

Wembdon St George's Church School



Our Learning in History 2022-2023

Wembdon St George's Church School Curriculum Intent:

As a school, we have set our curriculum intent with our children at the centre. It is tailored to meet the needs of Wembdon St George's Church School, its context within a town setting and its pupils.

The intent of our history curriculum is to instil a love of history in our children. Our aim is to give our children the knowledge and understanding of the past, to enable them to have a greater insight into the world and the community in which we live. By gaining an understanding of past achievements and experience, children will obtain their own sense of self and identify enabling them to become confident, knowledgeable, learners.

We aim to deliver the skills required for this by focussing our curriculum on the areas of:

2022-2023	Term One		Term Three		Term Five	
Christian Values	Trust	Compassion	Wisdom	Forgiveness	Koinonia	Service
EYFS	All bout me		All about me		Toys from the past	
EYFS/Y1	Panic on Pudding Lane The Great Fire of London <i>Events beyond living memory</i>		Sarah Forbes Bonetta <i>Significant individuals</i>		Seaside Rescue Grace Darling and the lifeboats. <i>Changes beyond living memory</i>	
Y2/3	The Empire Strikes Back What did the Roman's do for us? <i>The Roman Empire and it's impact on us.</i>		George Stephenson <i>Significant individuals</i>		Grace O Malley <i>Significant individual</i>	
Y4/5	Eureka ! <i>The achievements of the Greeks and their influence on the western world.</i>		May Day The Voyage of the Titantic <i>Events beyond living memory</i>		Yabba Dabba Doo Stone age to Iron age <i>A local history study linked to British areas study</i>	
Y6	Power to the people The Industrial Revolution Trade and culture in the Georgian Period <i>A study of an aspect of or theme in British history.</i>		Maya-Licious! The Mayans <i>A non-European society contrasts with British history.</i>		All Banquets and Fun Elizabethan England <i>Aspect or Theme in British history beyond 1066</i>	

Key:

	Skills
	Vocabulary
	Knowledge

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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Skills as a Historian							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>Children talk about past and present events in their own lives and in the lives of family members.</p> <p>They know that other children don't always enjoy the same things and are sensitive to this.</p> <p>They know about similarities and differences between themselves and others, and among families, communities and traditions.</p>	<p>Answer questions using artefacts, photographs and other historical resources.</p> <p>Share their opinion and their opinion of others.</p> <p>Give an opinion based on evidence they have looked at.</p> <p>Describe some of the many changes over time that have happened since they were born.</p> <p>Give examples of things that were different when my grandparents were children.</p>	<p>Answer questions by using a specific source such as an information book.</p> <p>Give an opinion about an historical event, based on the evidence they have studied (primary sources).</p> <p>Give an opinion on whose achievements have had the greatest effect.</p> <p>Research the life of someone who used to live in their area and the difference they have made.</p> <p>Find out about the past by talking to an older person.</p>	<p>Recognise the part that archaeologists have had in helping us understand more about what happened in the past.</p> <p>Use various sources of evidence to answer questions and to piece together information about a period of history (primary and secondary sources).</p> <p>Give opinions and challenge the opinions of others in order to answer an enquiry question.</p> <p>Identify similarities and differences about different periods of history.</p> <p>Research to find answers to specific historical questions about their locality.</p>	<p>Give more than one reason to support an historical argument.</p> <p>Communicate knowledge and understanding orally and in writing and offer points of view based upon what they have found out.</p> <p>Identify similarities and differences between given periods in history and understand the causal links between them.</p> <p>Research two versions of an event and say how they differ.</p>	<p>Give more than one reason to support an historical argument.</p> <p>Communicate knowledge and understanding of sources orally and in writing and offer points of view based upon what they have found out.</p> <p>Compare the lived experiences of different historical periods objectively.</p> <p>Appreciate how historical artefacts have helped us understand more about British lives in the present and past.</p> <p>Look at two different versions of an event and say how the author may be attempting to persuade or give a specific viewpoint</p>	<p>Look at two different versions of an event and say how the author may be attempting to persuade or give a specific viewpoint.</p> <p>Describe a key event from Britain's past using a range of evidence from different sources.</p> <p>Use a range of sources to support their point of view.</p> <p>Evaluate impact of new technology through historical periods. (wheel, flint, steam engine, computer)</p>

Vocabulary	now then today yesterday tomorrow day week long ago old/new parent grand parent lifetime calendar memory remember	the present the past the future date month year modern recent long ago timeline order similar different important clue living memory grandparents' time great grand parents' time memories artefact I know...	decade century generation era/period circa period chronological order significant king/queen rule reign nation investigate research historian museum evidence source similarities differences I know...because	ancient/modern B.C (Before Christ) A.D (Anno Domini) thousands of years millennium prehistory/history archaeologist archaeology ancient conquest invasion civilisation Emperor Empire sources importance significance legacy impact effects reason change continuity I think...because Historians think...because This suggests... Perhaps...	B.C.E (Before the Common Era) C.E (The Common Era) culture achievements legacy democracy reliable/unreliable source consequences cause/s I can infer... My conclusion is that....	extent of change extent of continuity turning point legislation experiences oral history primary evidence secondary evidence Eye-witness that... impression interpretation On one hand... On the other... However... This source suggests that... This source doesn't show...	variety of sources the purpose bias propaganda one sided biased motive extent of continuity extent of change The source omits to mention... Could have been Might have been May

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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Knowledge	<p>Early Learning Goal</p> <ul style="list-style-type: none"> Children begin to develop the concept of past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions. 	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> 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 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 	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> 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 a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor a local history study 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 contrast with British history - one study chosen from: early Islamic civilization, including a study of Bagdad c.AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300
	<p>By the end of each Key Stage, pupils are expected to know, apply and understand the skills, knowledge and processes specified.</p> <p>In planning to ensure the progression described above through teaching the British, local and world History outlined below, teachers will combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content. This will include references to local history when applicable.</p>		