

History

Intent

At Hyde Park Schools, through our history curriculum alongside our school values, we aim to inspire pupils to be curious, inquisitive, and understanding about the past and how their history can shape the world in which they live in today. We have developed a broad and balanced curriculum, in alignment with the national curriculum, to captivate and enthuse all children about history, enabling our pupils to secure their understanding of themselves, their family, and their community, drawing on local historical links within our locality of Plymouth. Our cross curricular approach through carefully considered areas of interest, such as castles, pirates, The Great Fire of London, The Victorians, World War II and progressive sequential lessons enable our pupils to explore and analyse a range of historical sources, ask effective questions, and think critically about the past, to widen their understanding of Britain's history. Our history curriculum is supported through extensive offsite learning involving local landmarks, museums, and locations in order to widen our pupils' historical knowledge and enquiry.

Implementation

At Hyde Park Schools, our progressive and inclusive history curriculum enables our pupils to build on their previous learning to develop their understanding of the past and the chronology of events that shapes the world in which they live in today. It is imperative that our children are aware of the history associated within their locality through classroom learning coupled with offsite learning experiences exploring local landmarks and museums. In both schools, we strive to provide children with opportunities to develop mastery in the key skills as historians through studying significant historic events and individuals which have had an impact on the world in which they live in. As a school, we are cross curricular in our approach, meaning that every opportunity to teach history in other curriculum subjects is explored, such as reading, geography, and science. The children's historical contributions will be evidenced in their history books and learning walls, taking various forms of written and illustrated work with effective teacher feedback.

Both schools History co-ordinator collaborates on monitoring and evaluating the planning across all year groups, observe history lessons, complete scrutiny of books and listen to pupil voice to ensure a broad, balanced, and progressive curriculum.

Impact

Quality first teaching and sequentially planned curriculum across the Schools equips our pupils with the knowledge of Britain's past and how key historic events and individual endeavours have shaped the world in which they live in today. Our curriculum allows for children to review previous learning and add to their knowledge through a variety of topics through coherently sequenced lessons, learning experiences and varied activities/tasks. Our pupils extend their historical knowledge both in our school environment as well as through outdoor learning experiences within our locality in order to enrich their learning.




The collaborative working between the Schools enables a clear progression of vocabulary, skills, and knowledge for our children. Children's progression in history is monitored closely through planning, book scrutiny, lesson observations, learning walks and discussions with pupils.

EYFS Progression

	Development Matters	ELG	How this achieved in EYFS	Sticky Knowledge: By the end of EYFS the children will know...
Understanding the World Past and Present	Reception: <ul style="list-style-type: none"> • Begin to make sense of their own life-story and family's history. • Comment on images of familiar situations in the past. • Compare and contrast characters from stories including figures from the past 	Past and Present <ul style="list-style-type: none"> • Talk about the lives of 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. People, Culture and Communities <ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observations, discussions, stories, non-fiction texts and maps. • Know some similarities and differences between families, different religious and cultural communities, cultures and traditions. Listening, Attention and Understanding <ul style="list-style-type: none"> • Listen attentively and respond to what they 	Autumn Term: <i>All about me:</i> <ul style="list-style-type: none"> • Discussing our families, recounting fun family experiences in our past. • Look at our school rounds and the history/changes within our school. • Look at how homes have changed over time • Compare own homes to those from the past. • Compare farming now with in the past. <i>Celebrations:</i> <ul style="list-style-type: none"> • Explore festivals and family traditions from different cultures including Christmas, bonfire night, Halloween, Diwali, Harvest Festival, Remembrance Day and Christingle. Spring Term: <i>Let's make a dinosaur</i> <ul style="list-style-type: none"> • Identifying how our world has changed from the past to now to include how buildings have changed and animals have changed (become extinct). <i>Growing and changing</i> <ul style="list-style-type: none"> • Thinking about changes in our life as we grow and get older. • Learning how events and objects have changed from when teachers and parents were children to how they are now (TV, toys). • Explore festivals and family traditions from different cultures including Easter and Holi • Exploring family traditions of Shrove Tuesday • Explore the festival and family traditions of Chinese New Year Summer Term: <i>Traditional tales</i>	Knowledge: <ul style="list-style-type: none"> • I know about my family and where I was born. • I know that as I get older, I can do different things. • I know that my Grandparents are my Mum and Dads parents. • I know that things have changed since my Mum and Dad were little. • I know which objects are from the past and which are modern (toys / home artefacts). • I know that some stories have been around for a long time and that some are new. • I know that families celebrate in different ways. • I know some celebrations / festivals and can say why they are celebrated (Christmas, Easter, Bonfire Night, Diwali, Chinese New Year). Skills: <i>Living memory</i> To understand the past as an event that has already happened. To use words that describe the passing of time (before, when I was little, when parents were children). <i>Beyond living memory</i> To describe changes in objects now and how these were/looked like in the past. To describe events before our living memory (the first explorers or pilots). <i>Lives of significant individuals from the past</i> To discuss people from the past (Bessie Coleman, Amelia Earhart). <i>Significant historical events</i> To discuss events from the past that are celebrated today (first female pilots).

		<p>hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</p> <ul style="list-style-type: none"> • Make comments about what they have heard and ask questions to clarify their understanding. • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. <p>Speaking</p> <ul style="list-style-type: none"> • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. • Express their ideas and feelings about their experiences using full sentences, including use of past, present, and future tenses and making use of conjunctions, with modelling and support from their teacher. 	<ul style="list-style-type: none"> • Talk about origins of the stories, where they were written, the setting, making comparisons with where we live. • Talk about how different occupations and people can keep us safe. <p><i>Transport – On the move:</i></p> <ul style="list-style-type: none"> • To discuss how people in the past travelled and look at and compare this to now. • To talk about the first women to pilot and fly. • To explore how people explored the world in the past. <p>General learning throughout the year:</p> <ul style="list-style-type: none"> • Through interactions talking about what they did yesterday, last week, last year. • Personal history: how they celebrate Christmas, new year, family celebrations such as Birthday's – throughout the year. • Learning about the family traditions of children in class from different cultural backgrounds. • Learn how things have changed from the past such as toys, clothing, ways of travelling, film, and stories (animations and colour) 	<p><u>Vocabulary:</u> <u>All about me</u></p> <ul style="list-style-type: none"> • Old, new, past, present, yesterday, today, tomorrow, family, grandparents <p><u>Celebrations</u></p> <ul style="list-style-type: none"> • Festival, celebrate, exciting, tradition, family, culture, past, present <p><u>Let's make a dinosaur</u></p> <ul style="list-style-type: none"> • Extinct, omnivore, carnivore, herbivore, dinosaur <p><u>Growing and changing</u></p> <ul style="list-style-type: none"> • History, change, different, same, grow, older, younger, baby, toddler, child, teenager, young adult, adult, elderly <p><u>Traditional Tales</u></p> <ul style="list-style-type: none"> • Story, setting, world, environment, compare, contrast, different, same <p><u>Transport – on the move</u></p> <ul style="list-style-type: none"> • Transport, travel, holiday, home, change, different, improve, pilot, navigate, explore
--	--	--	--	---

Progression

	Year 1			Year 2			
	Autumn	Summer 1	Summer 2	Autumn 1	Autumn 2	Spring 1	Summer 2
Unit of work	Castles	Watch out for Pirates	Blast off! Explorers of Space	Plymouth My City – Small History Unit	Lighthouses	Great Fire of London	Nightingale & Seacole
Knowledge Content	<p>Cause and Effect: Understand the role of a castle in the medieval period. Chronology - begin to understand why we use dates to describe events in time.</p>	<p>Cause and Effect Understanding what pirates do and the effects they had on other peoples' lives.</p>	<p>Significance- Understanding why some events are so important and memorable. Chronology-begin to understand why we use dates to describe events in time.</p>	<p>Historical Concepts- looking at continuity and change, cause and consequences, similarities, differences and significance in relation to Plymouth.</p>	<p>Chronology- begin to understand we use dates to describe events in time.</p>	<p>Cause and Effect- Understand the causes and effects of the GFOL Chronology-Realises that we use dates to describe events in time</p>	<p>Significance Understanding what makes someone famous historically. Chronology- begin to understand we use dates to describe events in time.</p>
 Enquiry Questions	How were castles used to rule the country?	Pirates are famous but are they heroes?	Why was going to the moon such an important event in history?	Why is Plymouth historically important?	Why were lighthouses significant?	What impact did the Great Fire of London have?	Why are Mary Seacole and Florence Nightingale significant figures?
 Key Vocabulary	Castle, Medieval, Monarch, Reign Peasant, Social rank Battlements, Portcullis Drawbridge, Moat, Turrets, Keep, Bailey, Taxes	pirate, privateers, real, fictional, famous, hero, treasure, map, booty	after, before, events, space, evidence, famous, astronaut, launch, mission, expedition memorable, achievements.	past, present, century, evidence, eyewitness, cause, effect, chronological,	Maritime, lighthouse, coast, destroy, Lighthouse Keeper, shipwreck, trade, Navy, shipping	past, present, century, evidence, eyewitness, cause, effect, chronological, diary, blaze, extinguish	Crimea, war, cholera, soldier, nurse,
 Skills	<ul style="list-style-type: none"> Ask and answer questions Take into account the views of others Research using a range of sources 	<ul style="list-style-type: none"> Raise questions they want to answer. Use simple resources and 	<ul style="list-style-type: none"> Raise questions they want to answer. Begin to use simple resources 	<ul style="list-style-type: none"> Raise questions they want to answer. Begin to use simple resources 	<ul style="list-style-type: none"> Compare aspects of the present with the past and describe simple similarities and differences. 	<ul style="list-style-type: none"> Raise 5W and how questions which they want answered. Use a range of resources 	<ul style="list-style-type: none"> Raise questions they want to answer. Use simple resources and make simple observations.

	<ul style="list-style-type: none"> •Put dates and events in chronological order •Understand and talk about the past and present •Understand important events and people •Find similarities and differences •Find out about changes over time 	<ul style="list-style-type: none"> • make simple observations. • Make simple inferences from resources examined and be able to draw simple conclusions. • Record findings in simple written and visual forms. 	<ul style="list-style-type: none"> • and make simple observations • Sequence simple time related events from the past. • Begin to draw simple conclusions from information, pictures studied and from video footage. 	<ul style="list-style-type: none"> • and make simple observations • Sequence simple time related events from the past. • Begin to draw simple conclusions from information, pictures studied and from video footage. 	<ul style="list-style-type: none"> • Give reasons for and describe changes that have taken place within my experiences. • Use simple sources of information such as artefacts, photos and picture books to answer simple questions about the past. • Talk about events, places and people beyond living memory. • Place objects, people and events beyond own experiences in time order. • Use an increasing range of historical terms to describe the passage of time, modern, recent, long ago, older, present, century, in the past, present. 	<ul style="list-style-type: none"> • including photographs to make simple inferences and deductions to answer questions about the past. • Recognise why events happened and what happened as a result. • Be able to recognise differences between sources and make simple deductions based on what they find out. • Make suggestions on how events could have been avoided. • Use the correct history vocabulary to talk about events from the past. • Record their findings in different ways to show their understanding of what happened and why and the impact. 	<ul style="list-style-type: none"> • Make simple inferences from resources examined and be able to draw simple conclusions. • Sequence events in the correct order. • Record findings in simple written and visual forms. • Explain in very simple terms why a person from an historical event acted in a certain way and express a personal viewpoint
--	---	--	---	---	---	---	--



Knowledge

<ul style="list-style-type: none">• Find out about different types of castles using a castle timeline, photographs, and videos; create castle models including key features.• Research information about types of medieval castles.• Take aerial photographs of castle models and compare physical features with real castles.• Create castles using junk modelling, considering the key features• To find out about life and jobs in a medieval castle. To interview each other for an imaginary job in a medieval castle.• Learn about methods of attacking and defending a motte and bailey castle.	<ul style="list-style-type: none">• Explain what pirates are and what they did.• Understand why certain people became pirates.• Understand what life was like as a pirate.• Distinguish between facts about pirates and legends about them.• Explain who the famous pirates were and why.• Explain why pirates were famous.• Explain whether they think they are heroes or not.	<ul style="list-style-type: none">• Use video clips and photographs inferences and to help them answer questions they have raised.• Understand why people risked their lives to go to the moon.• Use pictures and captions to sequence the journey to the moon and back.• Understand what the astronauts did on the moon and why and why they were so brave.• Understand the pros and cons for going to the moon.• Understand why the 1st landing on the moon is remembered and make their own design to	<ul style="list-style-type: none">• To be able to explain how Plymouth has played an important role in many historical events.• To be able to understand how Plymouth has changed over the years and how those changes have been impacted on by events in history.	<ul style="list-style-type: none">• To understand the chronology of the lighthouses of Plymouth.• To understand that these impressive structures served as a beacon of safety for passing ships to avoid the treacherous reef below.• To understand that the Eddystone Lighthouse was the first lighthouse to be built on a small group of rocks in open sea.• To understand why these lighthouses became known as a 'marvel of ingenuity'.• To research the different types of lighthouses.• To look at the Winstanley design lighthouse – 1698-1703 and to know why	<ul style="list-style-type: none">• Explain what happened during the Great Fire and how they know by examining a range of sources: eyewitness accounts, diaries, paintings, newspaper reports. They will be able to identify which sources are the most reliable and why.• Explain how the fire started, how it spread and how long it raged for.• Why the fire destroyed so many houses, examining the nature of the buildings, weather conditions and fire-fighting methods.• Explain how people felt by	<ul style="list-style-type: none">• Speculate from pictures why Nightingale/Seacole might have been famous making informed inferences. I think Florence Nightingale lived recently/ a long time ago because.... I think Mary Seacole...• Explain the setbacks Nightingale/Seacole encountered within nursing and the time they were nursing.• Order events from both Seacole and Nightingale life and make comparisons.• Understand how Nightingale/Seacole felt when they encountered the problems, they did in the environments they went too.• What makes someone significant?• How did Seacole and Nightingale change the face of nursing? How did their
---	---	---	---	--	---	--

	<ul style="list-style-type: none"> To understand the events that occurred in a castle banquet from the past 		<p>commemorate the 1st landing on the moon.</p>		<p>Winstanley was kidnapped by the French and then his lighthouse was destroyed by a storm, which Winstanley died in.</p> <ul style="list-style-type: none"> To look at the features of the Rudyard lighthouses 1708-1755 and to understand why it was destroyed by fire and that it was the first to charge ships. Smeaton lighthouses – 1759-1877 – this is the lighthouse that now stands on the Hoe. Current lighthouses – Douglass 1882-present day. Has a Helipad and solar panels. 	<p>taking on the role of different people: the baker, the Mayor, the children.</p> <ul style="list-style-type: none"> Speculate what would have happened if there had not been a GF. Explain what happened as a result of the Fire and what key changes were made and why. 	<p>involvement impact on nursing through history?</p> <ul style="list-style-type: none"> Compare and contrast Seacole and Nightingale, what is the same and what is different? Why is it important to remember Seacole and Nightingale? What can we learn from the work they did and how has this impacted on life as we know it today? In nursing? I can classify items to do with Nightingale and Seacole.
--	--	--	--	--	--	--	---

