

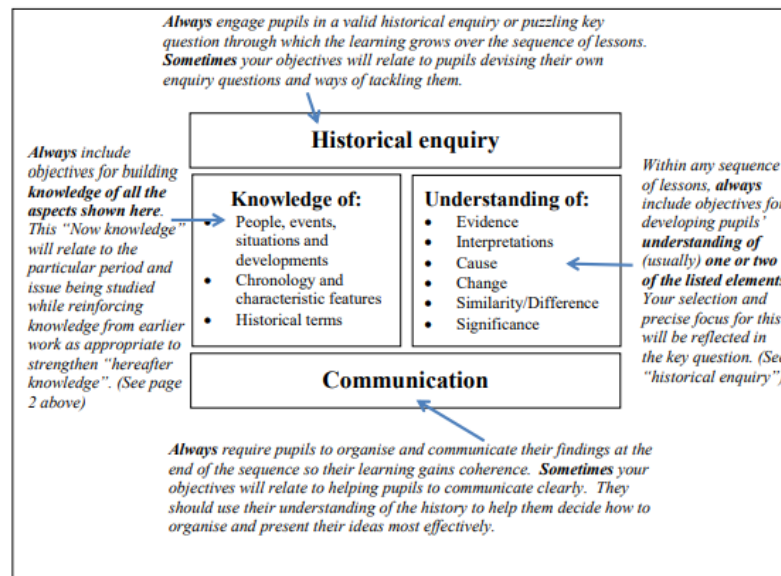


“The more you know about the past, the better prepared you are for the future.” Theodore Roosevelt

### Intent

Our History curriculum has been carefully planned and designed to encompass the content of the National Curriculum and ensure that it reflects and is distinct to our locality.

- Pupils’ historical education begins in the early years and builds year on year, developing pupils’ expertise.
- Curriculum plans have been constructed effectively to ensure that pupils know more, remember more and are able to do more.
- Golden Threads, based on the aims outlined in the History National Curriculum: Chronological Knowledge, Historical terms, Historical Enquiry and Interpretations of History have been identified for each Key Stage and underpin the key knowledge and concepts taught through our curriculum.
- Key knowledge has been mapped out from the early years to the end of KS2 to ensure that the curriculum is coherently sequenced and there is clear progression.
- Curriculum design secure pupils’ chronological knowledge.
- Pupils learn about a wide range of places, societies and cultures in the past.
- The organisation of the curriculum builds knowledge so that pupils can draw on it in future learning.
- Vocabulary has been identified and outlined clearly so that this can be taught explicitly within lessons.
- Clearly defined end points have been identified to ensure that pupils build upon prior learning and develop their knowledge of key concepts.
- Pupils commit knowledge to their long-term memory through recalling and repeated practice outlined in plans.
- In KS1/KS2, curriculum planning (and teaching) is developed around the ‘sandwich approach’ as shown below.





### Implementation

Within and beyond our classrooms we provide a range of opportunities and implement a range of teaching methods to ensure that over the course of study, teaching is designed to help learners to remember in the long term the content they have been taught and to integrate new knowledge into larger concepts.

- Knowledge organisers which outline knowledge (including vocabulary) all children must master and apply in lessons are introduced at the start and referred to throughout a unit of study.
- A well sequenced cycle of lessons carefully plans for progression and depth concentrating on the geographical knowledge and skills suited to the age group.
- The local area, areas further afield such as York and visiting experts enhance the learning experience and enable pupils to apply their historical knowledge and skills and develop a sense of curiosity.
- Lessons follow a consistent structure of: retrieval, explanation, application and assessment which may include such features as questioning, modelling, individual, partner, group or whole class activities.
- Our inclusive approach is demonstrated through the way in which tasks and activities are adapted to ensure that all pupils are able to access the curriculum.
- Through retrieval, teachers make sure that pupils can draw on what they already know so that they can remember more.
- Key vocabulary is explicitly taught to enable pupils to develop their range of geographical vocabulary and understanding.
- Assessment for learning strategies are used at the start, during and at the end of lessons to assess pupils' learning and identify any gaps or misconceptions.

### Impact

- Our History Curriculum is high quality, well thought out and is planned to demonstrate progression. If children are keeping up with the curriculum, they are deemed to be making good or better progress. In addition, we measure the impact of our curriculum through the following methods:
  - Pre and post unit assessments
  - Assessment against 'End of Year Expectations' with clearly identified end points. These are then passed to the receiving teacher to ensure any gaps can be addressed when a key concept is revisited.



GOLDEN THREADS	EYFS ELG	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>Chronological Knowledge/Understanding</b></p> <p><i>(including characteristic features of periods)</i></p>	<p><b><u>UTW- Past and Present:</u></b> Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</p> <p><b><u>UTW- Past and Present:</u></b> Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	<ul style="list-style-type: none"> <li>• Develop an awareness of the past</li> <li>• Use common words and phrases relating to the passing of time</li> <li>• Know where all people/events studied fit into a chronological framework</li> <li>• Identify similarities / differences between periods</li> </ul>		<ul style="list-style-type: none"> <li>• Continue to develop chronologically secure knowledge of history</li> <li>• Establish clear narratives within and across periods studied</li> <li>• Note connections, contrasts and trends over time</li> </ul>			
<p><b>Historical terms</b></p> <p><i>E.g., empire, peasant</i></p>	<p><b><u>UTW- Past and Present:</u></b> Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	<ul style="list-style-type: none"> <li>• Use a wide vocabulary of everyday historical terms</li> </ul>		<ul style="list-style-type: none"> <li>• Develop the appropriate use of historical terms</li> </ul>			
<p><b>Historical enquiry</b></p> <p><i>Using evidence / Communicating ideas</i></p>	<p><b><u>UTW- Past and Present:</u></b> Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p><b><u>UTW- Past and Present:</u></b> Know some similarities and differences between things in the past and now, drawing on their</p>	<ul style="list-style-type: none"> <li>• Ask and answer questions</li> <li>• Understand some ways we find out about the past</li> <li>• Choose and use parts of stories and other sources to show understanding of cause, change similarity/difference and significance.</li> </ul>		<ul style="list-style-type: none"> <li>• Regularly address and sometimes devise historically valid questions</li> <li>• Understand how knowledge of the past is constructed from a range of sources</li> <li>• Construct informed responses by selecting and organising relevant historical information</li> </ul>			



	experiences and what has been read in class		
<b>Interpretations of history</b>	<b><u>UTW- Past and Present:</u></b> Understand the past through settings, characters and events encountered in books read in class and storytelling.	<ul style="list-style-type: none"><li>• Identify different ways in which the past is represented</li></ul>	<ul style="list-style-type: none"><li>• Understand that different versions of the past may exist, giving some reasons for this</li></ul>



KS2 Medium Term Plans	Autumn Term Who are the Tudors? Why are they significant in history?	Spring Term Who were the Ancient Egyptians and what was their significance?	Summer Term Who were the Victorians and how did changes made in this era influence our lives today?
<b>Prior Knowledge (Retrieval)</b>	<b>Lower KS2</b> <b>Year 3- Romans</b> <ul style="list-style-type: none"> <li>How have the Romans influenced how we live today? (Roads/ place names/ money/ rich and poor/ public baths)</li> </ul> <b>Year 4- Anglo Saxons</b> <ul style="list-style-type: none"> <li>What did the Anglo Saxons leave behind/ influence on us? (What can we thank them for?)</li> </ul> <b>Romans</b> <ul style="list-style-type: none"> <li><b>What was life like for a Viking and how does it compare to the Anglo Saxons?</b></li> </ul>	<b>Lower KS2:</b> <b>Year 3 – Iron age</b> <ul style="list-style-type: none"> <li>How was iron made and what was it used for – does it affect our lives now? How?</li> </ul> <b>Romans</b> <ul style="list-style-type: none"> <li>What significant things did the Romans leave behind that affects our lives today? (public baths/ Roman roads/ not everyone is equal/ currency)</li> </ul> <b>Year 4 – Anglo-Saxons/ Vikings</b> <ul style="list-style-type: none"> <li>What have they left behind? Place names (ton, by), law and order (punishment for unlawful behaviour/ justice).</li> </ul> <b>Ancient Greeks</b> How has the Olympic games developed since Ancient Greek times and why is it so important to society today?	<b>KS1</b> Who was Queen Victoria and what changes did she bring to England?  <b>Lower KS2:</b> <b>Year 3/ 4 –</b> <ul style="list-style-type: none"> <li>Looking back at the eras covered so far (Stone Age/ Romans/ Anglo Saxons/ Vikings) - can you think of anything that they have done that has influenced how we live today? E.g. Roman roads</li> <li>Anglo Saxon – Christian influence</li> <li>All eras – farming/ house structures/ clothing</li> </ul>
<b>Y5</b>	<b>Knowledge and Skills to be developed:</b>  <b>What do I know about life in Tudor England?</b> <ul style="list-style-type: none"> <li>Period between 1485-1603</li> <li>(what came before and after this period)</li> <li>Henry VIII most famous monarch</li> </ul> <b>What is the story of the Battle of Bosworth?</b> <ul style="list-style-type: none"> <li>Civil wars fought from 1455-1487 (32 years)</li> <li>Against House of York and House of Lancaster.</li> <li>Each house was presented by a rose (Red-Lancaster, White-York)</li> <li>Henry Tudor (VII) defeated earl of Richmond (Lancastrian) on Bosworth Field (22ns August 1485)</li> </ul> <b>Who was King Henry VIII? How many and who were his wives?</b> <ul style="list-style-type: none"> <li>King of England (1509-1547)</li> <li>Second eldest son of Henry VII</li> </ul>	<b>Knowledge and Skills to be developed:</b>  <b>Can I place the ancient Egyptian times on a chronological timeline?</b> <ul style="list-style-type: none"> <li>(what came before and after) 3100BC 332BC</li> </ul> <b>Why was the River Nile so important to Ancient Egyptians historically?</b> <ul style="list-style-type: none"> <li>-annual flooding provided fertile soil and water for irrigation</li> <li>-transportation</li> <li>-providing fertile soil for agriculture and food</li> </ul> <b>How do Ancient Egyptian artefacts and tomb paintings tell us more about Ancient Egyptian life?</b> <ul style="list-style-type: none"> <li>(primary and secondary resources)</li> </ul> <b>Why was Howard Carter a significant person to Ancient Egyptian findings?</b> <ul style="list-style-type: none"> <li>Discovered Tutankhamun's tomb</li> </ul> <b>Why and how were the pyramids built?</b> <ul style="list-style-type: none"> <li>Life of an Egyptian pyramid worker</li> </ul> <b>What were the Ancient Egyptian's religious beliefs?</b> <ul style="list-style-type: none"> <li>Name gods and goddesses and their significance – Ra (God of the Sun), Anubis (God of the dead),</li> </ul>	<b>Knowledge and Skills to be developed:</b>  <b>Can I place the Victorian era on a chronological timeline? 1837-1901</b> <b>Which buildings in Scarborough are from the Victorian era?</b> <ul style="list-style-type: none"> <li>Wheatcroft Cliff (aka Holbeck Hall)</li> <li>Gladstone Road Primary School</li> <li>The Grand Hotel</li> <li>Scarborough Railway station</li> <li>Town Hall</li> <li>Crown Spa Hotel</li> </ul> <b>What are some of the changes that have occurred at Gladstone Road School from it being built to the modern day?</b> <ul style="list-style-type: none"> <li>Separate girls' school and boys' school</li> <li>Extension built</li> <li>Separate schools (infant and juniors) until 2014 when it amalgamated</li> </ul> <b>What was the industrial revolution and how did it impact Scarborough and Britain as a whole?</b> <ul style="list-style-type: none"> <li>Improved agriculture</li> </ul>



	<ul style="list-style-type: none"> <li>- Became King after his eldest brother died at 15</li> <li>- King at 17 years old</li> <li>- 6 wives: Catherine of Aragon (divorced), Anne Boleyn (beheaded), Jane Seymour (died), Anne of Cleves (divorced), Kathryn Howard (beheaded), Catherine Parr (survived- out lived)</li> <li>- Loved to eat, drink and party</li> <li>- 3 children: Mary I, Elizabeth, Edward VI</li> </ul> <p><b>What was society like in Tudor times? Including their crime and punishment.</b></p> <ul style="list-style-type: none"> <li>- Life of the rich (hunting, jousting, tennis and bowls, rich foods)</li> <li>- Life of a poor Tudor (worked hard-6 days a week, only get public holidays off, ate coarse grey bread made of rye and barley)</li> <li>- Public punishments- to embarrass</li> <li>- Capital punishment- put to death</li> </ul> <p><b>Who were all Tudor monarchs?</b></p> <ul style="list-style-type: none"> <li>- King Henry VII (1485-1509)</li> <li>- King Henry VIII (1509-1547)</li> <li>- Jane Grey (1553)</li> <li>- Queen Mary I (1553-1558)</li> <li>- Queen Elizabeth I (1558-1603)</li> </ul>	<p>Osiris (God of the underworld), Horus (God of the sky) and Isis (Goddess of good fortune and protector of the dead)</p> <p><b>What were the Ancient Egyptian beliefs of the after-life and the steps of the mummification process?</b></p> <ul style="list-style-type: none"> <li>- Embalming the body.</li> <li>- Removal of the brain.</li> <li>- Internal organs removed.</li> <li>- Canopic Jars.</li> <li>- Drying out the body.</li> <li>- Wrapping the body.</li> </ul>	<ul style="list-style-type: none"> <li>- Factories, machinery and production</li> <li>- Steam power</li> <li>- Transport improvements</li> <li>- Population boom</li> <li>- Greater employment opportunities</li> <li>- Children's rights (e.g. education act)</li> </ul> <p><b>Why was Scarborough, as a spa town, significant in the Victorian era?</b></p> <ul style="list-style-type: none"> <li>- Start of tourism (link to railway)</li> <li>- Medicinal properties to spa water</li> <li>- Hotels and entertainment</li> <li>- England's first true seaside resort</li> </ul>	
<b>Future Learning</b>	<p><b>Year 6</b></p> <ul style="list-style-type: none"> <li>• <b>How did Queen Elizabeth I make London more prosperous? – 1558 - 1603</b></li> </ul>	<p><b>Year 6</b></p> <ul style="list-style-type: none"> <li>• Mayans began around the time of Egyptians, differences in their lives and traditions and Gods.</li> </ul>	<p><b>Year 6</b></p> <ul style="list-style-type: none"> <li>• After the Victorians the Windsor family (name change) were ruling throughout World War 1 and 2.</li> </ul>	
<b>Vocabulary</b>	<b>All</b>	<p>Tudor, Henry VIII, War of the Roses, ruling, monarch, Tudor rose, re-enactment, divorced, beheaded, capital punishment, gallows, horse and plough, beefeater, reign, Bosworth</p> <p><i>AD, decade, local, change, chronology, past, present, primary evidence, secondary evidence, significance, oral history, century, period</i></p>	<p>Pharaoh, pyramid, mummification, tomb, River Nile, canopic jars, death mask, desert, Ra, Anubis, Osiris, Howard Carter, removal, drying, wrapping, Hieroglyphics, after-life, <i>artefact</i></p> <p><i>AD, BC, century, agriculture, artefact, chronology, Gods/Goddesses, museum, past, present, primary evidence, secondary evidence, significance, ancient civilisation, archaeology, discovery,</i></p>	<p>Tourism, law, industrial revolution, spa town, seaside resort, <i>monarch</i>, blackboard, factories, population</p> <p><i>AD, century, artefact, change, chronology, King/Queen, invention, local, museum, nation, past, present, primary evidence, secondary evidence, significance, agriculture, migration, aristocracy, colony</i></p>
	<b>Most</b>	Civil war, heir, execution	Horus, Isis, internal organs, sphinx, amulet, antechamber, Sarcophagus	Impact, influence, era, entertainment, workhouses, rural, urban
	<b>Some</b>	Vagrancy, Scold's Bridle	Irrigation, embalming, four sons of Horus	Medicinal properties, industrialisation, census, densely populated
<b>Quality Texts</b>	My Friend Walter	Secrets of a Sun King Mummification Howard Carter	Queen Victoria History Hackers- The Victorians Industrial Revolution	



# Gladstone Road Primary School History

## Curriculum Planning

<b>Enrichment Activities (e.g. visitors/visits)</b>			
<b>National Curriculum</b>	A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality	Pupils should be taught about 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; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China.	Pupils taught about a local history study: a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066