

Our History Vision



Our GEM threads

Values: Our children will adopt and celebrate the schools GEM powers

Knowledge: Our children will learn an enriched and ambitious curriculum

Progression: Our children will 'do more, know more and remember more.'

Language and vocabulary: Our children will use oracy to be confident communicators

Why is it important to teach History?

Our pupils develop an understanding of the events in the past and how they have shaped the world they live in. They develop the enquiry skills, historical vocabulary and understanding of chronology that help them to explain the events in the past. They are given opportunities to pose their own questions and compare and contrast the past and present. Pupils are taught to understand how events in the past have influenced our lives today and how they could impact on the future. Through the teaching of history, pupils have the opportunity to apply many key skills from other areas of the curriculum.

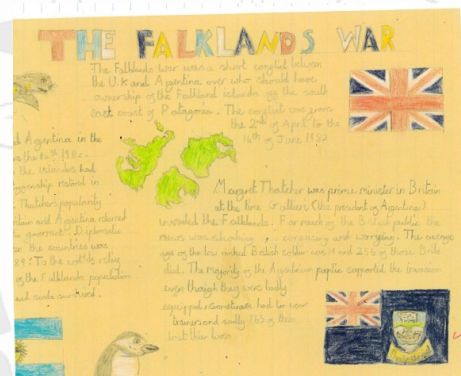
History Intent

Our EYFS children have the opportunity to talk about past and present events in their own lives and the lives of their family members. Children are encouraged to talk about and discuss differences between themselves and others in the community. They celebrate their cultural differences and enjoy finding out about other people's traditions.

At Key Stage 1, children are encouraged to think more deeply about historical aspects, such as how transport and fashion has changed through time. Children also have the opportunity to explore impact of significant people from the past, for example Isambard Kingdom Brunel, Florence Nightingale and Mary Seacole.

At Key Stage 2, children begin to understand how history impacts today's society from a more political, religious and technical point of view. Children investigate significant time periods throughout history, for example, the Stone Age, Ancient Egypt and the Maya.

In our mixed age classes we aim to develop an understanding of chronology, allowing them to visualise the passing of time and showing them how some aspects of history were happening at similar times in different places around the world. All classrooms have a timeline on display showing key dates and events.



Implementation

Knowledge and skills-based implementation:

In the Foundation Stage, History is taught through carefully planned adult-focused activities alongside a continuous provision approach based upon the relevant Early Learning Goals (EYFS) In Years 1 – 6, History learning is planned from the National Curriculum statements and incorporated into termly year group topics that include learning about key historical events and significant people within and beyond the school locality. The knowledge and skills needed in each key stage are carefully planned out in a progression of manageable steps that explore causes and consequences of some historical events.

Progression led implementation:

As children move from EYFS through KS1 and KS2, they will have opportunities to gain a broader experience of historical sources including artefacts, pictures and stories (in the early years) through to a wide range of timelines and historical evidence including personal accounts. Children will learn to question the reliability and authenticity of sources to develop their knowledge and understanding of changes within their own lives and those beyond living memory.

Language and Vocabulary rich implementation:

Within our History teaching, children will use Oracy to be confident communicators. They will talk about and discuss past and present events using everyday language related to time. They will answer and ask questions about the past and use a range of historical terminology to communicate with others.

Experience rich implementation:

Many historical topics are introduced with a launch activity which may include a trip, a visitor or a dress-up day to enthuse and engage the children in the topic. Through our local museum loan service, children are able to have hands-on experience of a range of artefacts. Teachers plan lessons that are practical, collaborative and incorporate many cross-curricular skills such as role-play and oracy

Impact

Each term the Humanities KAT meets several times to discuss the learning being undertaken and progress made throughout the school. During the year, the KAT scrutinizes planning, carries out learning walks, book looks, and pupil conferences and reports to the Senior Leadership Team and class teachers. At the end of each term, teachers assess individual children's progress against the appropriate National Curriculum statements for the aspects that have been taught. Our children, using our Gem Threads, will receive a high quality History curriculum that will enable them to be confident, articulate learners about the past.

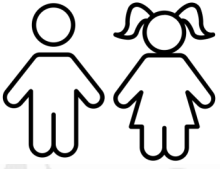
Events and learning opportunities

At our schools we aim to provide a practical approach to historical learning. We incorporate many learning opportunities for local visits e.g.

- Dean Heritage Centre
- Goodrich Castle
- Local mines
- Gloucester museum



Our History Journey



“A man without history is like a tree without roots.”
Malcolm X

Getting to know you

Homes

Toys past and present

Intrepid explorers

People who help us

What were seaside holidays like in the past?

Florence Nightingale

Guy Fawkes and the gunpowder plot

Castles

Stone Age to Iron Age

Invaders and Settlers: Romans

Ancient Egypt

Early Civilisations

Anglo Saxons, Picts and Scots

The Maya

Vikings vs Anglo Saxons

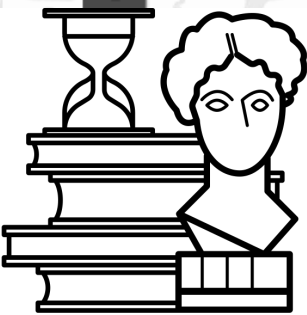
Shang Dynasty

Ancient Greeks

Crime and Punishment

Local study: Firedamp and Davy lamps

How has life changed in Britain since 1948?



EYFS

KS1

LKS2

UKS2



EYFS

Autumn	Spring	Summer
<p><u>Changes within living memory</u> I know about my own life-story and family's history. I know how I have changed I know about changes that have happened within my family lifetime</p>	<p><u>Events beyond living memory</u> I know about some familiar situations in the past</p>	<p><u>Events beyond living memory</u> I know about some familiar situations in the past</p>
<p><u>Significant historical events, people and places in their own locality</u> I 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>The lives of significant individuals in the past</u> I know about characters from stories, including figures from the past</p>	<p><u>The lives of significant individuals in the past</u> I know about the past through settings, characters and events encountered in books read in class and storytelling.</p>


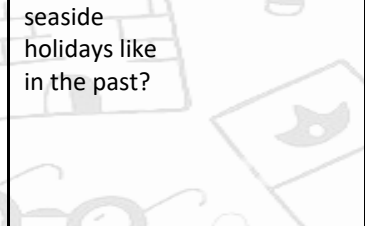
Key Vocabulary

Today, yesterday, tomorrow, present, past, future, when I was little, remember, ago, order, sequence, old, new, then, now

By the end of KS1



Unit	Historical enquiry	Historical understanding	Chronological understanding	Vocabulary
Toys Past and Present	<p>I know that some objects were different in the past to how they are today.</p> <p>I can describe old objects.</p> <p>I can identify objects that are old and objects that are new.</p> <p>I can compare old and new objects.</p>	<p>I know that the toys my parents and grandparents played with are different to the toys I play with today.</p>	<p>I can order decades chronologically.</p>	Decade
Intrepid Explorers	<p>I can use simple texts to find out about people who lived a long time ago.</p> <p>I can pose simple questions to find out about the past.</p> <p>I can compare the lives and achievements of two famous historical figures.</p>	<p>I know that life was very different in the past to how it is today.</p> <p>I know that people knew less about the world in the past than we know today.</p> <p>I know that some people's achievements and discoveries can change the world.</p>	<p>I can distinguish between different periods in time using simple markers, such as inventions.</p>	<p>Explorer</p> <p>Exploration</p> <p>New World</p>
Castles	<p>I can use simple texts to find out about people and events of the past.</p> <p>I can use photographs of castles to find out about the past.</p>	<p>I know that people fight battles to take control of a country.</p> <p>I know that castles were built as fortresses and can explain why this was necessary.</p> <p>I can suggest some actions a new monarch would need to take to make sure his crown was safe.</p> <p>I can explain the roles of different people in medieval society, such as lords, squires, cooks, jesters and peasants.</p> <p>I can explain how uses for castles have changed over time.</p>	<p>I know when the Normans lived.</p> <p>I can organise events into a simple timeline.</p>	<p>Medieval</p> <p>Rebellion</p> <p>Monarch</p> <p>Monarchy</p> <p>Normans</p>
Guy Fawkes and the Gunpowder Plot	<p>I can use simple texts and images to find out about the past.</p> <p>I can use my knowledge of the past to guess how people at the time might have felt.</p>	<p>I know that King James was king during the time of the gunpowder plot.</p> <p>I understand that people wanted different people to be monarchs because some were Catholic and some were Protestant.</p> <p>I understand the reasons behind the gunpowder plot.</p> <p>I can name some monarchs, including King James I and Elizabeth I.</p> <p>I can explain why events in the past are still significant today.</p>	<p>I can order simple events chronologically.</p>	Parliament

<p>Florence Nightingale</p> 	<p>I can use a photograph to infer facts about a person and time period. I can use quotes from historical figures to learn about people and events in the past.</p>	<p>I know that rich women in Victorian times did not usually have jobs. I know that men and women had very different roles in Victorian times. I know that medical care was very different in Victorian times to today. I can explain how hospitals were different in Victorian times to how they are today, using pictures to help me. I can explain why Florence Nightingale is still remembered today.</p>	<p>I know when the Victorian era was. I can explain the life and achievements of Florence Nightingale in chronological order.</p>	<p>Victorians Chronological Century</p>
<p>What were seaside holidays like in the past?</p> 	<p>I can use a range of photographs to infer information about the past.</p>	<p>I can explain why changes in society, particularly the steam train, made seaside holidays popular. I know that the lives of rich and poor people were very different in the past. I know that changes in society led to seaside holidays becoming very popular in Victorian times.</p>	<p>I can order photos from three different eras chronologically. I can compare the features of seaside holidays 100 years ago, 50 years ago and today.</p>	<p>Steam train Tradition Bathing machine Promenade Modern Old-fashioned</p>




By the end of KS2





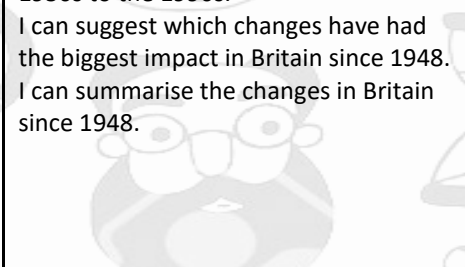




Unit	Historical enquiry	Historical understanding	Chronological understanding	Vocabulary
Stone Age to Iron Age	<p>I can explain how archaeologists use artefacts to learn about the past.</p> <p>I can explain some of the methods archaeologists use to find out about the past.</p> <p>I can explain why Star Carr is an important archaeological site.</p> <p>I can use a variety of sources to answer questions about the past.</p>	<p>I know what the term 'prehistory' means.</p> <p>I know that the Stone Age can be split into three different time periods.</p> <p>I can describe the main features and developments of each of the eras of prehistory.</p>	<p>I can place the Stone Age, Bronze Age and Iron Age on a timeline.</p> <p>I know that prehistory spans millions of years.</p>	<p>Prehistory</p> <p>Archaeologist</p> <p>Archaeology</p> <p>Palaeolithic</p> <p>Mesolithic</p> <p>Neolithic</p>
Invaders and Settlers: Romans	<p>I can consider different points of view about a historical event.</p> <p>I can study different accounts of a historical figure and suggest why they are different.</p> <p>I can gather information from books, texts and pictures to find out about aspects of life in Roman Britain.</p>	<p>I can explain why and how the Romans invaded Britain.</p> <p>I know that Celts were living in Britain at the time of the Roman invasion.</p> <p>I can describe what life was like in Celtic Britain.</p> <p>I can describe the events surrounding Boudicca's revolt.</p> <p>I can describe some of the technological advances that the Romans brought to Britain.</p> <p>I can suggest how Britain might be different today if the Romans had never invaded.</p>	<p>I can suggest where the Romans would be on a timeline, drawing on my knowledge of the past.</p> <p>I can place the Romans on a timeline.</p> <p>I know when the Romans invaded Britain by working out how many of my lifetimes it has been since 43 AD.</p>	<p>Invade</p> <p>Settle</p> <p>Roman Empire</p> <p>Emperor</p> <p>Revolt</p>
Ancient Egypt	<p>I can explore artefacts found in Tutankhamen's tomb to infer understanding about ancient Egypt.</p> <p>I can make suggestions about what unfamiliar artefacts might have been used for.</p> <p>I can explain the significance of the discovery of the Rosetta stone.</p> <p>I can generate questions I want to find the answers to about life in ancient Egypt.</p> <p>I can choose an area I wish to research and use a variety of sources to carry out my research.</p>	<p>I can describe the features of daily life in ancient Egypt.</p> <p>I can explain the events surrounding the discovery of Tutankhamen's tomb.</p> <p>I can describe ancient Egyptian beliefs in the afterlife.</p> <p>I explain the process of mummification.</p>	<p>I can describe the difference between ancient and modern periods.</p> <p>I know when the ancient Egyptian civilisation was.</p> <p>I can sort pictures into those that depict scenes from ancient Egypt and those that depict scenes from other eras.</p>	<p>Civilisation</p> <p>Ancient</p> <p>Modern</p> <p>Ancient Egypt</p> <p>Before Common Era</p> <p>Common Era</p>

<p>Early Civilisations</p>	<p>I can make predictions about objects that might have been invented before, during and after early civilisations.</p> <p>I can use different sources of information to confirm if my predictions were correct or not.</p> <p>I can distinguish whether a given sentence is fact, myth or unknown, using historical sources to support my decisions.</p>	<p>I know where in the world the earliest civilisations took place.</p> <p>I can describe and compare some of the first writing systems.</p> <p>I can explain how some writing systems developed through time.</p> <p>I can translate sentences from the Phoenician alphabet.</p> <p>I can explain where and when money was first used.</p> <p>I can explain some early number systems and why they were developed.</p> <p>I can describe some of the technological advances of early civilisations.</p>	<p>I can explain the difference between AD years and BC years.</p> <p>I can place the earliest civilisations on a timeline.</p>	<p>Ancient Sumer</p> <p>Indus Valley</p> <p>Minoan</p> <p>Ancient Greece</p> <p>Ancient Egypt</p> <p>Shang Dynasty</p> <p>Phoenician</p> <p>Ancient Rome</p>
<p>Anglo- Saxons, Picts and Scots</p>	<p>I can explain some of the ways archaeologists choose which sites to excavate.</p> <p>I know that there are questions about the past that have not yet been decisively answered by historians.</p> <p>I can use artefacts to support my ideas about who was buried at Sutton Hoo.</p> <p>I can find out about daily life for Anglo-Saxons using riddles, recipes and games from the time.</p> <p>I can read the story of Beowulf to find out about life in Anglo-Saxon Britain.</p> <p>I can use what I know about pagan and Christian traditions to suggest whether the person buried at Sutton Hoo was pagan or Christian, and use this to infer further facts.</p> <p>I know that I need to think critically about a historical source in order to assess its reliability.</p>	<p>I know who the Anglo-Saxons were and where in Europe they came from.</p> <p>I know who the Picts and Scots were and that they had lived unconquered in Britain since the Mesolithic era.</p> <p>I can explain some of the features of daily life for the Anglo-Saxons, Picts and Scots.</p> <p>I can write my name using the Ogham alphabet.</p> <p>I can explain how Christianity came to Britain.</p>	<p>I can place the Anglo-Saxons on a timeline.</p> <p>I know that the Anglo-Saxons lived in Britain after the collapse of the Roman Empire.</p> <p>I know when Christianity came to Britain.</p>	<p>Sutton Hoo</p> <p>Anglo-Saxons</p> <p>Picts</p> <p>Scots</p> <p>Conquer</p> <p>Pagan</p>

<p>The Maya</p>	<p>I can generate multiple questions to explore, choosing the ones I most want to investigate.</p> <p>I understand the importance of translating the Mayan writing system for historians to learn about the Mayan civilisation.</p> <p>I understand the importance of preserving historical documents and artefacts.</p> <p>I know that knowledge about the past is constantly improving as historians make more discoveries.</p> <p>I can make suggestions about why the Mayan civilisation ended, based on my knowledge of the period.</p>	<p>I can explain how the Mayan ruins were discovered.</p> <p>I know that the Mayans were organised into city states that were controlled by absolute monarchs.</p> <p>I can explain the roles and status of different types of people in Mayan society.</p> <p>I can describe Mayan religious beliefs, including the need for blood sacrifices.</p> <p>I can describe the Mayan number and writing systems, and the Mayan calendar.</p>	<p>I know when the Mayan civilisation was.</p> <p>I can organise key events from the Mayan civilisation on a timeline with their AD/BC dates.</p>	<p>Aztec Conquistador Colony Maya Constitutional monarchy Democracy City state Absolute monarchy</p>
<p>Vikings vs Anglo-Saxons</p>	<p>I can use a picture of maps in Britain in 793 and 886 to explain what might have happened in the interim, based on my understanding of the period.</p> <p>I can read extracts from increasingly challenging sources, such as the Anglo-Saxon Chronicle, to find out about the past.</p> <p>I can find out about key people in history, such as Edmund Ironsides, Ethelred the Unready and Cnut the Great, and use this information to help explain the events that led to England becoming a unified country.</p>	<p>I know that by the year 600, England was divided into seven kingdoms, each with an independent monarch.</p> <p>I can describe the reasons and events surrounding the Viking invasions.</p> <p>I can describe what the Danelaw was.</p> <p>I know who King Alfred was and why he was dubbed 'the Great'.</p> <p>I can compare and contrast what life was like for Anglo-Saxons and Vikings in Britain.</p> <p>I can explain in detail the events surrounding the Battle of Hastings in 1066.</p> <p>I have an increasing understanding of the struggle for power and how this changed England.</p> <p>I can explain how England became a unified country.</p>	<p>I can describe what Britain was like before the arrival of the Vikings.</p> <p>I can use dates with increasing fluency to describe historical events and eras.</p>	<p>Vikings Peace treaty Danelaw</p>

<p>Shang Dynasty</p>	<p>I know that some historical sources are written thousands of years after the event and are thus unreliable. I know that archaeologists use evidence from the oracle bones to learn about the Shang Dynasty. I can compare evidence about the Shang Dynasty from traditional history books and archaeologists, and state which is more reliable. I can read poetry from the oldest recorded Chinese poetry book to find out about the end of the Shang Dynasty, and assess its reliability.</p>	<p>I know that the Shang Dynasty was the first Chinese civilisation to leave written evidence behind. I know that the line of succession in the Shang Dynasty ran from brother to brother or nephew, as opposed to the more traditional father to son. I can explain what oracle bones were used for and why they are a useful historical source. I can describe what aspects of daily life were like for ordinary people of the Shang Dynasty. I can describe the writing system of the Shang Dynasty and identify some of the pictographs.</p>	<p>I can identify the Shang Dynasty on a timeline of ancient China. I know that the Shang Dynasty was in power during the Bronze Age of Britain.</p>	<p>   Dynasty Shang Dynasty</p>
<p>Who were the ancient Greeks?</p>	<p>I can infer information about daily life in ancient Greece by studying ancient Greek artefacts. I can identify the difference between primary and secondary sources of information. I can use a variety of primary and secondary sources to gather information about the ancient Greeks and their way of life, including myths.</p>	<p>I can describe some features of each of the periods in the ancient Greek civilisation. I know that ancient Greece was made up of independent city states. I know that there were three main types of government in ancient Greece: monarchy, oligarchy and democracy. I can consider the advantages and disadvantages of a monarchy, oligarchy and democracy. I can compare and contrast the city states of Athens and Sparta. I can name some of the major ancient Greek gods and explain each one's characteristics. I know that the Olympic Games were first held to honour the god Zeus and that the Panathenaic Games were held to honour the goddess Athena. I can name some famous ancient Greek philosophers and explain why they are remembered today. I can explain some of the ways in which modern society has been influenced by the ancient Greek civilisation.</p>	<p>I can arrange key civilisations in world history chronologically. I can name the periods in the ancient Greek civilisation and order them on a timeline.</p>	<p>Ancient Greece Minoan age Mycenaean age Dark age Classical period Archaic period Athens Sparta Peloponnesian Hellenistic period Polis (city states) Oligarchy Democracy Primary source Secondary source Olympia Olympians</p>

<p>Crime and Punishment</p> 	<p>I can use extracts from historical fiction to identify and explore aspects of crime and punishment in that era.</p> 	<p>I can sort cards with different crimes, detections and punishments into different time periods, based on my understanding of the past.</p> <p>I can describe features and changes in crime and punishment in Britain in the Roman, Anglo-Saxon, Viking, medieval, Tudor, early modern period, Victorian and the modern day.</p> <p>I can describe how aspects of crime and punishment changed and evolved in Britain since the Roman period.</p>	<p>I can summarise what I know about different British time periods.</p> <p>I can explain how the theme of crime and punishment evolved in Britain chronologically.</p> 	<p>Transportation Pillory Poacher Highwayman Tudor Early modern period</p>
<p>How has life in Britain changed since 1948?</p> 	<p>I can suggest which decade a photo was taken in using historical clues.</p> <p>I know the difference between a primary and a secondary source.</p> <p>I can suggest which sources I would need to consult to research different eras in British history.</p> <p>I can identify whether a source is a primary or secondary source.</p> <p>I can use primary and secondary sources to research different decades.</p>	<p>I can describe some of the features of life in Britain for each decade from the 1950s to the 1990s.</p> <p>I can suggest which changes have had the biggest impact in Britain since 1948.</p> <p>I can summarise the changes in Britain since 1948.</p> 	<p>I can describe changes in Britain since 1948 chronologically.</p> 	<p>Primary source Secondary source</p> 

History skills progression



Because of our mixed-age cohorts, children may access certain topics outside of the designated year group. Therefore it is important that close attention is paid to the specific historical skills that are used for each year group. Teachers will plan lessons so that children in each year group can demonstrate these across our history curriculum.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological understanding	<p>Sequence events in their life</p> <p>Sequence 3 or 4 artefacts from distinctly different periods of time</p> <p>Match objects to people of different ages</p>	<p>Sequence artefacts closer together in time - check with reference book</p> <p>Sequence photographs etc. from different periods of their life</p> <p>Describe memories of key events in lives</p>	<p>Place the time studied on a time line</p> <p>Use dates and terms related to the study unit and passing of time</p> <p>Sequence several events or artefacts</p>	<p>Place events from period studied on time line</p> <p>Use terms related to the period and begin to date events</p> <p>Understand more complex terms eg BC/AD</p>	<p>Know and sequence key events of time studied</p> <p>Use relevant terms and period labels</p> <p>Make comparisons between different times in the past</p>	<p>Place current study on time line in relation to other studies</p> <p>Use relevant dates and terms</p> <p>Sequence up to 10 events on a time line</p>
Range and depth of historical knowledge	<p>Recognise the difference between past and present in their own and others lives</p> <p>They know and recount episodes from stories about the past</p>	<p>Recognise why people did things, why events happened and what happened as a result</p> <p>Identify differences between ways of life at different times</p>	<p>Find out about every day lives of people in time studied</p> <p>Compare with our life today</p> <p>Identify reasons for and results of people's actions</p> <p>Understand why people may have wanted to do something</p>	<p>Use evidence to reconstruct life in time studied</p> <p>Identify key features and events of time studied</p> <p>Look for links and effects in time studied</p> <p>Offer a reasonable explanation for some events</p>	<p>Study different aspects of different people - differences between men and women</p> <p>Examine causes and results of great events and the impact on people</p> <p>Compare life in early and late 'times' studied</p> <p>Compare an aspect of life with the same aspect in another period</p>	<p>Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings</p> <p>Compare beliefs and behaviour with another time studied</p> <p>Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation</p> <p>Know key dates, characters and events of time studied</p>

<p>Interpre- tations of history</p>	<p>Use stories to encourage children to distinguish between fact and fiction Compare adults talking about the past – how reliable are their memories?</p>	<p>Compare 2 versions of a past event Compare pictures or photographs of people or events in the past Discuss reliability of photos/ accounts/stories</p>	<p>Identify and give reasons for different ways in which the past is represented Distinguish between different sources – compare different versions of the same story Look at representations of the period – museum, cartoons etc</p>	<p>Look at the evidence available Begin to evaluate the usefulness of different sources Use text books and historical knowledge</p>	<p>Compare accounts of events from different sources – fact or fiction Offer some reasons for different versions of events</p>	<p>Link sources and work out how conclusions were arrived at Consider ways of checking the accuracy of interpretations – fact or fiction and opinion Be aware that different evidence will lead to different conclusions Confidently use the library and internet for research</p>
<p>Historical enquiry</p>	<p>□ Find answers to simple questions about the past from sources of information e.g. artefacts, (see 4a)</p>	<p>□ Use a source – observe or handle sources to answer questions about the past on the basis of simple observations.</p>	<p>Use a range of sources to find out about a period Observe small details – artefacts, pictures Select and record information relevant to the study Begin to use the library and internet for research</p>	<p>Use evidence to build up a picture of a past event Choose relevant material to present a picture of one aspect of life in time past Ask a variety of questions Use the library and internet for research</p>	<p>• Begin to identify primary and secondary sources Use evidence to build up a picture of a past event Select relevant sections of information Use the library and internet for research with increasing confidence</p>	<p>Recognise primary and secondary sources Use a range of sources to find out about an aspect of time past Suggest omissions and the means of finding out Bring knowledge gathered from several sources together in a fluent account</p>