

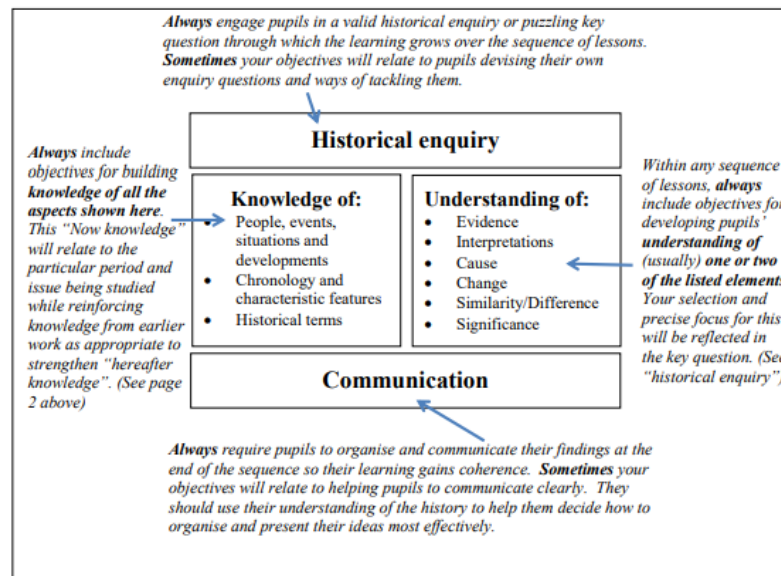


“The more you know about the past, the better prepared you are for the future.” Theodore Roosevelt

### 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>



KS1 Medium Term Plans	Autumn Term How has my high street changed since the 1950s? Why are people wearing poppies this week?	Spring Term Who were Neil Armstrong and Helen Sharman and what impact did they have as an explorer?	Summer Term What would life have been like in the Victorian era?
Prior Knowledge (Retrieval)	<p><b>EYFS</b> <b>UTW- Past and Present:</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> <ul style="list-style-type: none"> <li>Know some key events in their own life from infancy to now. They will discuss these in a chronological way.</li> <li>Phrases of chronology to retell events: long ago, today, yesterday, when I was little, I remember, in the past, in the future</li> <li>Photographs, videos and paintings can be used to find out about the past.</li> </ul> <p><b>UTW- Past and Present:</b> Talk about the lives of the people around them and their roles in society</p> <ul style="list-style-type: none"> <li>Know the term 'family' and discuss what relation their family members are to them (Mum, Dad, Grandparents etc.)</li> <li>The role of other people in their immediate environment, specifically teacher, headteacher, dinner staff etc.</li> <li>A basic knowledge of the role of doctors, police/PCSOs, dentists, vets and firefighters and how they help our community.</li> </ul>	<p><b>EYFS</b> <b>UTW- Past and Present:</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> <ul style="list-style-type: none"> <li>Know some key events in their own life from infancy to now. They will discuss these in a chronological way.</li> <li>Phrases of chronology to retell events: long ago, today, yesterday, when I was little, I remember, in the past, in the future</li> <li>Photographs, videos and paintings can be used to find out about the past.</li> </ul> <p><b>UTW- Past and Present:</b> Talk about the lives of the people around them and their roles in society</p> <ul style="list-style-type: none"> <li>Know the term 'family' and discuss what relation their family members are to them (Mum, Dad, Grandparents etc.)</li> <li>The role of other people in their immediate environment, specifically teacher, headteacher, dinner staff etc.</li> <li>A basic knowledge of the role of doctors, police/PCSOs, dentists, vets and firefighters and how they help our community.</li> </ul> <p><b>UTW- Past and Present:</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>Vocabulary linked to space (Earth, rocket, planets, astronaut, space)</li> </ul>	<p><b>EYFS</b> <b>UTW- Past and Present:</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> <ul style="list-style-type: none"> <li>Know some key events in their own life from infancy to now. They will discuss these in a chronological way.</li> <li>Phrases of chronology to retell events: long ago, today, yesterday, when I was little, I remember, in the past, in the future</li> <li>Photographs, videos and paintings can be used to find out about the past.</li> </ul> <p><b>UTW- Past and Present:</b> Talk about the lives of the people around them and their roles in society</p> <ul style="list-style-type: none"> <li>Know the term 'family' and discuss what relation their family members are to them (Mum, Dad, Grandparents etc.)</li> <li>The role of other people in their immediate environment, specifically teacher, headteacher, dinner staff etc.</li> <li>A basic knowledge of the role of doctors, police/PCSOs, dentists, vets and firefighters and how they help our community.</li> </ul> <p><b>UTW- Past and Present:</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>Key terms linked to figures and themes from the past i.e. 'king', 'queen', 'castle', 'knight', 'battle'.</li> </ul>
Y1	<p>Local History- Our high street <b>What was the high street like before it changed? How has the high street changed?</b></p> <ul style="list-style-type: none"> <li>Explain how the local high street has changed.</li> <li>Street furniture</li> <li>Amount of vehicles</li> <li>Shop names /chains</li> </ul>	<p>Astronauts <b>Who are explorers and where have some explorers travelled in different periods of time?</b></p> <ul style="list-style-type: none"> <li>Describe who key space explorers were.</li> <li>Describe how they travelled.</li> <li>Describe how they adapted their way of life during their travels.</li> <li>Explain where they travelled and when.</li> </ul>	<p>Victorian schools/ seaside <b>Who was Queen Victoria and why was she significant?</b></p> <ul style="list-style-type: none"> <li>Explain what a monarch is and how they are significant to the country.</li> <li>Know who Queen Victoria is and how she caused change.</li> <li>The Victoria Cross</li> <li>Working Royal</li> </ul>



		<ul style="list-style-type: none"> <li>• Clothes of shoppers</li> <li>• Appearance of shops</li> </ul> <p><b>What was in these shops before?</b></p> <ul style="list-style-type: none"> <li>• Compare the shops that were on the high street in the past to present.</li> </ul> <p><b>What was it like to shop for food?</b></p> <ul style="list-style-type: none"> <li>• Describe what it was like to shop for food in the 1950s.</li> </ul> <p><b>How were my goods packaged and stored?</b></p> <ul style="list-style-type: none"> <li>• Explain how food was packaged and stored in the past.</li> </ul> <p><b>How did I pay for my purchases?</b></p> <ul style="list-style-type: none"> <li>• Know how purchases were paid for on the high street in the past.</li> </ul> <p><b>Who do we remember on Remembrance Day?</b></p> <ul style="list-style-type: none"> <li>• Explain what the role of a WW1 soldier was.</li> </ul> <p><b>Why do we have Remembrance Day?</b></p> <ul style="list-style-type: none"> <li>• Describe what life was like for men, women and children during WW1.</li> </ul> <p><b>What happens on Remembrance Day?</b></p> <ul style="list-style-type: none"> <li>• Explain what a war memorial is and what people do when they visit one.</li> </ul> <p><b>Why is it important to remember?</b></p> <ul style="list-style-type: none"> <li>• Know why people wear a poppy and what they are remembering.</li> </ul>	<p><b>Who was Neil Armstrong and Helen Sharman and what did they do?</b></p> <ul style="list-style-type: none"> <li>• Explain who each explorer was.</li> <li>• Describe what they know about their life and travels.</li> <li>• Describe what life was like on their travels.</li> <li>• Explain what they found and achieved.</li> </ul> <p><b>How important was Neil Armstrong and Helen Sharman?</b></p> <ul style="list-style-type: none"> <li>• Draw conclusions from what has been learned, using sources to support this.</li> <li>• Describe how these explorers are remembered.</li> <li>• Explain where these astronauts fit within the context of other explorers.</li> </ul>	<ul style="list-style-type: none"> <li>• Royal photographs</li> <li>• British empire</li> </ul> <p><b>Is there any difference between schools today and in the time of your parents and grandparents?</b></p> <ul style="list-style-type: none"> <li>• Describe what is important about school.</li> <li>• Explain what school would have been like for their grandparents.</li> <li>• Describe what makes Gladstone Road Primary School a Victorian School and how school life has changed since the Victorian times.</li> <li>• Gender differences</li> <li>• Behaviour</li> <li>• Resources</li> <li>• Seating/ organisation</li> </ul> <p><b>Would you prefer to have been at schools now or in the past?</b></p> <ul style="list-style-type: none"> <li>• Discuss likes and dislikes based on evidence/sources.</li> <li>• Explain what would have been the same and different about the daily routine.</li> </ul> <p><b>How was a visit to Scarborough beach different in Victorian times to now?</b></p> <ul style="list-style-type: none"> <li>• Describe how a trip to the seaside was different during Victorian times in comparison to now.</li> <li>• Clothing</li> <li>• Activities</li> </ul>
<b>Future Learning</b>		<p><b>Year 2</b> Learn about how George Stephenson changed transport and how this had an impact.</p> <p>Visit Scarborough railway station to see how it impacted our local area.</p>	<p><b>Year 2</b> Learn about another significant individual - Florence Nightingale and George Stephenson</p> <p>Know what her impact was on medicine.</p> <p>Know what his impact was on transport.</p>	<p><b>Year 2</b> Learn about the Stewarts</p> <p>Know about the significant impact of The Great Fire of London</p>
<b>Vocabulary</b>	<b>All</b>	High street, local, landmark, remembrance, poppy, war <i>Long ago, before, oral history, after, past, present,</i>	Moon landing, space flight, astronaut, <i>explorer, invention, past, before, after, discovery</i>	Queen Victoria, train, rich, poor, seaside, railway <i>Local, past, artefact, monarchy, change, before, after, oral history</i>
	<b>Most</b>	soldier, the last post, decade	NASA, Apollo, space, moon, Neil Armstrong, Tim Peake, Helen Sharman	bathing machines, promenade, bandstand, funfair
	<b>Some</b>	Armistice Day		
<b>Quality Texts</b>		A street through time The world at our feet	Man on the moon - Simaon Bartram Here we are – Oliver Jeffers Astro Girl – Ken-Wilson Max Toys in Space - Mini Grey The Spacesuit – Alison Donald Little People Big Dream Neil Armstrong/ Amelia Earhart	What Mr Darwin Saw - Mick Manning & Brita Granstrom Oliver Twist and Other Great Dickens Stories - Marcia Williams



# Gladstone Road Primary School History

## Curriculum Planning

		Maria Isabel Sanchez Vegara & Christophe Jacques	
<b>Enrichment Activities (e.g. visitors/visits)</b>	Oliver's Mount Local High Street Walk (Westborough) + Library archive visit. Remembrance Assembly in Upper hall		Scarborough Art Gallery – 'Oh I do like to be beside the seaside' workshop.
<b>National Curriculum</b>	Significant events, people and <b>places</b> in their own locality.  Know changes within living memory linked to The Local High Street.  Learn about significant historical events, people and places in their own locality.	Learn about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods	Know about events beyond living memory that are significant nationally or globally.  Learn about significant historical events, people and places in their own locality.