

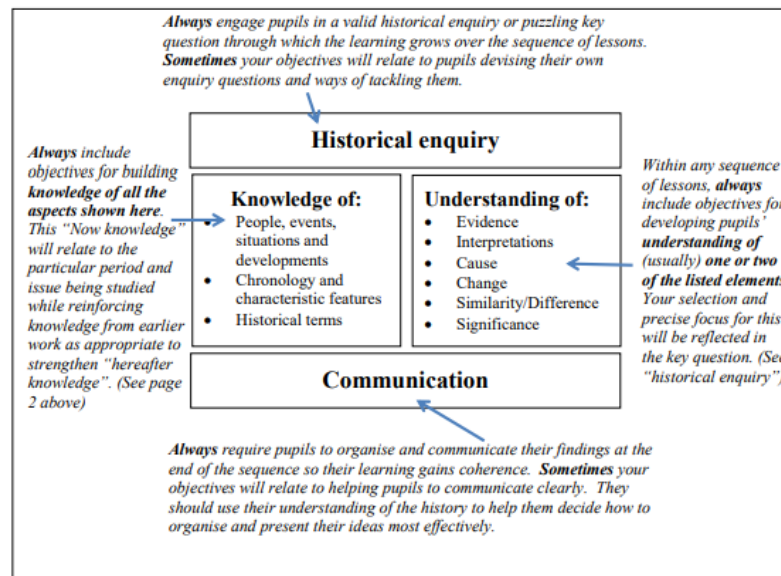


“The more you know about the past, the better prepared you are for the future.” Theodore Roosevelt

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 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>Chronological Knowledge/Understanding</p> <p><i>(including characteristic features of periods)</i></p>	<p><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</p> <p><u>UTW- Past and Present:</u> Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	<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 			
<p>Historical terms</p> <p><i>E.g., empire, peasant</i></p>	<p><u>UTW- Past and Present:</u> Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	<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 			
<p>Historical enquiry</p> <p><i>Using evidence / Communicating ideas</i></p>	<p><u>UTW- Past and Present:</u> Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p><u>UTW- Past and Present:</u> Know some similarities and differences between things in the past and now, drawing on their</p>	<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



KS1 Medium Term Plans	Autumn Term	Spring Term	Summer Term
Prior Knowledge (Retrieval)	Year 1 <ul style="list-style-type: none"> Name and describe other significant individuals – Helen Sharman and Neil Armstrong. Know about explorers in the past and how they travelled. Use historical vocabulary to describe the past. Describe ways in which the past is represented. 	Year 1 <ul style="list-style-type: none"> know who Queen Victoria was. identify the Victoria era on a timeline. Know why Queen Victoria was significant. Use historical vocabulary to describe the past. Describe ways in which the past is represented. 	Year 1 <ul style="list-style-type: none"> Name and describe other significant individuals – Queen Victoria. Understand some ways we find out about the past. (Visit to the war memorial) Use vocabulary to describe historical terms (WW1) To know where WW1 fits in a chronological timeline.
Y2	<p>Knowledge and Skills to be developed: Locomotives</p> <p>Who was George Stephenson?</p> <ul style="list-style-type: none"> Know how to answer an historically-based enquiry using evidence. To use sources as evidence to identify who George Stephenson was. To use appropriate vocabulary to describe how George Stephenson lived a long time before they did. <p>What did George Stephenson achieve in his life?</p> <ul style="list-style-type: none"> To know what we mean by 'significant' To identify why 'Stephenson's Rocket' was significant to advances in early locomotives. <p>How did George Stephenson's achievements impact on changes to trains?</p> <ul style="list-style-type: none"> To identify the impacts of George Stephenson's achievements, locally and nationally. To identify how locomotives have changed and which ones are still used today (<i>Visit to Scarborough Railway Station</i>) To sequence railway transportation in chronological order from horse-drawn carriage to electric engine. To know how and why locomotives have changed over time: -quieter 	<p>Knowledge and Skills to be developed: Great Fire of London</p> <p>What was Stuart London like?</p> <ul style="list-style-type: none"> To know and understand aspects of the past beyond living memory. To identify characteristic features of a period. <p>Could anyone have stopped what happened on 2nd September 1666?</p> <ul style="list-style-type: none"> To know why the fire started, spread and eventually stopped: -oven in the bakery was left on -houses were close together -houses were made of wood -weather To describe and order the events of the Great Fire of London in chronological order. <p>What was it like at the height of the fire?</p> <ul style="list-style-type: none"> To select and combine information from different sources. To know that Samuel Pepys recorded what happened in his diary and the significance of this first-hand historical account. <p>What did the King do to make London better?</p> <ul style="list-style-type: none"> To identify what changed as a result of the fire -fire engines -fire brigade -material and spacing of buildings 	<p>Knowledge and Skills to be developed: Famous People - Florence Nightingale</p> <ul style="list-style-type: none"> Know where all people/events studied fit into a chronological framework To know who Florence Nightingale was and some aspects of her life. <p>What important things did Florence Nightingale do?</p> <ul style="list-style-type: none"> To identify how Florence Nightingale changed hospitals: -cleaner wards -beds for all patients -clean bandages -cooked food <p>Why is Florence Nightingale remembered?</p> <ul style="list-style-type: none"> To know that Florence Nightingale contributed to changes in healthcare in the 1800s. To identify similarities and differences between periods. To identify differences between hospitals in the 1800s and now. - cleaner now - now use gloves, aprons, masks for better protection - the look of hospitals - no electric - specialised machines - different types or medicines - unlikely to see women doctors in the 1800's To identify the impacts of Florence Nightingale's achievements, locally and nationally.



Gladstone Road Primary School History

Curriculum Planning

		-cleaner -faster -better for the planet.		
Future Learning	Year 3	<ul style="list-style-type: none"> Learn how other periods in history impacted upon the work of the people in that time. (Romans) 	Year 3	<ul style="list-style-type: none"> Know more about periods of time in the past. Learn about significant monarchs such as Henry VIII, Elizabeth I, George III.
Vocabulary	All	locomotives, transport, railways, horse-drawn carriages, steam engine, electric engine, diesel engine, George Stephenson, Stephenson's Rocket <i>Local, past, present, significant, change, invention, nation</i>	London, Pudding Lane, bakery, Samuel Pepys, diary, River Thames, leather bucket, fire hook, King Charles II, fire brigade <i>Long ago, century, King, change, artefact, church, discovery, oral history</i>	Florence Nightingale, Crimean War, Lady of the Lamp, nurse, hospital, soldiers, medicine, bandages, Italy, <i>Long ago, century, significant, change</i>
	Most	passenger - carrying	pitch, St Paul's Cathedral	healthcare, patients, cleanliness
	Some	engineered, environmentally friendly		Order of Merit Royal Red Cross
Quality Texts	The Train Man by Sean Callery	The Great Fire of London by Emma Adams	Vlad and Florence Nightingale by Kate Cunningham	
Enrichment Activities (e.g. visitors/visits)	Scarborough Railway Station York Railway Museum	Visit to UTC kitchens – bread/bakery		
National Curriculum	Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life Significant historical events, people and places in their own locality.	Events beyond living memory that are significant nationally or globally.	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.	