



THURGOLAND
CHURCH OF ENGLAND PRIMARY SCHOOL



Thurgoland CE Primary

History Curriculum

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Historical Intent

At Thurgoland, our aim is for children to 'gain a coherent knowledge and understanding of Britain's past and that of the wider world'. In learning about the past, children are able to understand and make sense of the world in which they live and foster a love of learning through our inquiry approach. Secondly, the methods employed in discovering and interpreting the past enable children to practise and develop resilience in using a wide variety of skills.

As a Church of England School, every aspect of the school's work is underpinned by Christian values. We endeavour to use the subject of history as a tool to respect and explore the impact of faith in our society in the past and how that may have resonance today.

At Thurgoland we intend to:

- Develop children's knowledge and understanding of historical concepts through the key strands of chronology, people, places, events, society and change, industry and transport, religion and invaders and settlers.
- Build children's knowledge of key historical times, people, events and societal change, encouraging children to respect the significance.
- Developing their resilience and skills to further understand and explore the subject – becoming curious historians.
- Develop children's knowledge and understanding of various time periods and be able to compare and contrast different historical times.
- Use the inquiry approach to foster chronological thinking, curiosity of evidence and informed conclusions.
- Promote a love of learning by encouraging ALL learners to be inquisitive about events and significant individuals and understand their impact on society.
- Ensure that ALL learners are able to develop a give it a go attitude in history by providing scaffolding and support, including vocabulary banks and adaptations to tasks and resources.



Historical Concepts

Our History curriculum focusses on 8 key concepts. These concepts run through units in each year group. Units cover multiple concepts so that pupils are exposed to them throughout their History journey. While our concepts have a specific intent in terms of developing pupils' knowledge, they all encourage pupils to consider the historical significance of what they are learning about and its relevance in the present day.

History at Thurgoland	
Chronology	Chronology develops pupils' knowledge of time. Pupils reason about the order of which events happen in order to develop chronological thinking. Through school it develops pupils' ability to understand the progression through time and the relationships between the periods they study.
People	As a concept, People looks at figures through history and their historical significance. It starts in EYFS with the importance people around them. It encourages pupils to question why that person is remembered and to consider their legacy.
Places	The history of Place develops pupils' understanding through school of local history, whilst also considering the historical significance of less familiar places.
Events	Events develops pupils' knowledge of key historical events and encourages them to look at changes that occurred as a result; both positive and negative.
Society and change	Society and change develops pupils' knowledge of cultural shifts, social hierarchies and technological advancements in different time periods. Pupils learn about and compare what life was like, starting within living memory and delving further into the past in KS2.
Industry and transport	Industry and transport encourages pupils to focus on the significance of advancements in transport and how industry played a part in shaping places.
Religion	Religion runs through KS2, when pupils have developed a solid understanding of faith and its influence. It develops pupil's knowledge of how religion influenced and shaped people's lives in the past and in the present day.
Invaders and settlers	Invaders and settlers is visited in several KS2 units. It encourages pupils to think critically about the motives of invaders and challenges their thoughts about the consequences of settlers in the past.



Curriculum Overview

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Block 1							
	Toys Is this toy old or new?	A Local Village Study: Thurgoland Through Time How has our village changed?	Great Fire of London - How did the fire get so big across London?	Stone Age – Would you have survived the Stone Age?	Who was the most successful Roman Leader?	Mayan Civilization – Did the Spanish invasion have a positive or a negative impact on the Mayans?	Why was the Blitz a significant event in WW2?
Block 2							
	Growing up and the Royal Family Is the Queen's family just like ours?	Changes in Living Memory Toys What toys did grandparents play with?	Why did Pete McKee make a sculpture of a fox in Fox Valley?	Egyptians: What secrets of Ancient Egypt are revealed by the pyramids?	What legacy did the Anglo Saxons leave in Britain?	How did the decisions of Henry VII and Henry VIII keep the Tudors in power?	Viking – Raiders or Settlers?
Block 3							
	Journeys and transport Where in the world are we going?	Amy Johnson and the Wright Brothers. Why do we remember them?	Victorians - Who were the most significant women in Victorian times?	What was Thurgoland like in 1852?	In what ways have the Ancient Greeks influenced our lives today?	How did Shang Di influence lives in Ancient China?	Africa – When was the Benin Empire's Golden Age?



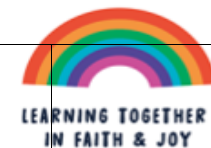
Knowledge Progression

History Knowledge Progression							
Concepts covered in Unit	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronology	I know what I did at the weekend so that I can talk about the past.	I know the name of events in the past, present and future so that I can place events in an order and understand that things change over time.	I know the events of how the fire started so that I can order them chronologically.		I know when and where the Roman Empire started so that I can put it in context of other time periods studied.	I know the order of the key events in the Tudor era so that I can make a conclusion about which are the most significant	I know where WW2 is placed in history so that I can conclude why it is classed as modern history.
	I know what happened at the weekend so that I can talk about it using time vocabulary.	I know when Amy Johnson and the Wright Brothers were alive so that I can compare their lives on a timeline.			I know when the Ancient Greeks were alive so that I can compare it to the Stone Age, Ancient Egyptians, Victorians and Great Fire of London.		I know key events in the history of the Kingdom of Benin so that I can make a comparison with British history.
People	I will know the members of my family so that I can talk about them.	I know who the Wright Brothers were and what they did so that I can suggest why they are still famous.	I know information about Samuel Foxes life so that I can explain why he was a significant individual in our local area.	I know about the items found in King Tuts tomb so I can understand what it was like to be royal in Ancient Egypt.	I know the successes and downfalls of Julius Caesar so that I can make a judgement to whether he was a good leader.	I can justify the decisions the Henry VII made so that I can explain their impact on Tudor Britain.	
	I know that I have changed since I was a baby so that I can talk about the changes.	I know information about Amy Johnson's life so that I can suggest why she is famous.	I know what Samuel Fox did so that I can explain why this was significant in our local area.		I know the actions Claudius took to invade Britain so that I can evaluate his ability as a leader.	I know that artists used symbolism to create an image of Henry VIII so I can explain how it influenced people's opinion of him.	
	I know how the King has changed as he has grown old so that I can tell you a fact about her life.		I know that steel is still made in Sheffield so that I can explain significance of the steel industry in the local area.		I understand Boudicca's role in leading the rebellion so that I can draw conclusions about her leadership abilities.	I know key facts about the reigns of Cheng Tang and Di Xin so that I can conclude who was a better ruler.	
	I know my family customs so that I can talk about them.		I know the achievements made during Queen Victoria's reign so that I can identify how they are significant to our lives today.				
			I know the achievements of Florence Nightingale so that I can explain how they are significant to our lives today.				
			I know the achievements of Mary Seacole so that I can explain how they are				



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			<p>significant to our lives today. I know the achievements of Mary Seacole, Florence Nightingale and Queen Victoria so that I can identify who had the biggest impact on past and present life.</p>				
Places	<p>I know different types of buildings in the village so that I can begin to say which are old and which are new.</p>	<p>I know what older buildings look like so that I can identify them within my local area. I will know how villages can change over time so that I can identify the changes in my local area.</p>	<p>I know that umbrellas were made at Fox Valley so that I can understand Stocksbridge is a key place in our local history.</p>	<p>I know the different theories behind why Stone Henge was built so that I can decide on the most valid option.</p> <p>I know what the roads, buildings and people looked like in 1852 so that I can understand what Thurgoland was like at the time.</p>			<p>I know where was bombed during the Sheffield Blitz so that I can assess the impact of the bombings.</p> <p>I know that Viking settlements ended in certain suffixes so that I can explain patterns of settlement.</p>
Events	<p>I will know what happened on birthday so that I can share my experiences I will know about an event in the past or present so that I can tell someone about it</p>	<p>I know the events that led up to the first ever aeroplane flight so that I can retell the story</p>	<p>I know the story of the gun powder plot so that I can recognise the significance of the event and understand why it is still remembered. I know what the streets of London were like so that I can explain why the fires spread so quickly across the city. I know what the monument represents so that I can explain why it was built</p>		<p>I know why the Olympics were important and what they consisted of so that I can compare them to the modern day games.</p>	<p>I know the events at the Battle of Bosworth so that I can show an understanding of how the Tudors came to power.</p>	<p>I know the events that led up to WW2 so that I can make an informed conclusion as to why it started. I know the damage caused by the Blitz so that I can critique Britain's position in the war at the time of the Blitz.</p>
Society and change	<p>I know what modern toys are like so that I can talk about my favourite new toy. I know what old toys are made from so that I can identify old toys. I know what old and new toys look like so that I can identify if a toy is old or new.</p>	<p>I know the ways in which the buildings in my local area have changed so that I can suggest reasons for the changes.</p> <p>I know that people's opinions of toys can differ so that I can identify why there are so many different types of toys. I know that different materials were used in the past to make toys so that I can sort toys. I know that I can ask older people questions so that I can find out about what toys were like in the past. I know the names and uses of toys from the past so that I can compare how life has changed/remained the same.</p>	<p>I know the uses of some Victorian household items so that I can compare them to modern day household items. I know what it was like to be rich or poor in the Victorian era so that I can make comparisons between the two.</p>	<p>I know what some of the day to day items used by Stone age people so that I can identify what life was like in the Stone age. I know what items were found at Skara Brea so that I can explain how life changes through the Stone Age. I know how and why bronze is used so I can explain why the Stone age ended and the Bronze age started. I know what evidence has been found in Iron age hill forts so that I can explain what life was like in the Iron age.</p> <p>I know some of the iconic features of Ancient Egypt so that I can begin to understand what life was like at that time. I know that paintings of Ancient Egypt have been found in tombs and pyramids so that I can use them to make deductions about what life was like at that time. I know that there are different</p>	<p>I know key features of Roman culture so that I can compare it to modern day life.</p> <p>I know the geographical features of Greece so that I can explain how they shaped the Ancient Greek civilisation. I know the myth of the Minotaur so that I can explain how it reveals what ancient Greece was like. I know what different archaeological remains have been found so that I can summarise what life was like in Ancient Greece. I know items that the Greeks invented so that I can explain how they are still used today.</p>	<p>I know the different types of Mayan artefacts that have been found so that I can make conclusions about what Mayan society was like. I know how Mayan society is organised so that I can make comparisons to Ancient Egyptian society. I know what happened in the day to day life of a Mayan person so that I can construct an idea of what the Mayan civilisation was like.</p> <p>I know that the Tudor period can be defined by monarchy, religion and conflict are significant in this part of history so that I can begin to construct an idea of what the Tudor period was like.</p>	<p>I know different protection strategies Britain took during WW2 so that I can justify how Britain was able to stand firm against German threat. I know examples of propaganda used during WW2 so that I can examine its reliability as evidence for what happened during WW2.</p> <p>I know the key features of the Oba's reign so that I can identify why the Oba's were significant the Benin. I know that the Kingdom of Benin was structured through a social hierarchy so that I can</p>



				<p>I know the theories as to who built the pyramids so that I can begin to question the source of evidence.</p> <p>I know that there was a hierarchy in Ancient Egyptian times so that I can discuss how people's roles and lives differed.</p> <p>I know what it was like to go to school in 1852 so that I compare it to school life now.</p> <p>I know the differences between rich and poor people during Victorian times so that I can identify the differences in pictures of people in Thurgoland.</p> <p>I know the types of jobs people did in Thurgoland in 1852 so I can explain why less people do these jobs now.</p>		<p>I know what artefacts have been found from the Shang Dynasty so that I can begin to construct an idea of what life was like at the time.</p> <p>I know about the different social roles in the Shang Dynasty so that I can explain the differences between people living at the time.</p>	<p>compare this to the Ancient Egyptians, Mayans and Shang Dynasty.</p> <p>I know the great achievements in the Kingdom of Benin so that I can explain why it was called the golden age.</p>
Industry and Transport	<p>I know the difference between old and new vehicles so that I can distinguish between old and new.</p> <p>I know what old and new trains look like so that I can compare them.</p>	<p>I know the ways in which we use planes today so that I can understand the significance of the Wright Brothers first flight.</p> <p>I know the hazards Amy Johnson faced on her flight so I can identify that her flight was a big achievement and how aeroplanes have since changed.</p>	<p>I know what it was like inside a steelworks so that I can understand what it was like to work in one.</p>	<p>I know the changes that came from the beginnings of farming so that I can explain the positive impact it had on the lives of Stone age people.</p> <p>I know that railways were built during the industrial revolution so that I can discuss the impact on our local area.</p>			<p>I know the items that Benin traded so that I can come to an informed conclusion so to why trade was so important.</p>
Religion					<p>I know the main believes of Anglo-Saxons so that I can explain what religion in Britain was like before Christianity.</p> <p>I know how Christianity started in Britain so that I can understand how it changed people's lives.</p>	<p>I know the ways in which religion was a key part of Mayan life so that I can demonstrate an understanding of its importance in Mayan society.</p> <p>I know the cause and consequences of the break from Rome so that I can understand its significance in our history.</p> <p>I know how important beliefs were during the Shang Dynasty so that I can understand how it influenced the Shang people.</p>	<p>I know that there were two versions of the creation story in the Kingdom of Benin so that I can analyse which are the most reliable sources for information.</p>



						<p>I know Shang’s beliefs about Shang Di so that I can analyse how much they were influenced by him.</p> <p>I know the purpose of oracle bones so that I can explain their significance in Shang culture.</p>	
Invaders and settlers					<p>I know the push/pull factors for the Anglo Saxons so I can explain why they invaded and settled where they did.</p> <p>I know that Britain was split into 5 kingdoms so that I can explain how it was ruled.</p> <p>I know what was found at Sutton Hoo so that I can make reasonable judgements about people were like in Anglo-Saxon Britain</p>	<p>I know that the Mayans were discovered by Spanish explorers so that I can empathise how they felt when they discovered the Maya.</p> <p>I know how the Spanish changed the lives, routines and beliefs of the Mayans so that I can evaluate the pros and cons.</p>	<p>I know when and where Vikings invaded so I can suggest reasons for the stereotypical Viking image.</p> <p>I know that the Vikings and Saxons have different interpretations of events so that I can critique accounts of the same event.</p> <p>I know the significant events in the Viking era so that I can evaluate how successful they were at invading Britain.</p> <p>I can understand the importance of the archaeological evidence found at Yorvik so that I can conclude what Vikings were really like.</p>