curriculum is designed to foster a love of learning and to encourage children to make thoughtful connections between the past and the present.

By exploring key historical concepts and developing critical thinking skills, our children grow into enthusiastic historians who understand how past events influence the world today and may shape the future. They leave us with the confidence to ask questions, challenge ideas, and appreciate the complexity and richness of human history

SMSC and British Values in Our History Curriculum

Spiritual Development Through History

Speculating about how/why we mark important events from history and the people who shaped them. E.g., Why do we remember November 5th? Developing a sense of curiosity about events from the past and raising questions as to what might have happened if events had had different results. Using resources to give pupils a sense of the past and help to develop an understanding of the people who produced and used the objects. Pupils are encouraged to consider the impact that significant individuals have had, for good or ill, in the shaping of the world we live in today. Pupils also reflect upon different interpretations of the past and how these interpretations have been arrived at.

Moral Development Through History

Investigating beyond the facts and asking pupils to generate hypotheses and pose questions such as 'what if?', 'were they right to?' and 'how could things have turned out differently?' Considering and commenting on moral dilemmas from the past. Was the behaviour in the past right or wrong in comparison to what we believe today, e.g. the Blitz, the lives of workers in the Victorian era, the tomb of Tutankhamen. Looking at the past from different perspectives and showing empathy. E.g. What was it really like to be a child during the Blitz? Would you have wanted to be a woman during the Victorian era? Questioning how historical events give us the opportunity to learn from mistakes and think about how we wouldn't want to behave to one another.

Social Development Through History

Encouraging discussions about how groups and communities were organised in the past. E.g. Saxon communities and Egyptian class systems. Considering social class structures from the past and how they compare today. E.g. The rights of children in the past. Is it right that society looks after children? Does everyone get a fair deal in current times do you think? Examining how other cultures have had a major impact on the development of 'British' culture. E.g. The influence of the Greeks on the western world. Developing their own social skills through collaborative and team building activities.

Cultural Development Through History

Encouraging discussions about how groups and communities were organised in the past. E.g. Saxon communities and Egyptian class systems. Considering social class structures from the past and how they compare today. E.g. The rights of children in the past. Is it right that society looks after children? Does everyone get a fair deal in current times do you think? Examining how other cultures have had a major impact on the development of 'British' culture. E.g. The influence of the Greeks on the western world. Developing their own social skills through collaborative and team building activities.

British Values

British values, including those of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs are embedded in the History curriculum. Students explore issues such as democracy in their historical context and relate them to the modern day through studying periods such as Ancient Greece. This enables the students to understand how, overtime, changes happened and to evaluate their impact. By looking at the achievements of famous British people (KS1), students develop an awareness of how they have influenced and shaped the country in which we live. This includes an appreciation of their work. Teaching students to respect and value diversity is encouraged in the day to day teaching and learning through showing respect for different viewpoints and ideas as well as in the ability to work effectively together both individually and in groups.

History beyond the Curriculum

At The Upper Wharfedale Primary Federation, we believe that History is not confined to the classroom. We enrich our curriculum with meaningful experiences that bring the past to life and deepen children's understanding of historical events, people, and cultures.

Children take part in Remembrance services, where they reflect on the sacrifices of others and the importance of peace. These moments help foster empathy and a personal connection to significant historical events.

Through our carefully curated Reading Canon, we select high-quality texts that often explore historical themes and events. These stories offer children diverse perspectives and help them understand the human experiences behind the facts.

We welcome visitors, including historians and museum educators, who share their expertise and bring historical learning to life. Our children also benefit from residential trips, such as visits to London, where they explore key historical landmarks and institutions, gaining first-hand insight into Britain's rich heritage.

Museum visits and interactive workshops allow children to handle artefacts, ask questions, and engage with history in a tactile and memorable way. These experiences support classroom learning and help children develop a deeper appreciation for the past.

Our Global Spotlight Weeks provide opportunities for children to delve into the histories of other countries and cultures. These themed weeks encourage curiosity, broaden perspectives, and help children understand the interconnectedness of global history.



Skills Progression

At The Upper Wharfedale Primary Federation, we are committed to ensuring that pupils build on previously taught historical knowledge and skills in a structured and meaningful way. Our History curriculum is carefully planned to support progression in key areas such as chronology, historical enquiry, interpretation of sources, and understanding of significant events and people. Due to our mixed-age planning, teachers adapt lessons to revisit and reinforce prior learning while introducing new concepts that challenge and inspire all learners. This approach allows children to consolidate their understanding, deepen their historical thinking, and make consistent progress regardless of their year group. Our flexible planning ensures that every child receives a rich and coherent historical experience that supports both personal growth and the development of essential historical skills.

End Points

HISTORY Key learning objectives	By the end of pre school	By the end of EYFS	By the end of KS1	By the end of UKS2
History topics covered	<p>Holidays then and now</p> <p>Local History – Skipton</p> <p>Significant people: Rosa Parks</p> <p>Significant event – Great fire of London and Samuel Peeps</p> <p>Sinking of the Titanic</p> <p>Moon Landings and Neil Armstrong</p> <p>History of Pirates</p>			<p>Stoneage</p> <p>Ancient Egyptians</p> <p>Local History</p> <p>Black and British</p> <p>Anglo-Saxons and Vikings</p> <p>Ancient Greeks</p> <p>The Romans</p> <p>The Mayans</p> <p>Crime and Punishment through the ages</p>
Chronology and comparing different periods	<p>Use everyday language related to time e.g. daily routines at home and school</p> <ul style="list-style-type: none"> · Sequence a familiar event e.g. getting dressed, bedtime · Talk about the lives of people who are familiar to them 	<p>Use everyday language related to time. e.g. daily routines at home and school</p> <ul style="list-style-type: none"> · Order and sequence familiar events e.g. getting ready for school · Comment on images of familiar situation in the past 		<ul style="list-style-type: none"> • Understand the concept of change over time, representing this along with evidence, on a timeline. • Describe changes that have happened in the locality of the school throughout history. • Place events, artefacts and historical figures on a time line using dates. • Use terms and dates related to the period.
				<ul style="list-style-type: none"> • Understand the concepts and change over time, representing them, along with evidence, on a time line • Use dates and terms accurately in describing events • Place current study on time line in relation to other studies.

				<ul style="list-style-type: none"> to describe events BC (BCE) / AD Use appropriate historical vocabulary to communicate, including: dates, time period, era, change and chronology. 	
Cause and consequence	<ul style="list-style-type: none"> Ask Questions why things happen 	<ul style="list-style-type: none"> Question why things happen and give explanations Begin to identify what made something happen 		<ul style="list-style-type: none"> Identify reasons for and results of people's actions understand why people may have had to do something Look for links and effects in time studied offer a reasonable explanation for some events Address and devise historical questions about cause Comment on the importance of cause and effects for some key events. 	<ul style="list-style-type: none"> Examine causes and results of great events and the impact on people Write an explanation of a historically significant event in terms of cause and effect using evidence to support and illustrate their explanation know key dates, characters and events of time studied Short and long term causes of events identified and explained
Historical Significance	<ul style="list-style-type: none"> Begin to make sense of their own live story and their family's history 	<ul style="list-style-type: none"> Begin to talk about own history - baby to now – same/different 		<ul style="list-style-type: none"> Identify historically significant people and events from a period of history and what they did/happened. 	<ul style="list-style-type: none"> Identify historically significant people and events from a period of history. Explain why they were significant.

	<ul style="list-style-type: none"> Recognises and describes special times or events for family and friends. E.g. birthdays, Christmas, Eid. 	<ul style="list-style-type: none"> Comment on images of familiar situations in the past Recognise and describe a special object. 		<ul style="list-style-type: none"> Begin to identify why what they did (or what happened) was important and how it changed things for people. 	<ul style="list-style-type: none"> Describe and explain why what they did (or what happened) was important and how it changed things for people.
Range and depth of Historical Knowledge	<p>Begin to make sense of their own live story and their family's history</p> <p>Talk about what they see using a wide vocabulary</p>	<ul style="list-style-type: none"> Talk about the lives of people/buildings around them and their roles in society 	<ul style="list-style-type: none"> Recognise the difference between past and present in their own and others' lives. Use dates where appropriate. Retell historical events. Describe significant people from the past. Identify differences between the ways of life at different times. Show an understanding of the concepts such as civilisation, monarchy, parliament, democracy and war and peace. 	<ul style="list-style-type: none"> Use evidence to find out about everyday lives of the people in time studied. Compare with our life today. Describe the social, ethnic, cultural or religious diversity of past society. Identify key features and events in time studied. Describe the characteristic features of the past, including ideas beliefs, attitudes and experiences of men, women and children. 	<ul style="list-style-type: none"> Identify periods of rapid change history and contrast them with times of relatively little change. Identify continuity and change in the history of the locality of the school. Compare some of the times studied with those of the other areas of interest around the World. Describe the social, ethnic, cultural or religious diversity of past society. Describe the characteristic features of the past, including ideas, beliefs attitudes

			<ul style="list-style-type: none"> Recognise there are reasons why people in the past acted the way they did. 		<p>and experiences of men, women and children.</p> <ul style="list-style-type: none"> Compare life at the beginning and end of a period of history (using terms such as: social, religious, political, technological and cultural.)
<p>Interpretations of history</p>	<p>Begin to talk about own history -baby to now – ‘when I was a baby I ...</p> <p>To have a sense of the past through a range of photographs</p>	<ul style="list-style-type: none"> Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class Compare and contrast characters from stories including figures from the past 	<ul style="list-style-type: none"> Use stories to encourage children to distinguish between fact and fiction. To compare information – to observe or handle evidence to ask questions and find answers to questions about the past. (compare pictures, accounts or photographs of people or events in the past) Identify the different ways the past has been represented. 	<ul style="list-style-type: none"> Distinguish between different sources of evidence for historical enquiry in order to gain a more accurate understanding of history. Compare different versions of the same story and begin to evaluate the usefulness of different sources. Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. (Museum and cartoons etc.) Identify and give 	<ul style="list-style-type: none"> Understand that different versions of the past may exist and give reasons why. Explain why there are different versions of events (fact or fiction). That these may vary depending upon a person’s place/role/side in history Select suitable sources of evidence, giving reasons for choices. Link sources of information to form testable hypotheses about the past. Refine lines of enquiry as appropriate. Seek out and analyse a

				reasons for different ways in which the past is represented	<p>wide range of evidence in order to justify claims about the past.</p> <ul style="list-style-type: none"> • Compare accounts of events from different sources – fact, fiction or opinion. • Show an awareness of propaganda and how historians must understand that no single source of evidence gives the full answer to questions about the past. • Be aware that different evidence will lead to different conclusions.
Historical enquiry	<p>Begin to make sense of their own live story and their family's history</p> <ul style="list-style-type: none"> · Begin to develop an awareness of 'how' and 'why' questions e.g. 'Why does a baby need an adult to help them?' 	<ul style="list-style-type: none"> • To ask questions and clarify understanding <p>Talks about past and present events in their own life and in the lives of family members</p> <ul style="list-style-type: none"> · Answer 'how' 'who', 'when', 'where' and 'why' questions in response to stories or events · Use talk to help work out problems and 	<ul style="list-style-type: none"> • Ask questions such as: What was it like for people? What happened? How long ago? • Find answers to questions about the past from sources of information. • Show an understanding of the concept of nation and a nation's history. • Use artefacts, 	<ul style="list-style-type: none"> • Use evidence to ask questions and find answers to questions about the past. • Observe small details – artefacts, pictures • Suggest suitable sources of evidence for history enquires. 	<ul style="list-style-type: none"> • Use a range of sources of evidence to find out about the past. • Bring knowledge gathered from several sources together in a fluent account. • Examine causes and results of great events and the impact on people. • Recognise primary and secondary sources.

	<ul style="list-style-type: none"> · Explore and discuss artefacts through enhanced provision 	<p>organise thinking and activities and to work out and explain why they might happen</p> <p>Use new vocabulary in different context</p> <ul style="list-style-type: none"> · Explore artefacts to build understanding and enable discussions 	<p>pictures, stories, online sources and databases to find out about the past.</p>		
<p>Organisation and communication</p>	<p>Develop their communication but may continue to have problems with irregular tenses or plurals</p> <p>Use some of their print and letter knowledge in their early writing e.g. creating a family portrait</p>	<p>Children communicate their knowledge through discussion.</p> <p>Know information can be retrieved from books, people, digital devices and the internet</p> <ul style="list-style-type: none"> · Use the internet with adult supervision to find and retrieve information <p>Write short sentences with words with known letter sounds using a capital letter and full stop</p>	<ul style="list-style-type: none"> · Record by writing reports, labelling, recounts, painting, drawing to interpret and explain · Understand some of the different ways in which to find out about the past and identify different ways in which it is represented e.g. computers, photographs, visitors. • Children communicate their knowledge through: discussion, drawing pictures, drama/ role play, making models, writing and using ICT 	<p>Children recall, select and organise historical information through: discussion, drawing pictures, drama / role play, making models, writing, using ICT.</p> <p><u>General skills</u></p> <ul style="list-style-type: none"> • Use appropriate historical vocabulary to communicate, including: dates, time period, era, change, chronology • Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past. 	<p>Select and organise information to produce structured work, making appropriate use of dates and terms.</p> <p><u>General skills</u></p> <ul style="list-style-type: none"> • Use appropriate historical vocabulary to communicate, including: dates, time periods, era, chronology, continuity, change, century, decade, and legacy. • Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past. • Use original ways to present information and ideas.

