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| **Stoke Gabriel Primary School**  **History Curriculum Plan**  Our curriculum statements are designed to be used as a supportive tool to plan teaching and learning across our school. The key skills are derived from the National Curriculum and spilt into individual year groups to support a progressive approach and mixed age classes. |
| The study of History should inspire children’s curiosity about the complexities of the past to enable them to consider the present and look to the future. We use an enquiry-based approach for teaching History because we know it makes the learning focused for the children. Big Questions are chosen for each historical topic, to pique children’s interest and learning is structured towards finding answers in creative and memorable ways whilst ensuring National Curriculum coverage is achieved.  Children are taught to think critically, explore, and assess evidence to empathise with and understand the history of Britain and the wider world. Understanding of key concepts such as empires, invasions and trades are covered with a focus on subject specific vocabulary to enable all learners to develop a mental timeline of important events throughout history, which shaped the world we live in today.  Concepts are revisited regularly, and links are made to ensure children build upon their prior knowledge. This enables all learners to develop a secure historical knowledge which will grow alongside age-related analytical skills that enable children to fully consider and critique the actions of our predecessors. |

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| **Vocabulary**  Children’s command of vocabulary is fundamental to learning and progress across the curriculum. Vocabulary is developed actively, building systematically on pupil’s current knowledge and deepening their understanding of etymology and morphology (word origins and structures) to increase their store of words. Simultaneously, pupils make links between known and new vocabulary, and discuss and apply shades of meaning. In this way, children expand the vocabulary choices that are available to them. It is essential to introduce technical vocabulary which define each curriculum subject. Vocabulary development is underpinned by an oracy culture and a tiered approach. High value is placed on the conscious, purposeful selection of well-chosen vocabulary and appropriate sentence structure to enrich access to learning and feed into written work across the curriculum. |
| **KS1 Vocabulary List**   |  |  |  | | --- | --- | --- | | yesterday  tomorrow  the present  the past  the future  day  week  month  long ago  old new/recent  parent grand parent  great grand parent  clue  memory lifetime  calendar  Who?  What?  Materials  plastic  remember | year decade century ancient modern long ago timeline date order similar different because important living memory remembers 1960s  toys  materials wood  plastic  simple mechanical inventions homes  houses grandparents’ time the older generation memories drawing photograph camera detective opinion artefact When…? Where…? | anachronism  chronological order  era/period  The Tudors The Stuarts The Gunpowder Plot plotters Parliament secret King James Guy Fawkes Catholic Protestant traitor treason The Great Fire of London Samuel Pepys  Diary  danger  Christopher Wren  St Paul’s Cathedral  explorers  Colombus  Armstrong  travel encounter impact significant brave pioneer Atlantic Ocean America space rocket moon landing storm rescue danger survive memorial investigate research evidence Why…?  historians  experts  letters  newspapers  websites  detective  opinion  artefact |   **Lower KS2 History Vocabulary List**   |  |  |  |  |  | | --- | --- | --- | --- | --- | | Anachronism, chronological order, era/period B.C.E (Before the Common Era), C.E (The Common Era), B.C (Before Christ), A.D (Anno Domini), millennium, thousands of years, | Stone Age, Iron Age, Celts, Neolithic Bronze Age, Skara Brae, hunter-gatherer, religion, spirits, Stonehenge, hill, forts, sacrifice, Britons, nomad/nomadic  Stone Age, Iron Age, Celts | Boudicca, Romans, invasion, civilisation, Emperor Caesar, republic, empire, army/soldiers, resistance, conquest, revolt, outpost, colony, gods/goddesses, | invention, archaeologist, archaeology, sources, importance, significance, legacy, impact, effects, reason, change, continuity, this suggests…, may be, perhaps, could be, first-hand evidence, second-hand evidence, | myths and legends, oral history, museum  The Saxons, The Vikings, The Dark Ages, |   **Upper KS2 History Vocabulary List**   |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | Anachronism, chronological order, era/period B.C.E (Before the Common Era), C.E (The Common Era), B.C (Before Christ), A.D (Anno Domini), millennium, thousands of years,  impact, effects, consequences, legacy, significance, cause/s, change, continuity, extent of, extent of change,  my conclusion is that historian  archaeologist, archaeology | Ancient civilisations, river valley civilisations,  fertile crescent  Ancient Egyptians, Egyptologist, Ancient Greece, The Ancient Greeks, city states, hoplites, trade,  The Dark Ages, Middle Ages, The Georgians, The Victorians, The Industrial Revolution, 20th century, empire | World War I, World War II, trench, war, recruit, alliance, Blitz, Home Front, morale, D-Day, evacuation | Democracy, Parliament, vote, suffrage, Houses of Parliament, represent, | Native Americans, culture, stereotype, diversity, traditional, view, attitudes, | Baghdad, golden age, caliph, caliphate, Scheherazade, house of wisdom... | variety of sources, different experiences, this source, suggests that, I can infer that, impression, the source omits to mention, the purpose, reliability,  propaganda, one sided, biased, motive, mistake, primary, evidence, eye witness, Secondary, evidence, could have been, might have been, this source suggests that, this source doesn’t show that, reliable, could have been, might have been, may be, |   HISTORY AT STOKE GABRIEL  The statutory National Curriculum for the Foundation Subjects – History, Geography, Music, Art and Design, and Design Technology - is delivered through Enquiry Journeys. The distinct characteristics of each subject are consciously embedded whilst links are made to other subject areas to create meaning and purpose - writing and reading being excellent examples.    The scope and focus of each journey have been planned carefully to sit within the Long-Term Planning of our school - a two-year programme to accommodate our mixed-year-group classes to enable every child to make progress by building on their historical understanding, acquiring historical knowledge, using subject-specific vocabulary, and developing their skills ‘as historians’. The LTP ensures coverage of the statutory History Curriculum and is underpinned by its key concepts [cause, consequence, similarity and difference, historical significance, historical interpretation, change and continuity, and sources and evidence], enabling teachers to understand where their teaching responsibilities fall in the overall scheme [see below].  Children need to learn about both substantive and disciplinary knowledge. Substantive knowledge includes the information about the past in terms of people, events, dates, states of affairs and places. Disciplinary knowledge relates to how historians learn about the past and construct their understanding of it. Our curriculum requires both strands to be intentionally taught and learned.  Five substantive concepts - which occur frequently throughout the study of History - have been identified and defined as key ‘threads’ through our KS2 History curriculum. Where these concepts arise in an enquiry, children are encouraged to retrieve knowledge they have previously learned, to reason and make connections, expand on their understanding, and strengthen their long-term memory.  Teachers make these links to prior concepts and knowledge explicit and foster the regular usage of subject-specific vocabulary. When appropriate, lessons begin by connecting the children to the learning from their previous lesson and end with integrating new knowledge into the larger concepts.  Our key threads:  Location and Settlement Trade and Travel Power and Leadership Impact and Influence Religion and Beliefs  Whilst our children are expected to retain key facts - our history enquiries are more rigorous and challenging than simply ‘knowing what happened’. Our children learn to think and work like historians. They are reminded to ask the question, ‘How do we know?’ throughout their learning, to prompt a desire to seek further information and evidence and take on the role of ‘history detectives’ to examine relevant historical sources, like documents, images, and artefacts. They learn that our understanding of past events is subject to interpretation and can change in light of new discoveries. The fact that not all questions can be answered with certainty is exciting and empowering.  At the start of each Enquiry Journey, the children are given an Enquiry Journey ‘blueprint’ which highlights the skills and knowledge that they will acquire and makes links to their previous learning. The blueprint also lists key vocabulary for the journey. The blueprint is referred to throughout the journey to review and consolidate the learning and so help the knowledge and skills to become embedded. Timelines are also treated as an important tool and the children develop a good sense of chronology as they progress through our school.  Each Enquiry Journey begins with a quality provocation to activate the curiosity of our children – to raise questions and promote discussion. Lessons are planned to provide the children with the knowledge and understanding needed to answer the main Enquiry Question, as well as support their development ‘as historians’. Having an Enquiry Question provides focus for teaching and allows for a greater depth of learning – as the British historian and educationalist, Marjorie Reeves wrote, children should have the opportunity to “sit down in a good rich patch of history and stay there for a satisfying amount of time”. Some enquiries develop a sense of an expanse of time whereas others are hinged around a significant event.  We are keen to make learning relevant for our children and have consciously exploited opportunities to use our locality to provide context for History learning where possible. The children explore significant figures and locations to develop an appreciation of the rich history of south Devon and how our small part of the world has been connected to, or played a part in, far-reaching events of world history. Where appropriate we use historical artefacts, visitors, and visits to interest and intrigue our children and to enable them to hang their learning on memorable experience.  **History Long Term Plan**  The Early Years provide the first opportunity for children to be introduced to the vocabulary associated with History as they explore the passing of time in their own lives and learn about how things have changed. Teachers follow the Early Years Foundation Stage (EYFS) Statutory Framework which aims to guide children, to make sense of their physical world and their community and foster their understanding of change over time. Where possible, links are made with the wider school community.   |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | HISTORY  Long Term Plan | Year A: 2021 - 2022 | | | | | | Year B: 2022 - 2023 | | | | | | | AUT 1 | AUT 2 | SPR 1 | SPR 2 | SUM 1 | SUM 2 | AUT 1 | AUT 2 | SPR 1 | SPR 2 | SUM 1 | SUM 2 | | Years  1/2 | **Please**  **look after**  **this bear** | **Homes**  **and**  **Houses** | **Healthy**  **Me** | **Up, Up**  **and**  **Away** | **Africa, Amazing Africa** | **Crawly! Hairy! Maybe a little scary?** | **Here We Are: Stoke Gabriel** | **The Old**  **Toy Shop** | **Frozen**  **Worlds** | **Footprints**  **on the**  **Moon** | **Ready,**  **Steady,**  **Grow!** | **Oh, I do**  **like to be beside the seaside...** | | THE QUEEN | Events beyond living memory…  **London 1666**  **Great Fire of London**  Lives of significant individuals...  Samuel Pepys  Diarist  Sir Christopher Wren  Architect  **VISIT FROM MISTRESS JANE** | Lives of significant individuals...  **Health**  e.g.  Edward Jenner  Louis Pasteur  Florence Nightingale  Mary Seacole | Chronology  Events beyond living memory…  **Timeline of Flight**  Lives of significant individuals…  e.g.  Leonardo da Vinci  The Wright brothers  Compare  Amelia Earhart  & Jean Batten | Lives of significant individuals…  **Nelson Mandela** | Lives of significant individuals...  **Compare**  **Wangari Maathai**  **& Kate Sessions** | Changes within living memory  Use photographs and interview locals -  ‘How has Stoke Gabriel changed?’  Our school was built in 1876: What was here before? Why might it have been built? | **Queen Victoria**  Continuity  & Change  **Toys – mine, my parents’ & grandparents’**  **A Toy Shop Timeline:**  What toys might have been played with by children at our school, since 1876?  **VISIT FROM TOY LADY** |  | **A Team Achievement:**  **The Moon Landing 1969**  Lives of significant individuals…  Neil Armstrong  The team!  Chronology  **Personal Timelines** [Science link]  Louis Braille |  | Beyond living memory…  **The arrival of the railway in south Devon.**  **Brunel.**  [**George Churchward**](https://en.wikipedia.org/wiki/George_Jackson_Churchward)  Local man.  Continuity  & Change  **The Victorian seaside experience.**  **DAY TRIP – STEAM AND SEA** |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | HISTORY  Long Term Plan | Year A: 2021 - 2022 | | | | | | Year B: 2022 - 2023 | | | | | | | AUT 1 | AUT 2 | SPR 1 | SPR 2 | SUM 1 | SUM 2 | AUT 1 | AUT 2 | SPR 1 | SPR 2 | SUM 1 | SUM 2 | | Years 3/4 | **The Dark Ages,** part 1:  **Saxon Settlers** | **The Second Star to the right...** | **Dragons**  **& Where To Find Them** | **Stoke Gabriel**  **Weather Centre** | **The Dark Ages,** part 2:  **Viking Raiders** | **Brilliant Brazil:**  **Rio & Rainforest** | **Location, Location, Location** | **Stones, Bones &**  **Bumps in the Ground** | **Mountain Survival** | **Extreme Earth** | **The Secret Life of Bees** | **VENI, VIDI, VICI**  **MMXXI** | | 400-900AD Britain’s settlement by Anglo-Saxons and Scots  Settlement along our river  [local history]  Saxon Totnes | Guy Fawkes The Gunpowder Plot |  | Shackleton | 789 – 1066  Vikings  What happened in 1066?  **VISIT ‘SAXON’ TOTNES & ‘NORMAN’ CASTLE** | **Local explorer:** Percy Harrison-Fawcett  **VISIT**  **TORQUAY MUSEUM** | What does ‘prehistory’ mean? | 9000BCE –AD42  Changes in Britain  **Part 1:**  Stone Age,  **VISIT KENTS CAVERN**  & Bronze Age  [Dartmoor] |  |  | 9000BCE –AD42  Changes in Britain  **Part 2:**  Iron Age | AD42 – AD410  Roman Empire and its impact on Britain.  **VISIT ROMAN EXETER** |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | HISTORY  Long Term Plan | Year A: 2021 - 2022 | | | | | | Year B: 2022 - 2023 | | | | | | | AUT 1 | AUT 2 | SPR 1 | SPR 2 | SUM 1 | SUM 2 | AUT 1 | AUT 2 | SPR 1 | SPR 2 | SUM 1 | SUM 2 | | Years 5/6 | **Mud larking and beach combing** | **Destination: Earth** | **The Monster in the Maze** | **Falling Out of the Sky** | **A Tapestry of Tales** | **Street urchins, housemaids, pickpockets, & foundlings** | **Where my wellies take me** | **Bombs**  **and**  **Blackberries** | **Tombs**  **and**  **Treasures** | **The**  **Gift of the**  **Nile** | **Passage to America** | **The Sea, Sea Mythology, Shipwreck, and Shakespeare** | | Mary Anning  Jurassic Coast  Lyme Regis  **VISIT**  **LYME REGIS** | Armistice  Day  Walter Tull  The Christmas Truce | 500BCE – 330BCE  Ancient Greece | 500BCE – 330BCE  Ancient Greece  **MANTLE OF THE EXPERT PROJECT** | The Golden Age of Islam | Crime and punishment | The Yew Tree  1000 years of local history  **VISIT THE GRAVEYARD, THE YEW TREE, THE MILL POOL** | What impact did events in Slapton, have on WW2?  [local history]  **VISIT SLAPTON** | Ancient Egypt  **ARCHAEOLOGY WORKSHOP** | River Valley Civilisations  **VISIT TORQUAY MUSEUM** |  | Elizabethan Traders  [local history]  Would you have gone to sea in the time of Shakespeare? | |
| **The National Curriculum** |
| Pupils are taught:  In Key Stage 1:  • changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life  • events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]  • 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  • Significant historical events, people and places in their own locality.  In Key Stage 2:  • changes in Britain from the Stone Age to the Iron Age.  • the Roman Empire and its impact on Britain.  • Britain’s settlement by Anglo-Saxons and Scots.  • The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.  • a local history study – ‘Exeter’  • a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 – The Mayan Civilisation  • the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China  • Ancient Greece – a study of Greek life and achievements and their influence on the western world  • 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. |
| **Progression of Key Skills** |
| **Key skills** |
| |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | **Strand** | **Year 1** | | **Year 2** | **Year 3/4** | **Year 5/6** | | | **Finding Out About the Past**  **(Enquiry)** | **Changes within living memory? Where appropriate, these should be used to reveal aspects of change in national life.** | | |  |  |  | | Can I talk, find out about and share my experiences of the past and present?  Can I talk about and describe artefacts from the past and present?  Can I ask and answer questions about life for the people and artefacts? | Can I give reasons for and describe changes that have taken place within my experiences?  Can I use simple sources of information such as artefacts, photos and picture books to answer simple questions about the past?  Can I compare aspects of the present with the past and describe simple similarities and differences? | | By the end of year 4…  Can I use a range of information to ask and answer questions about the past?  Can I use interpretations, pictures and written sources to build a picture about the past?  Can I give reasons why peoples account of the same event may be different?  Can I talk about sources of information that contain negative views and accounts?  Can I ask and answer questions about an archaeological site? | By the end of year 6…  Can I answer questions about the past selecting information from a wide range of sources?  Can I use appropriate terminology and methods to present information about the past?  Can I identify different ways in which people have represented and interpreted the past?  Can I talk about and give reasons for an event being interpreted in a range of different ways?  Can I talk about why some written sources may give a negative view or account?  Can I explore a range of sources of information/accounts about an archaeological site?  Can I select, combine and present information from more than one source?  Can I give reasons for negative views and accounts in written sources of information?  Can I recognise some of the strengths and limitations in terms of archaeological evidence? | | | **Finding Out About the Past**  **(Chronology)** | **Know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods?** | | | **Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study?** | | | | Can I talk about my own life and those of people I know?  Can I use the terms, ‘now’ and ‘then’ when I talk about my experiences?  Can I place objects and events within my experience, in time order?  Can I use simple everyday terms to describe the passing of time, eg new and old, now and then, before, after, long ago, in the past, day, week, month and year? | Can I talk about events, places and people beyond living memory?  Can I place objects, people and events beyond my own experiences in time order?  Can I use an increasing range of historical terms to describe the passage of time, modern, recent, long ago, older, present, century, in the past, present? | | Can I describe how the past has been divided into different periods of time?  Can I explain my reasons for placing objects, people and events in a particular order?  Can I use dates and historical terms to describe historical periods?  Can I use the terms BC and AD to locate dates of invasion and occupation? | Can I describe the key characteristics and features of a range of different periods of history?  Can I describe changes that have taken place within and across historical periods?  Can I use historical terms effectively to describe periods within history?  Can I place civilisations and events on a timeline showing an understanding of the terms BC and AD?  Can I compare and contrast features of historical periods identifying similarities and differences?  Can I describe and analyse the impact of change within and between periods in the past?  Can I analyse and evaluate the cause and effect of changes that took place in the past? | | | **Historical Events** | **Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]** | | |  | **Can I describe features of past events and make links between them?** | | | Can I talk about events in my life and the lives of people I know? | Can I talk about and describe, in simple terms features of events in my past, and that of members of my family? | | Can I describe features of historical events beyond living memory?  Can I identify common themes and features?  Can I compare similar events from the present and past?  Can I talk about the impact of events on the lives of the people of the time? | Can I describe a range of different features of key historical events?  Can I compare and contrast events from different historical periods?  Can I explain and give reasons for events in the present and past?  Can I talk about the impact of events on different groups within society at that time?  Can I understand and explain the reasons for, and results of, key historical events?  Can I interpret and evaluate a key historical event from more than one perspective or view point?  Can I support my evaluations with a range of evidence from a range of sources? | | | **Lifestyles of People in the Past** | **Significant historical events, people and places in their own locality** | | |  |  |  | | Can I talk about and describe my home and the way I live, eg day to day life, things I do, my house, my family etc? | Can I talk about and describe my life?  Can I talk about similarities and differences between my life and someone I know?  Can I talk about my thoughts about life in the past based on first-hand experiences? | | Can I compare and contrast the ways of life of people from different historical periods?  Can I compare and describe features of life now and in the past beyond living memory?  Can I describe and give reasons for the changes and differences in lifestyle in the past and present?  Can I compare and describe the characteristics of a range of significant groups from the past? | Can I identify and describe features and characteristics of past societies?  Can I compare and analyse the factors that caused change in the past?  Can I talk about the impact of change on past societies, e.g. displacement due to war?  Can I describe and give reasons for the beliefs held by different societies in the past?  Can I compare and contrast the distinctive features of past societies? | | | **Significant Historical People** | **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, i.e. Elizabeth I, Queen Victoria, Christopher Columbus, Neil Armstrong, William Caxton, Tim Berners-Lee, Pieter Bruegel the Elder, LS Lowry, Rosa Parks, Emily Davison, Mary Seacole, Florence Nightingale and Edith Cavell.** | | |  |  |  | | Can I talk about my own life and those of people I know?  Can I use the terms, ‘now’ and ‘then’ when I talk about my experiences? | Can I talk about and describe events in the life of a well-known historical person? | | Can I use a range of sources of information to find out about a significant historical person from a historical period I am familiar with?  Can I identify and describe key events in their life from a range of sources of information? | Can I use a range of sources of information to find out about significant historical people from a key historical period?  Can I compare and contrast a range of information about a significant historical person?  Can I use a wide range of evidence to compare and analyse the lives of significant historical people from the same and different historical periods? | | |
| **In order to assess impact - a guide** |
| Teachers are responsible for the regular assessment of their pupils against key skills to judge the impact of teaching and learning in History. Teachers look at the learning journey of each unit studied, being aware of what the children need for their next learning and what they can take from prior learning. Units will therefore begin with an elicitation task, either individual or whole class, to judge prior knowledge; a KWL (know, want to learn, learnt) grid could be used and may be completed independently in books or constructed with the teacher.  Children’s progress is monitored against National Curriculum expectations and key skills. Judgement is informed through use of children’s books, dialogue, class scrapbooks, evidence on Sway and Tapestry, and AFL pieces. Teachers need to be clear on how the children will show their learning, through a presentation, art work or extended writing, for example, providing opportunity for pupils to communicate their learning in a variety of ways.  There is an expectation that History learning in books will be the same quality as that in English books. Marking and feedback in History should be the same standard as marking/feedback within other learning across the curriculum, including English. The focus for spelling corrections is on History vocabulary and the expectation is that children who are ARE will spell these correctly throughout their History writing. |