

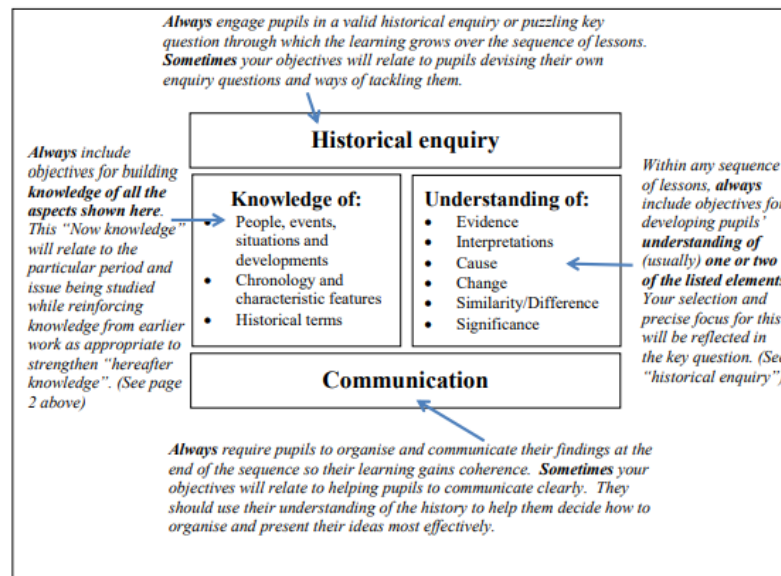


“The more you know about the past, the better prepared you are for the future.” Theodore Roosevelt

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>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



KS2 Medium Term Plans	Autumn Term What was 'new' about the New Stone Age?	Spring Term When did the Romans invade and why?	Summer Term What is the significance of Scarborough Castle within our locality?
Prior Knowledge (Retrieval)	KS1 <ul style="list-style-type: none"> Identify the Victorian Era, Stuart Era (Great Fire of London) and WW1. Use historical vocabulary to describe the past. Describe ways in which the past is represented. 	KS1 <ul style="list-style-type: none"> Identify the Victorian Era, Stuart Era (Great Fire of London) and WW1. Use historical vocabulary to describe the past. Describe ways in which the past is represented. 	KS1 <ul style="list-style-type: none"> Name and describe other significant individuals: Neil Armstrong, Helen Sharman, Queen Victoria, George Stephenson, Stuart London and Florence Nightingale.
Y3	<p>Knowledge and Skills to be developed: Who lived in Britain in the 'old' Stone Age and how did they survive?</p> <ul style="list-style-type: none"> Palaeolithic & Mesolithic Eras Challenges Tools Hunter-gatherers <p>In what ways did things change around 4000 BC?</p> <ul style="list-style-type: none"> Neolithic Eras Hunter-gatherers to farming. <p>How are our ideas about life in the Stone Age changing?</p> <ul style="list-style-type: none"> Howick House (Northumberland) is a recently discovered Mesolithic house. Cheddar Man – oldest skeleton found in Britain. Invention of clothes (Palaeolithic archaeologist). <p>Enquiry 2 - Which was better, bronze or iron? Is bronze better than stone?</p> <ul style="list-style-type: none"> The making of bronze. The making of bronze tools and weapons. Copper and tin – where did it come from? <p>How is iron made and what was it used for?</p> <ul style="list-style-type: none"> The making of iron tools and weapons. Iron – where did it come from? Why did it take so long for iron to reach Britain? <p>What was the impact of bronze and iron tools on the way people in Britain lived?</p> <ul style="list-style-type: none"> Impact on farming Impact on craftsmen Life security Life safety 	<p>Knowledge and Skills to be developed: Why did the Romans invade Britain?</p> <ul style="list-style-type: none"> Where, when and how the Romans invaded Two attempted invasions and why they failed Claudius's successful invasion Control of minerals and commodities Roman armour and its success <p>What kind of men could join the Roman Army?</p> <ul style="list-style-type: none"> Requirements for a man trying to join the Army. <p>What do we know about life on Hadrian's Wall?</p> <ul style="list-style-type: none"> Vindolanda writing tablets and the site where they were excavated. <p>Enquiry 2 - Did the native Britons welcome or resist the Romans, and why?</p> <p>Who was Boudicca and why do we remember her?</p> <ul style="list-style-type: none"> Narrative of who the Iceni were and the impact of Boudicca's husband's death. Retelling the story - chronology. Research tribes in local area and whether they decided to support the Romans. <p>Enquiry 3 - How did the Romans influence the culture of the people already here?</p> <p>How did the Romans change the quality of living in Britain?</p> <ul style="list-style-type: none"> Living in luxury villas Encouraging the richer Celts to build themselves villas to live in. <p>Do we still see evidence of Roman influence today?</p> <ul style="list-style-type: none"> Public baths Roman roads Not everyone is equal. Rich or poor? 	<p>Knowledge and Skills to be developed: Enquiry 1 - What is the significance of Scarborough Castle within our locality?</p> <p>Who is William Le Gros?</p> <ul style="list-style-type: none"> Focus on the building of the castle. <p>Why did Henry II change the ownership of castles?</p> <ul style="list-style-type: none"> Henry II – all castles should go back to the King. <p>What do we know about Scarborough Castle?</p> <ul style="list-style-type: none"> School trip Location – reason for building on a headland. Roles Artefacts Uses Key parts <p>What happened during the First English Civil War?</p> <ul style="list-style-type: none"> Great Siege of Scarborough Castle Conflict over control Parliamentarians



		<p>Enquiry 3 - If you were Julius Caesar, would you have invaded Britain in 55 BC?</p> <p>How did we know what Britain was like in 55 BC?</p> <ul style="list-style-type: none"> • Snettisham Hoard of Gold and Silver Torcs – Iron Age Britain • Health and death of Lindow Man <p>How did the Romans know what Britain was like in 55 BC?</p> <ul style="list-style-type: none"> • Julius Caesar description of Britain. 	<ul style="list-style-type: none"> • Currency 	
Future Learning		<p>Year 4</p> <ul style="list-style-type: none"> • Refer to the teaching of other settlements and how they live compared. 	<p>Year 4</p> <ul style="list-style-type: none"> • Refer to the teaching of other settlements. • Refer to other tribes attacking islands, including the Vikings, similar to the Romans, but from a different location. • Learn more about what Britain had to offer to invaders. • Refer to the Anglo-Saxons beliefs around Christianity. 	<p>Year 4</p> <ul style="list-style-type: none"> • Refer to the Normans following the Anglo-Saxons and the successor of the Normans – Henry II.
Vocabulary	All	<p>timeline, sequence, tools, tribe, hunting, tunic, copper, mining, hillforts, Celts</p> <p><i>AD/BC, Stone Age, Bronze Age, Iron Age, chronological order, agriculture, migration, archeology, archaeologist, pre-history/prehistoric, settler, settlements, primary evidence, secondary evidence hunter-gatherers, artefacts</i></p>	<p>Roman <i>Empire</i>, timeline, worship, toga/tunic, trade, tablet, tribe, baths, Republic, myths & legends,</p> <p><i>Empire, chronological order, conquer/conquest, calendar, Gods, Celts, gladiator, law, slave, invasion, cavalry, artefacts, rebellion, Emperor, primary evidence, secondary evidence</i></p>	<p>William Le Gros (Earl of York), headland, Roman signal station, keep, English Civil War,</p> <p><i>Archaeological digs, primary evidence, secondary evidence, rebellion, settlement,</i></p>
	Most	<p>periods (no start/end time of an event) era (start/end time of an event) Mesolithic, Neolithic and Palaeolithic BC (Before Christ) and AD (Anno Domini), monument, remains</p>	<p>Retreat Legion Dictatorship Centurion Picts Scots Iceni Citizen</p>	<p>Raiders Curtain wall Royal manor Chamber block Outer bailey Garrison Sieges Battle cruisers U-boat</p>
	Some		<p>Etymology Legacy Caledonia Latin Assassination Archaeologist</p>	<p>Excavations Minesweepers Royalist base</p>
Quality Texts		<ul style="list-style-type: none"> • The Stone Age Boy – Satoshi Kitamura • The Wild Way Home – Sophie Kirtley • Stig of the Dump – Clive King 	<ul style="list-style-type: none"> • Queen of Darkness – Tony Bradman • Romans on the Rampage – Jeremy Strong • The Captive Celt – Terry Deary & Helen Flook 	<ul style="list-style-type: none"> • The Castle the King Built – Rebecca Colby & Tom Froese



Gladstone Road Primary School History

Curriculum Planning

	<ul style="list-style-type: none"> • The Stolen Spear – Saviour Pirota & Davide Ortu • How to Wash a Wolly Mammoth – Michelle Robinson and Kate Hindley • The Secrets of Stonehenge – Mick Manning & Brita Granstrom 	<ul style="list-style-type: none"> • Meet the Ancient Romans – James Davies • We Are the Romans: Meet the People Behind the History – David Long & Allen Fatimaharan 	<ul style="list-style-type: none"> • Look Inside a Castle – Conrad Mason & Barry Ablett.
Enrichment Activities (e.g. visitors/visits)		Murton Park	Scarborough Castle
National Curriculum	Changes in Britain from the Stone Age to the Iron Age including late Neolithic hunter-gatherers and early farmers, Bronze Age religion, technology and travel, Iron Age hill forts, tribal kingdom, farming, art and culture.	Roman Empire and its impact on Britain including Julius Caesar's attempted invasion, the Roman Empire and the power of its army, Hadrian's Wall, British resistance (Boudicca) and the 'Romanisation' of Britain.	A local history study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.