



History - Hempsted C of E Primary School

In History, we aim to inspire our pupil's curiosity about the past and develop their knowledge and skills to act as historians, using a variety of sources and artefacts in the classroom and through educational visits.

We want pupils to ask questions, explore, enquire and think critically about world history and Britain's past, while understanding how past events have influenced our lives today. Using timelines, we want pupils to enhance their knowledge of chronology.

By providing opportunities through lessons to use the history on our doorstep (Hempsted and Gloucester), we want pupils to experience 'real' history and develop a sense of identity through learning about the past in the local community in which they live.

Our 'Big Ideas'

Big Idea One: Inspiring curiosity about the past and developing knowledge and skills to act as Historians (enquiry, explore, interpret, discuss and think critically)

Big Idea Two: Developing knowledge of chronology to understand the past and events (cause/consequence, continuity/change)

Big Idea Three: Making history 'real' and meaningful by using 'history on our doorstep', giving pupils a sense of identity.

Developing Spirituality through history

Through learning about the impact of significant individuals; understanding why things happened and how it affects us today; valuing identity; connecting with the past by handling artefacts and visiting historical sites.

How it is taught (Implementation)

Children will explore a key 'enquiry' question using research skills and learning facts, with opportunities for children to investigate, handle artefacts, pictorial evidence, watch historical footage, and take part in role play activities.

History is taught each term and teachers plan lessons for their class using our 'Progression of knowledge and skills' grid. The progression grid ensures the curriculum is covered and the skills/knowledge taught is progressive from year group to year group.

History assessment is ongoing and links with progression of knowledge and skills.

Learning walls in every classroom provide vocabulary (chronology and specific vocabulary) along with key facts and questions, and a timeline showing when the period of history being taught is placed. Educational visits are another opportunity for teachers to plan for additional history learning outside the classroom.





EYFS History Curriculum Map – Hempsted C of E Primary School

EYFS:	Understanding the World		Past and Present
ELG Children at the expected level of development will:	Talk about the lives of the people around them and their roles in society;	Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class	Understand the past through settings, characters and events encountered in books read in class and storytelling.

KS1 History Curriculum Map – Hempsted C of E Primary School

	Changes in Living Memory (up to 80 years)		Events beyond living memory (beyond 80 yrs)	Significant people - National/ International achievements	Significant historical events, people and places in Gloucester/ Hempsted
Year 1	Toys Now and Then		Travel and Transport		Glorious Gloucester
Enquiry Question:	How have toys changed in my life? What toys did our parents and grandparents play with in their spare time?		How did people travel years ago compared to today?		How was Gloucester different in the past? <i>Covering significant people: Raikes, Whitfield, Beale, Kyneburga</i> <i>Covering significant places: Gloucester Cathedral, St Swithuns Church, history of our school</i>
Year 2	Family Trees	Great Fire of London	Titantic	Explorers (Neil Armstrong, Christopher Columbus, Amelia Earhart)	Comparing localities - Gloucester (docks) and Africa (link to Geography)
Enquiry Question:	Why do people make family trees?	How did London in 1666 affect the spread of the GFL?	What happened to Delia on the Titantic on April 12 th 1912?	What does it take to become a great explorer?	



KS2 History Curriculum Map – Hempsted C of E Primary School

	<u>British History</u> Impact on British life	<u>World Civilisations</u>	<u>Chronological Thinking</u>	<u>Local History</u> Gloucester / Hempsted
Year 3	Stone Age to Iron Age	Ancient Egyptians	British Greatest Heroes	
Enquiry Question:	How did Stone Age people live? How did Bronze and Iron Age homes and life change?	What was it like to be an Ancient Egyptian?	Who is the greatest of them all? Who made the biggest difference to shape Britain?	
Year 4	The Roman Empire		Riotous Royalty	Roman Gloucester & Hempsted (local area)
Enquiry Question:	How did the arrival of the Romans change Britain?		How did Royal monarchs change? Which monarch made the most impact to Britain?	What was Gloucester like in the Roman times? How has Hempsted changed over time?
Year 5	Anglo-Saxons & Vikings	Ancient Greece	Crime and Punishment	
Enquiry Question:	What difference did the invaders and settlers have on Britain?	What legacy did the Greeks leave for us today?	How have changes in crime and punishment affected the lives of people in Britain?	
Year 6	World War II (link to local history)	Maya Civilisations	Medicine	
Enquiry Question:	How did life in Britain change during WW2? What was the impact on children and our local residents during WW2?	What was life like for a Mayan family?	How have the medical breakthroughs of the last two hundred and fifty years affected the lives of people in Britain?	



HISTORY Progression of Skills - Hempsted C of E Primary School

	Chronological Understanding	Historical Knowledge and Understanding	Historical Contexts & Enquiry	Organisation and Communicate
Year 1	<ul style="list-style-type: none"> *Sequence events in their life *Sequence 3-4 artefacts *Remember part of stories and memories about the past *Describe memories of key events in lives *Use words and phrases passing of time 	<ul style="list-style-type: none"> *Tell the difference between the past and present in their own lives and other people lives *Listen to eye-witness accounts from grandparents *Begin to suggest why something might be different– why people did things in the past use a range of sources to find out characteristic features of the past 	<ul style="list-style-type: none"> *Begin to identify and recount some details from the past from pictures and stories. *Find answers to simple questions about the past by using sources (eg. pictures, photos, stories, role play, adults talking about the past). 	<ul style="list-style-type: none"> *Show knowledge and understanding about the past in different ways: role play, drawing, writing, timelines (3D with objects/ sequential pictures)
Year 2	<ul style="list-style-type: none"> *Recount simple changes over time. *Sequence three people, objects or events in order using a given scale / use timelines *Use topic vocabulary related to change over time. 	<ul style="list-style-type: none"> *Use a range of sources to describe differences between then and now. *Recount the main events from a significant time in history. *Use evidence to explain why people acted/events happened in the way that they did 	<ul style="list-style-type: none"> *Carefully explore pictures, eye-witness accounts or objects to find information about the past. *Begin to ask simple questions about source material – why, what, who, how, where to ask questions and find answers 	<ul style="list-style-type: none"> *Write simple stories and recounts about the past. *Draw labelled diagrams and write about them to tell others about people, objects and events from the past.
Year 3	<ul style="list-style-type: none"> *Use timelines to place events/artefacts in order. *Place the time period studied on timeline *Use the words: century, decade, ancient civilisations 	<ul style="list-style-type: none"> * Find out about everyday lives of people in time studied compare with our life today * Use evidence to describe houses and settlements, culture and the way of life, people's beliefs and attitudes have changed during a time period. *Suggest reasons for why there were differences between periods of history. *Develop a broad understanding of an ancient civilisation (eg. Egypt) 	<ul style="list-style-type: none"> *Use a range of source material collate information about the past. *Identify the difference between fact and opinion. *Look at 2 different pieces of evidence from the same period and identify differences in them. 	<ul style="list-style-type: none"> *Uses dates and vocabulary related to topic accurately. *Suggest different ways of presenting information for different purposes.

<p>Year 4</p>	<ul style="list-style-type: none"> *Recognise that timelines can be split into AD (Anno Domini) and BC (Before Christ). *Place events on a timeline covering AD and BC dates. *Use words and phrases: century, decade, period and topic related vocabulary which denotes the period. 	<ul style="list-style-type: none"> *Show knowledge and understanding by describing features of past societies and periods. *Identify ideas and cultures giving reason for these differences to our cultures today. *Describe how some of the past events affect lives today. *Study change through the lives of significant monarchs (e.g. Queen Elizabeth I and Queen Elizabeth II) *use evidence to reconstruct life in time studied, identifying key features and events *look for links and effects in time studied and offer a reasonable explanation for some events 	<ul style="list-style-type: none"> *Understand the difference between primary and secondary sources. *Ask questions of the source material and begin to evaluate the usefulness of different sources. *Use sources of evidence from a selection provided to help answer questions. 	<ul style="list-style-type: none"> *Present findings about the past using speaking, writing, drama and drawing skills. *Use dates and subject specific words to improve the accuracy of their findings.
<p>Year 5</p>	<ul style="list-style-type: none"> *Sequence historical periods (place current study on time line in relation to other studies) *Identify changes within and across historical periods. *Use vocabulary relating specifically to the period being studied. 	<ul style="list-style-type: none"> *Identify some social and cultural beliefs of societies studied in Britain and the wider world. *Give short term cause and consequence of the main events, situations and changes in the period studied. *Identify changes and links within and across the time periods studied. *Study different aspects of life of different people – differences between men and women/ examine causes and results of great events / the impact on people /compare life in early and late times studied *Compare an aspect of life with the same aspect in another period *Study an ancient civilization in detail (e.g. Ancient Greece) 	<ul style="list-style-type: none"> *Question reliability of source material and can give reasons why something is or is not reliable. *Realise that there is often not a single answer to historical questions and give clear reasons why there may be different accounts. *Form own opinions about historical events from a range of sources. *Compare accounts of events from different sources. Fact or fiction offer some reasons for different versions of events *Begin to identify primary and secondary sources use evidence to build up a picture of life in time studied 	<ul style="list-style-type: none"> *Present detailed findings in a way that shows awareness of an audience. * Use appropriate terms, matching dates to people and events record and communicate knowledge in different forms

<p>Year 6</p>	<ul style="list-style-type: none"> *Sequence up to ten events on a time line *Use timelines to place events, periods, and use these as a reference point. *Use relevant dates and terms 	<ul style="list-style-type: none"> *Identify how aspects of life have changed during a time period and give reasons why backing it up with evidence and statistics. *Describe how some changes impact both on subsequent periods, and, in the long term, on today's society *Write an explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation *Know key dates, characters and events of time studied *Compare and contrast ancient civilisations (eg. Maya) 	<ul style="list-style-type: none"> *Give reasons why there may be different accounts of history looking at propaganda. *Evaluate the usefulness and accuracy of different sources understanding the effect of propaganda, bias, misinformation and opinion. *Select the most appropriate source material, using primary and secondary, for a particular task. *Link sources and work out how conclusions were arrived at consider ways of checking the accuracy of interpretations – fact or fiction and opinion. *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 and bring knowledge gathering from several sources together in a fluent account. 	<ul style="list-style-type: none"> *Present information in an organised and clearly structured way and in the most effective/appropriate manner (eg. written explanation, tables and charts, labelled diagram). *Makes accurate use of specific dates.
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While teaching units, children also need to explore where this time period fits, so discuss:

Meanwhile - What happened in Britain?

Elsewhere - What happened in the world?



Vocabulary (Passing of time / Topic specific)

	<u>EYFS</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<u>Vocab:</u>	<p><u>Simple passing of time</u></p> <p>yesterday, today then, now before, after, old, new past present future</p>	<p><u>Passing of time – words and phrases</u></p> <p>yesterday, today, then, now, before, after, old, new, days, months, a long time ago, When I was younger, Before I was born, When my Grandad was young, past present future</p>	<p><u>Related to change over time – words & phrases</u></p> <p>before after now later recently</p> <p>in the past ___ years ago</p> <p><u>Topic Related Vocab:</u></p>	<p>century, decade, AD (Anno Domini) BC (Before Christ) modern, ancient, civilisations,</p> <p><u>Topic Related Vocab:</u> Neolithic Bronze Age Iron Age Hunter Gatherer Egyptian Pharaoh Pyramid</p>	<p>century, decade, AD (Anno Domini) BC (Before Christ) modern, ancient, civilisations, period, parliament, monarch</p> <p><u>Topic related Vocab:</u> Roman empire invasion</p> <p><u>Specific dates</u> Julius Caesar’s attempted invasion in 55-54 BC</p>	<p>century, decade AD (Anno Domini) BC (Before Christ) modern ancient civilisations, period, parliament, monarch</p> <p>millennium</p> <p><u>Topic related Vocab:</u> Ancient Greece</p> <p><u>Specific dates</u> Roman withdrawal from Britain in c.AD410 Edward the Confessor and his death in 1066</p>	<p>century, decade AD (Anno Domini) BC (Before Christ) modern ancient civilisations, period, parliament, monarch</p> <p>millennium</p> <p><u>Topic related Vocab:</u> Ancient Mayans</p> <p><u>Specific dates</u> Mayan civilization c. AD 90</p>