

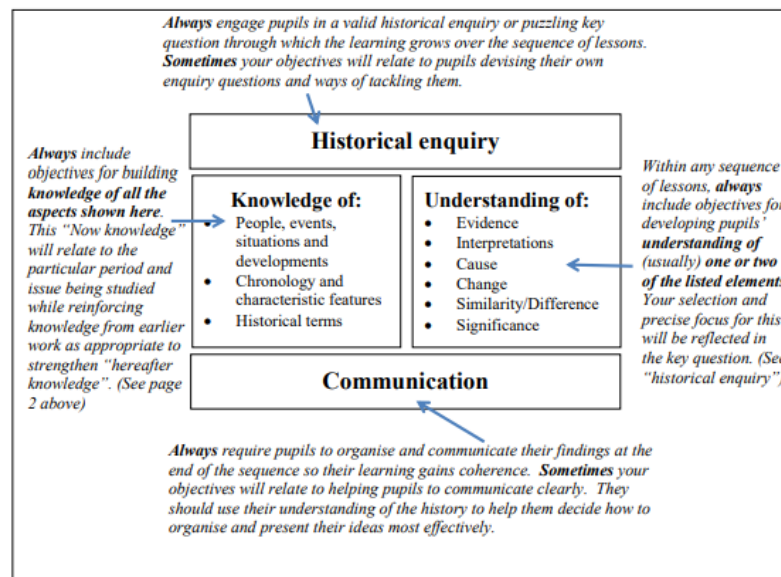


“The more you know about the past, the better prepared you are for the future.” Theodore Roosevelt

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



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



KS2 Medium Term Plans	Autumn Term The Blitz –What do we need to know about WW2?	Spring Term Why should we study the Maya?	Summer Term London/ British settlements - How have different monarchs changed London over time?
Prior Knowledge (Retrieval)	Lower KS2/Y5 Year 1 - Know the importance of WW1 and its effects Remembrance Day Year 4 – the struggle for power in England: Anglo-Saxons and Vikings - Reasons for invasion - Takeover at Lindisfarne - Signing of treaty with Guthrum	Lower KS2/Y5 Ancient Egyptians - Importance of the River Nile - What Egyptian artefacts and tomb painting tell us about the civilisation - Importance of the pyramids and why they were built - Egyptian religious beliefs.	Lower KS2/Y5 Year 1 – who was Queen Victoria and what changes did she bring to Britain Year 5 – Victorian era: - Impact of the industrial revolution - Significance of Scarborough in the Victorian Era - Local buildings from the Victorian era
Y6	<p>Knowledge and Skills to be developed:</p> <p>The Blitz –What do we need to know about WW2? How significant was the Blitz?</p> <ul style="list-style-type: none"> Describe the sequence of events leading up to the Blitz, including the cause for war. Name the alliances, Allies and Axis Powers. (England, France, USA, Germany, Russia, Italy) Describe how the Blitz might was similar and different to the experiences of the people in Germany. <p>World War 2: Whose War?</p> <ul style="list-style-type: none"> Name people involved in the second world war and describe their role e.g role of the soldiers from the empire, conscription, reserved occupations, the Home Guard, and use of propaganda posters. <p>What was the impact of the war on people in our locality?</p> <ul style="list-style-type: none"> Identify people from the locality that were killed in WW2 and describe its impact on the locality. Describe the experiences of the Salem family and compare them to experiences of our families in the locality. Identify the roles of men and women in WW2 	<p>Knowledge and Skills to be developed:</p> <p>Why should we study the Maya? Where and when did the Mayans live?</p> <ul style="list-style-type: none"> Identify the Mayan Period: 250c-900ce on a timeline Describe how well adapted to life in the rainforest were the Maya? <p>Were all Maya towns and cities the same?</p> <ul style="list-style-type: none"> Define the terms 'bajos' 'cenotes' 'chultuns' (water storage) and explain their importance for the Maya Describe why it took so long to discover many of the Maya Cities <p>How did the Maya tell the time?</p> <ul style="list-style-type: none"> Describe the 52-year calendar round and the Long Count System. List different ways of measuring time and describe how similar and different they are e.g BC/AD; BCE/CE <p>What numbers did the Maya use in Maths? Describe Maya trade</p> <ul style="list-style-type: none"> Name items that were traded Describe how items were transported Describe how Maya paid for goods Explain how important trade was to the Maya Make calculations using the Maya numerical system Explain some of similarities and differences between the Maya and UK mathematical system. <p>Maya Culture Who had the power in Maya society?</p> <ul style="list-style-type: none"> Describe the hierarchical system of Maya society, naming the different groups and classes of society. 	<p>Knowledge and Skills to be developed:</p> <p>London/ British settlements - How have different monarchs changed London over time?</p> <p>Which 6 monarchs built long-lasting buildings in London and when did they reign?</p> <ul style="list-style-type: none"> Find out about the 6 Monarchs: William the Conqueror, Henry VIII, Elizabeth I, George III, Queen Victoria, Elizabeth II. Identify the dates they reigned from and to. Place their reigns on a timeline. Discover where they come in sequence in the line of monarch (who comes before/after them). <p>Which monarch built the Tower of London and why was it built?</p> <p>Find out about William the Conqueror and his impact on London with the Tower of London and the Houses of Parliament - 1070s</p> <ul style="list-style-type: none"> Find out who William the Conqueror was and what he was most well-known for. Investigate how he became king - what battle did he win? Find out when he reigned as king. Describe what affect and impact he had on London during his time as king. Find out the reasons for the Tower of London and the Houses of Parliament being built. Discover the history of the Tower of London and the Houses of Parliament since it was built.



	<ul style="list-style-type: none"> identify and describe similarities and differences and differences between people and their experiences. <p>How well does a fictional story tell us what it was like to be an evacuee?</p> <ul style="list-style-type: none"> Identify fact and fictional elements from an historical story Explain why children were evacuated – Name places that children were evacuated to. Describe similarities and differences between fictional stories and evidence-based accounts <p>Who were the Kinder transport? Why did they have to leave their families?</p> <ul style="list-style-type: none"> Explain the reasons for the Kinder Transport Describe the conditions in Germany prior to kinder transport of 1938 Describe how the kinder transport took place. <p>New Opportunities? What was the impact of WW2 on women?</p> <ul style="list-style-type: none"> List the jobs/roles women had in WW2, e.g Women in the services Women in factories Land girls Other paid and voluntary work. Explain why the work of women was so important in WW2 <p>When was the most dangerous time to live? How different was the Blitz?</p> <ul style="list-style-type: none"> Identify periods of conflict in the past e.g The Roman Conquest of Britain AD 55; The Norman Conquest 1066; The Harrying of the North 1069-70; The Battle of Bosworth 1485; The Spanish Armada 1588; The Battle of Naseby 1645. Describe the impact a conflict had on lives. Compare and identify similarities and differences between the Blitz and other conflicts. 	<ul style="list-style-type: none"> Explain how similar the structure of society was to present day and other periods of history. <p>Did the Maya play football like us?</p> <ul style="list-style-type: none"> Explain the rules for the ball game. Describe what happened to the winner and losers Describe what the ball game tells us about the Maya Compare how similar and different ball game courts are to modern football stadium. <p>How do we know about the Maya? Make conclusions about the Maya using remaining resources. Information page</p>	<p>Why did Henry VIII have the Palace of St James built and what impact did it have on London? 1536 <i>Henry VIII – Palace of St. James</i></p> <ul style="list-style-type: none"> Locate the Palace of St James Research the history of the Palace of St James and its reason for being built. Describe the impact of the Palace of St James on London and Henry VIII's role in impacting London during his reign. <p>How did Queen Elizabeth I make London more prosperous? – 1558 -1603 <i>Elizabeth I - Prosperous</i></p> <ul style="list-style-type: none"> Find out about how she brought prosperity to London in the duration of her reign and what impact it had on London at the time. Discover if she had any particular buildings/landmarks made during her reign. <p>Who bought Buckingham Palace and why? <i>George III – bought Buckingham Palace from Duke of Buckingham 1761.</i></p> <ul style="list-style-type: none"> Discover when Buckingham Palace was built and by whom. Locate Buckingham Palace Find out who sold Buckingham Palace and why his wife did not live there. Learn about what impact Buckingham Palace had on the people at that time. <p>How many different landmarks were created under Queen Victoria's rule? <i>Queen Victoria – 1st Royal to live in Buckingham Palace. Crystal Palace. Royal Albert Hall Kensington Gardens.</i></p> <ul style="list-style-type: none"> Learn why Queen Victoria came to be Queen, when she was crowned and how long she served for her to be the second longest reigning monarch. Discover when she moved into Buckingham Palace and the impact it had on her and the citizens of London. Research the history of Buckingham Palace during her reign and afterwards until Queen Elizabeth II resided there. Describe how Queen Victoria changed London during her reign and the impact it had on London.
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Curriculum Planning

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Vocabulary	All	Blitz, evacuee, kinder transport, propaganda, rationing Concentration Camp <i>Significance, chronology, international, artefact, Primary evidence, Secondary evidence, nation, agriculture, empire, conquest, century, causation, democracy, diversity, global, immigrant, interpretation, invasion, invention, sacrifice, torture, traitor, oral history</i>	Trade, <i>calendar, hieroglyphs, ancient civilisations, gods/goddesses, AD, BC, chronology, nomads, empire, discovery, myths and legends, primary and secondary sources</i>	Landmarks, tourism, development, reign, city, London, impact, <i>significant, monarchy, century, decade, King, Queen, past, change, chronology, empire, conquest, execution, torture, treason, oral history, parliament</i>
	Most	Allies, Axis, Treaty,		Historical landmarks - Buckingham Palace, The Tower of London,
	Some	Conscription	Cacao, Haab, Obsidian	conqueror, prosperous,
Quality Texts		Letters from the Lighthouse –Emma Carrol Flossie Albrights Diary Rose Blanche Everything: World War II: Facts and photos from the front line to the home front! (National Geographic Kids) Paperback – 22 July 2021 DK findout! World War II	The Explorer –Katherine Rundell The Hero Twins The great Kapok Tree Mayan Civilisations The Maya (Great Civilisations) Paperback – 28 May 2015 by Tracey Kelly (Author)	The buildings that made London - David Long & Josie Shenoy



Gladstone Road Primary School History

Curriculum Planning

Enrichment Activities (e.g.visitors/visits)	Eden Camp Dean Road Cemetery (WW2 focus)	One Day Creative Company; workshops on The Maya	London (for majority of students)
National Curriculum	Pupils should be taught about: <ul style="list-style-type: none"> • A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. 	Pupils should be taught about: A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.	Pupils should be taught about: <ul style="list-style-type: none"> ▪ a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 - monarchs since 1066.