

# Enjoy Believe Achieve


## History

At Normanby Primary School, we aim to deliver History in a way which inspires our pupils' curiosity. A high-quality History education helps pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. Our History curriculum will encourage pupils to ask perceptive questions, think critically, weigh evidence and analyse sources to develop perspective and judgement. Ultimately, we want our children to see themselves as historians. We aim for pupils to leave Normanby Primary with a sense of identity, noting how events and significant people through History have helped influence or shape the lives we live today.

	Foundation Stage	
	FS1	FS2
Past and present	<p><b>Begin to make sense of their own life-story and family's history.</b></p> <p>Develop an understanding of their physical appearance and create an image of themselves.</p> <p>Draw themselves independently, revisiting the activity termly to ascertain progress made.</p> <p>Discuss similarities and differences between ourselves and our families.</p> <p>Share stories about family life and their experiences.</p> <p>Talk about their family history.</p> <p>Find out about famous people: Queen Elizabeth and the Royal Family</p> <p>Talk about photos and memories.</p> <p>Retell what their parents have told them about their life-story and family.</p> <p>Circle time sessions to get to know each other.</p> <p>Develop friendship groups and promote a sense of belonging.</p>	<p><b>Comment on images of familiar situations in the past.</b></p> <p>Use pictures, stories, artefacts and accounts from the past to look at similarities and differences.</p> <p>Visit Normanby - focus on historical importance – the old school, Methodist Church (photos of old church/visit new church), Zoe's place and old/new houses</p> <p>Lives of both women and men – Focus on a variety of roles –historical and present day: Wright brothers, William Shakespeare, prince William and family, Captain Tom, Bob Marley and Ronaldo.</p> <p>Look at images of familiar situations in the past, e.g, homes, schools, and transport.</p> <p>Talk about experiences that are familiar to them and how these may have differed in the past.</p> <p>Organise events using basic chronology, recognising that things happened before they were born. Visitors to school to talk about</p>

## Our Learning Journey: History

	<p>Normanby and their life: Family members, friends and Normanby Historical Society.</p> <p><b>Compare and contrast characters from stories, including figures from the past.</b></p> <p>Share texts, images, and tell oral stories about the past and present. Talk about fictional and non-fictional characters from a range of cultures and times in storytelling.</p> <p>Draw out common themes from stories, such as bravery, difficult choices and kindness, and talk about children’s experiences with these themes. Sing songs, read poems, use puppets, develop role-play etc and other storytelling methods.</p> <p>Characters from the past and present: traditional stories, characters from stories by our author of the term. Characters in songs.</p>
Early Learning Goals:	<p><b>The level of development children should be expected to have attained by the end of Reception/FS2</b></p>
ELG: Past and Present	<ul style="list-style-type: none"> <li>Talk about the lives of the people around them and their roles in society.</li> <li>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul>

	<p><b>KS1</b></p>		<p><b>KS2</b></p>			
<p>Our Learning Journey</p>	<p><b>Year 1</b></p>	<p><b>Year 2</b></p>	<p><b>Year 3</b></p>	<p><b>Year 4</b></p>	<p><b>Year 5</b></p>	<p><b>Year 6</b></p>

## Our Learning Journey: History

Chronological Understanding	<p>We are learning to:</p> <p><b>To develop awareness of the past (using common words relating to the passing of time).</b> To be able to explain how they have changed over time, giving examples of the changes.</p> <p><b>To identify similarities and differences between ways of life in different periods.</b> Explore the development of toys over the past 100 years and how periods of life affect the technology and materials that were available at the time.</p> <p>Look at significant figures and how they helped shape</p>	<p>We are learning to:</p> <p><b>To develop an awareness of the passing time (using common words relating to the passing of time).</b> Recall how the Great Fire of London began and how the events progressed over time.</p> <p>Pupils compare a Victorian beach holiday with a modern day beach holiday, saying what is the same and what is different.</p> <p><b>To know where the people and events studied fit within a chronological framework.</b> To place periods of History studied on a timeline.</p>	<p>We are learning to:</p> <p><b>To develop a chronologically secure knowledge and understand of the past.</b> Understand and sequence the Stone Age, Bronze Age and Iron Age and how they impact on each other.</p>	<p>We are learning to:</p> <p><b>To develop a chronologically secure knowledge and understanding of the past and links with history previously studied.</b> Be able to place key events on a timeline for the Ancient Egyptians and Anglo Saxons.</p> <p>To know where these periods of History fit in World History.</p>	<p>We are learning to:</p> <p><b>Have a chronologically secure knowledge and understanding of British, local and world history.</b> Be able to place key events on timeline for Ancient Greece and know where they fit in relation to other periods of History.</p> <p>Local knowledge- Identify Ironstone mining as local History that has shaped our community today.</p>	<p>We are learning to:</p> <p><b>Have a chronologically secure knowledge and understanding of British, local and world history.</b> Place Monarchs on a timeline understanding how power has changed alongside the rule of law and democracy.</p> <p>Local knowledge- The impact the war had on the people of Middlesbrough</p>
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## Our Learning Journey: History

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## Our Learning Journey: History

<p style="text-align: center;">Historical Enquiry and knowledge</p>	<p><b>To understand that artefacts represent the past.</b> Compare similarities and differences between toys and decide if they are from the past or present.</p> <p>Children study the significant figures Queen Elizabeth and Florence Nightingale.</p> <p><b>To begin to use historical vocabulary.</b> Can use words such as old and new when comparing things in the past. Including: how they have changed.</p>	<p><b>To identify different ways artefacts can represent the past.</b> Appreciate that Samuel Pepys diary is a piece of historical evidence that helps us understand the events of the Great Fire of London.</p> <p>Children make comparisons between the significant figures, Sir Tim Berners Lee, William Caxton and Samuel Pepys and identify that they all developed ways to share information.</p> <p>Children study buildings and attractions from the Victorian Period.</p>	<p><b>To use a range of sources to answer questions.</b> Through the introduction of Primary and Secondary sources the children will be able to identify similarities and differences.</p>	<p><b>To select and use a range of sources to answer questions.</b> Use books and internet sources to research two different events and say how they differ. Including: The Howard Carter Discovery and the Mystery of Sutton Hoo.</p>	<p><b>To contrast informed responses to historical questions choosing and using a range of sources.</b> Explore evidence from the past such as a diary of a miner and compare life experiences.</p> <p>Use a census to follow the History of individuals and their families and how their lives compared to others.</p> <p>Understand how the trade routes started in Ancient Greece have impacted farming and trade today.</p>	<p><b>To make informed responses to historical questions choosing and using a range of sources.</b> Explore a range of primary and secondary sources, exploring reliability and bias. Including: Newspapers of the times, propaganda, WW2 posters, Ann Franks Diary and Portraits of Monarchs</p>
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## Our Learning Journey: History

		<p><b>To use a wide range of vocabulary of everyday historical terms.</b> Can use words such as before, after, past, present, then and now</p>	<p><b>To understand cause and effect between periods of History studied and modern day.</b></p> <p><b>To begin to understand connections and contrasts of different time periods.</b> Understand the impact the Romans had on Modern Britain. Including: roads, time, language and the alphabet</p> <p>Understand the impact the Stone Age had on modern living. Including: settlements and communities</p>	<p><b>To understand cause and effect between periods of history studied and modern day.</b></p> <p><b>To understand trends over times in the history they have studied.</b> Understand how Anglo Saxons have made an impact on the world today. Including: place names and Kingdoms to Counties</p> <p>Understand how Ancient Egypt has had an effect on the Modern World today. Including: the solar calendars, astronomy and preserving the dead.</p>	<p><b>To understand cause and effect between periods of history studied and modern day.</b></p> <p><b>To understand connections, contrasts and trends over time.</b> Understand how our local area became popularised because of the impact of the industry. Including: the steelwork development due to mining industry</p>	<p><b>To understand cause and effect between periods of history studied and modern day.</b></p> <p><b>To understand connections, contrasts and trends over time.</b> Understand the links between how the development of Middlesbrough due to the Ironstone mining/ steel works, lead to Middlesbrough becoming a target during WW2 and the subsequent evacuation of children in the local area.</p> <p>Understand how changes in Monarchy/ power have lead to democracy and the rule of law.</p>
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## Our Learning Journey: History

Themes	<p>The History of Toys</p> <p>Changes in living memory</p> <p>Significant Figures- Queen Elizabeth/ Florence Nightingale</p>	<p>The Great Fire of London</p> <p>The History of Seasides</p> <p>Significant Figures- Sir Tim Berners- Lee, William Caxton/Samuel Pepys</p>	<p>The Stone Age</p> <p>Romans</p>	<p>Ancient Egyptians</p> <p>Anglo Saxons</p>	<p>Ancient Greece</p> <p>Eston Ironstone Mining (Local Heritage)</p>	<p>The effect of WW2 on the local area</p> <p>Changing Power of Monarchs</p>
Key Questions	<p>How has children's interest in toys and technology evolved over time?</p>	<p>Did the Great Fire of London have a positive impact on the services and infrastructure of England?</p>	<p>What impact did the Romans have on Modern Britain?</p>	<p>What was life like for a farmer's child during Ancient Egypt?</p> <p>Who were the Anglo Saxons and how they influenced our lives today?</p>	<p>How did the Ancient Greeks influence the modern world?</p>	<p>How did WW2 affect the people of Middlesbrough?</p>
Visits/ Theme Days	<p>School created Toy Museum</p>	<p>The Great Fire of London</p> <p>Saltburn Seaside visit</p>	<p>Captain Cooks Museum</p> <p>Boggle Hole</p>	<p>Tanya Bentham- Anglo Saxon enactment experience</p> <p>Hancock Museum</p>	<p>Ancient Greece Day and a visit to a local Greek restaurant</p> <p>Dorman Museum</p> <p>Skinningrove Museum- mining</p> <p>Craig Hornby-Eston Hills Walk</p>	<p>Ryedale Folk Museum-WW2 Evacuee experience</p> <p>WW2 Christmas theme day</p>

## Our Learning Journey: History

### National Curriculum

#### Key stage 1

Pupils should be taught to about:

- 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 [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]
- significant historical events, people and places in their own locality.

#### Key stage 2

Pupils should be taught about:

- 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
- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- 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.