



DODFORD FIRST SCHOOL

Achieve, Believe, Create and Fly High

Subject: History

Intent

At Dodford First School, we aim to develop an understanding and appreciation of Britain's past and the wider world. Our pupils will develop a well-rounded knowledge of the past and its events. We intend to widen the children's vocabulary of everyday historical terms and for them to use this language skilfully. We strive to provide inspiring history lessons that encourage curiosity and enable critical thinking. We want the children to understand how peoples' lives have changed overtime; to have the confidence to give their opinion and to use sources to support their view.

Curriculum Drivers

Achieve - *Have high aspirations, striving for success and never giving up. You can learn anything you want to!*

Believe - *Believe in yourself and value your own self-worth. To keep trying even when it is hard; learn from others and your mistakes.*

Create - *Action your thoughts and bring something into existence. Allow your creativity to flow; investigate, experiment, and invent.*

Fly High - *Have the courage to embrace new experiences and take risks. Share your knowledge with others. Enable yourself to flourish.*

Characteristics of a Historian

- An excellent knowledge and understanding of people, events, and contexts from a range of historical periods and of historical concepts and processes.
- The ability to think critically about history and communicate ideas very confidently in styles appropriate to a range of audiences.
- The ability to tell the difference between a primary and secondary source and using this appropriate and accurate evidence to consistently support, evaluate and challenge their own and others' views.
- To think, reflect, debate, discuss and evaluate the past, composing and refining questions and lines of enquiry.
- Passionate about history with an enthusiastic engagement in learning, which grows their sense of curiosity about the past and develops their understanding of how and why people interpret the past in different ways.
- Respects historical evidence and has the ability to make robust and critical use of the evidence gathered to support their explanations and judgments.
- Eagerness to develop themselves further as a historian by diving deeper into the subject matter and embracing challenge.

Implementation

Our pupils should be able to organise their knowledge, skills and understanding around the following learning hooks:

- Artefacts
- Settlements
- Beliefs
- Food and Farming
- Culture and Pastimes
- Travel and Exploration
- Conflict
- Society
- Location
- Main Events
- Vocabulary

The vertical accumulation of knowledge and skills from Years 1 to 4 is mapped as follows:

Threshold Concept	Learning Hooks/Knowledge Categories	Milestone 1 Years 1 and 2	Milestone 2 Years 3 and 4
Investigate and interpret the past	Artefacts	Observe or handle evidence to ask questions and find answers to questions about the past. • Ask questions such as: What was it like for people? What happened? How long ago? • Use artefacts, pictures, stories, online sources and databases to find out about the past. • Identify some of the different ways the past has been represented.	Use evidence to ask questions and find answers to questions about the past. • Suggest suitable sources of evidence for historical enquiries. • Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. • Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.

			<ul style="list-style-type: none"> • Suggest causes and consequences of some of the main events and changes in history.
Build an Overview of World History	Settlements	<ul style="list-style-type: none"> • Describe historical events. 	<p>Describe changes that have happened in the locality of the school throughout history.</p> <ul style="list-style-type: none"> • Give a broad overview of life in Britain from ancient until medieval times. • Compare some of the times studied with those of other areas of interest around the world. • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.
	Beliefs	<ul style="list-style-type: none"> • Describe significant people from the past. 	
	Food and Farming	<ul style="list-style-type: none"> • Recognise that there are reasons why people in the past acted as they did. 	
	Culture and Pastimes		
	Travel and Exploration		
	Conflict		
	Society		
	Location		
Understand Chronology	Main Events	<ul style="list-style-type: none"> • Place events and artefacts in order on a time line. • Label time lines with words or phrases such as: past, present, older and newer. • Recount changes that have occurred in their own lives. • Use dates where appropriate. 	<ul style="list-style-type: none"> • Place events, artefacts and historical figures on a time line using dates. • Understand the concept of change over time, representing this, along with evidence, on a time line. • Use dates and terms to describe events.
		Vocabulary	<ul style="list-style-type: none"> • Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.
Communicate Historically			

		<ul style="list-style-type: none"> • Show an understanding of the concept of nation and a nation's history. • Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace. 	<ul style="list-style-type: none"> • time period • era • change • chronology. <p>• Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past</p>
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Breadth of Study -

CYCLE A	Wren Class - Year R	Robin Class – Year 1 & 2	Owl Class – Year 3 & 4
Autumn Term	<p>A1: History of self – timeline of special events that have happened from a baby to now. The events may include birth, christening or similar, birthdays, birth of a sibling, special holiday, starting nursery, starting school.</p> <p>Enquiry Question: What events have happened in my lifetime?</p>		
	<p>A2: Calendar Events - Why do we have Remembrance? Why do we have Bonfire night? When researching the People Who Help Us topic, we will briefly look at the history of emergency vehicles.</p> <p>Enquiry Question: What are the historical events in the calendar this time of year and</p>	<p>M1 – Aut 2 -Significant UK people -Queen Victoria and Queen Elizabeth II</p> <p>Knowledge categories: Main Events Society Artefacts Culture and Pastimes</p>	<p>M2 – Aut 2 -The Stone Age</p> <p>-Knowledge categories: Food and farming Settlements Location Artefacts Conflict</p>

	why are they significant? (Remembrance, Bonfire, Christmas)	Beliefs Enquiry Question: How do monarchs influence change in society?	Beliefs Enquiry Question: Where the stone age people only a peaceful society?
Spring Term	Spr 1: Materials then and now. (Three Little Pigs – 1 st straw, 2 nd sticks and 3 rd bricks) How have materials changed overtime? Long ago natural building materials were dominant such as stone, mud and wood. Building materials changed overtime and now materials used include bricks, steel, glass and concrete. Enquiry Question: How have building materials changed overtime?	M1 – Spr 1 - Industrial Revolution - The Steam Engine Knowledge categories: Culture Past times Society Main events Artefacts Location Society Food and farming Enquiry Question: Why did the industrial revolution begin in England?	Iron Age - Bronze age - Iron age
	Spr 2: Toys Past and Present. - Victorian Toys - Grandparents' toys - Parents' toys - Your toys Enquiry Question: How have toys changed overtime?		
Summer Term	Su1: Fairy tales then and now.		

	<p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>Enquiry Question: What happened in the past?</p>		
		<p>M1 – Sum 2 <i>People who changed the world</i> - Florence Nightingale, Emily Davidson</p> <p><i>Knowledge categories:</i> <i>Artefact</i> <i>Society</i> <i>Main events</i> <i>Location</i> <i>Conflict</i></p> <p>Enquiry Question: How did significant women from the past influence peoples' opinions?</p>	<p>M2 – Sum 2 - The Romans - Legacy</p> <p><i>Knowledge categories:</i> <i>Conflict</i> <i>Society</i> <i>Main events</i> <i>Culture and pastimes</i> <i>Artefacts</i> <i>Travel and exploration</i> <i>Beliefs</i> <i>Location</i></p> <p>Enquiry Question: How did the Romans change British society for the better?</p>
CYCLE B	Wren Class - Year R	Robin Class – Year 1 & 2	Owl Class – Year 3 & 4
Autumn Term	<p>A1: History of self – timeline of special events that have happened from a baby to now. The events may include birth, christening or similar, birthdays, birth of a sibling, special holiday, starting nursery, starting school.</p> <p>Enquiry Question: What events have happened in my lifetime?</p>		<p>M2 - Aut 1 - The Anglo Saxons</p> <p><i>Knowledge categories:</i> <i>Location</i> <i>Conflicts</i> <i>Beliefs</i> <i>Main events</i> <i>Culture and pastimes</i> <i>Artefacts</i></p>

			Food and farming Enquiry Question: What is the connection between conflict and belief?
	A2: Calendar Events - Why do we have Remembrance? Why do we have Bonfire night? When researching the People Who Help Us topic, we will briefly look at the history of emergency vehicles. Enquiry Question: What are the historical events in the calendar this time of year and why are they significant? (Remembrance, Bonfire, Christmas)	M1 – Aut 2 - Great Fire of London - Gunpowder plot (local history) Knowledge categories: Beliefs Settlement Main events Artefacts Location Enquiry Question: Do you agree? At some point a huge fire was going to happen. It was only a matter of time. Can humans learn from their mistakes?	
Spring Term	Spr 1: Materials then and now. (Three Little Pigs – 1 st straw, 2 nd sticks and 3 rd bricks) How have materials changed overtime? Long ago natural building materials were dominant such as stone, mud and wood. Building materials changed overtime and now materials used include bricks, steel, glass and concrete. Enquiry Question: How have building materials changed overtime?		M2 – Spr 1 - The Vikings Knowledge categories: Location Travel and exploration Beliefs Settlements Conflict Enquiry question: Where the Vikings just fierce warriors?
	Spr 2: Toys Past and Present. - Victorian Toys	M1 – Spr 2 - Space and Flight	

	<ul style="list-style-type: none"> - Grandparents' toys - Parents' toys - Your toys <p>Enquiry Question: How have toys changed overtime?</p>	<p>Knowledge categories:</p> <p>Travel and exploration Location Main events Artefacts</p> <p>Enquiry question: Should humans explore other planets?</p>	
Summer Term	<p>Su1: Fairy tales then and now.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>Enquiry Question: What happened in the past?</p>		
		<p>M1 – Sum 2</p> <ul style="list-style-type: none"> - Our School History (not CQ) - Local church and local area <p>Knowledge categories: Settlements Beliefs Food and farming</p> <p>Enquiry question: How is a school the heart of the local community?</p>	<p>M2 – Sum 2</p> <ul style="list-style-type: none"> - Local Fights and Forts (not CQ) - Civil War <p>Knowledge categories: Conflict Settlements Culture/past times Artefacts Main events Beliefs</p> <p>Enquiry question: What was the significance of Worcester city in the civil war?</p>

Impact

Assessment

Through the explicit teaching of the history skills, both the teachers and the pupils assess their learning continuously throughout the lesson. Our assessment systems enable teachers to make informed judgements about the depth of their learning and the progress they have made over time.

What history looks like at Dodford First School

Pupil Voice

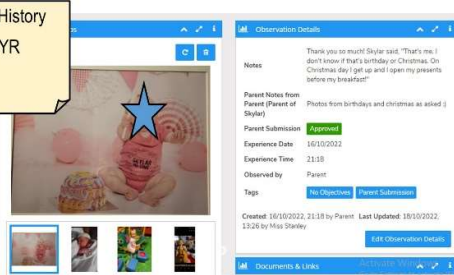
"It was fun to draw... Prince Albert died so Queen Victoria decided to wear black clothes." - KS1 Pupil

"I like the stone age because I like to hear what it was like in the past. They used a neolithic house. It is like a big barn." - KS2 Pupil

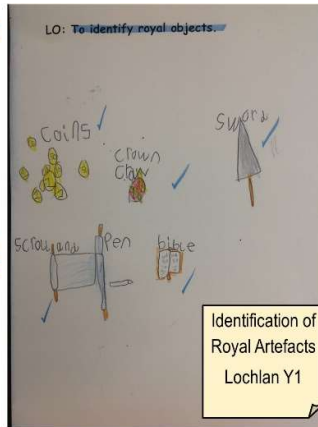
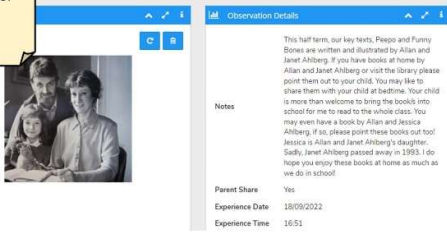
"Marvellous! So wonderful they are getting involved in commemoration and I love getting to be a fly on the wall while *** is getting involved at school." - Parent

Photographs

My History YR



The History of a Key Author YR

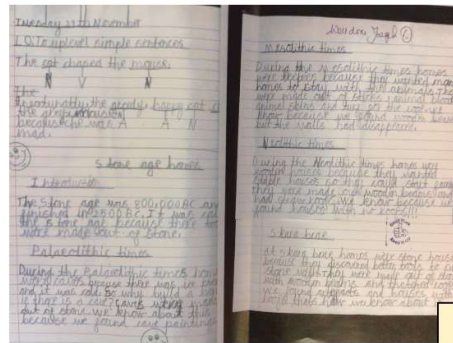
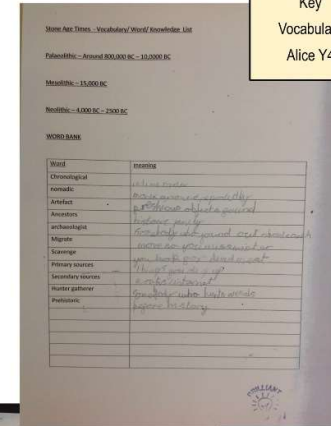


Identification of Royal Artefacts Lochlan Y1

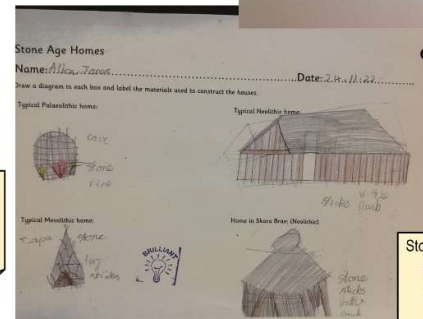


Queen Elizabeth II and Queen Victoria Zack Y2

The Meaning of Key Vocabulary Alice Y4



Stone Age Homes Joe Y3



Stone Age Homes Materials and Construction Alice Y4

Disclaimer: This has been developed with reflection upon the National Curriculum (2014) and Chris Quigley's Essential Curriculum.