



History at Hardwicke Parochial Primary Academy

Purpose of study

At Hardwicke we understand that a high-quality history education will help our pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It inspires children's curiosity to know more about the past. Our teaching of history enables pupils to ask perceptive questions, think critically, weigh evidence, sift arguments and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

Aims in Key Stage One and Key Stage Two

In line with the Primary National Curriculum, we aim for children to:

- know and understand the history of Britain as a coherent, chronological narrative: how people's lives have shaped the nation and how Britain has influenced and been influenced by the wider world
- know and understand the significant aspects of the history of the wider world through the study of ancient civilisations, of empires, of non-European societies and of the achievements and failures of people and societies in the past
- understand and be able to use abstract terms such as 'empire', 'civilisation', 'peasantry' and 'parliament'
- understand, and apply to their studies, historical concepts such as continuity and change, cause and consequence, similarity, difference and significance
- understand the methods of historical enquiry, including the importance of the consideration and interpretation of evidence
- gain historical perspective by placing their growing knowledge into, and understanding the connections between, a range of contexts

At Hardwicke, we will develop pupils' skills, knowledge and understanding progressively year by year as detailed below.

Aims in Early Years Foundation Stage

Understanding the World Early Learning Goal:

- Talk about the lives of the 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.

<u>Area of study</u>	<u>YR</u>	<u>Y1</u>	<u>Y2</u>	<u>Y3</u>	<u>Y4</u>	<u>Y5</u>	<u>Y6</u>
Themes for learning KEY STICKY or COMPOSITE KNOWLEDGE (CLIVE DAVIES)	UNDERSTANDING THE WORLD. Three & Four Year-Olds	CHANGES WITHIN LIVING MEMORY: Toys SIGNIFICANT HISTORICAL EVENTS,	SIGNIFICANT EVENTS BEYOND LIVING MEMORY: (The Great Plague 1665 and) the Fire of London 1666	EARLY CIVILISATIONS: Ancient Egypt or the Shang Dynasty of Ancient China	A STUDY OF GREEK LIFE AND ACHIEVEMENTS AND THEIR INFLUENCE ON THE WESTERN WORLD:	BRITAIN'S SETTLEMENT BY ANGLO-SAXONS AND SCOTS and THE VIKING AND ANGLO-SAXON	A SIGNIFICANT TURNING POINT IN BRITISH HISTORY: The Battle of Britain and World War Two

<p>STICKY or COMPOSITE KNOWLEDGE (CH/National Curriculum) SKILLS (CH/National Curriculum)</p>	<p>MAKE SENSE OF THEIR OWN LIFE-STORY AND FAMILY'S HISTORY.</p> <p>Reception COMMENT ON IMAGES OF FAMILIAR SITUATIONS IN THE PAST.</p> <p>COMPARE AND CONTRAST CHARACTERS FROM STORIES, INCLUDING FIGURES FROM THE PAST.</p> <p>ELG TALK ABOUT THE LIVES OF PEOPLE AROUND THEM AND THEIR ROLES IN SOCIETY.</p> <p>KNOW SOME SIMILARITIES AND DIFFERENCES BETWEEN THINGS IN THE PAST AND NOW, DRAWING ON THEIR EXPERIENCES AND WHAT HAS BEEN READ IN CLASS.</p> <p>UNDERSTAND THE PAST THROUGH SETTINGS, CHARACTERS AND EVENTS ENCOUNTERED IN BOOKS READ IN CLASS AND STORYTELLING.</p>	<p>PEOPLE OR PLACES IN THE LOCALITY: St Nicholas Church and Gloucester Cathedral</p>	<p>LIVES OF SIGNIFICANT INDIVIDUALS IN THE PAST: Christopher Columbus and Neil Armstrong</p> <p>or Mary Seacole and Edith Cavell</p> <p>or Rosa Parks and Emily Davison</p>	<p>CHANGES IN BRITAIN FROM THE STONE AGE TO THE IRON AGE: Stone Age to Iron Age Britain</p>	<p>Ancient Greece</p> <p>THE ROMAN EMPIRE AND ITS IMPACT ON BRITAIN: Roman Britain</p>	<p>STRUGGLE FOR THE KINGDOM OF ENGLAND: Anglo-Saxons and Vikings</p> <p>A NON-EUROPEAN SOCIETY CONTRASTING WITH BRITISH HISTORY c. AD 900: Mayan civilisation c. AD 900</p> <p>or Benin(West Africa) c. AD 900 - 1300</p>	<p>A LOCAL HISTORY STUDY: Gloucester/Hardwicke through time to make links and connections with all units previously studied.</p>
<p>Within Living Memory</p>		<p>Know that the toys that their parents and grandparents played with were different to their own.</p> <p>Know how a number of toys from the past were used.</p> <p>Know that children's lives today are different to those of children in the past (parents,</p>					

		<p>grandparents and great grandparents).</p> <p>Know what we use today instead of a number of older given toys.</p> <p>Understand the reasons why toys have changed over time.</p>					
Beyond Living Memory			<p>Know that life was different in the past and in different historical periods.</p> <p>Know about an event or events that happened long ago, even before their grandparents were born.</p> <p>Differentiate between things that were here 100 years ago and things that were not.</p> <p>Describe an event beyond living memory that is nationally significant.</p>				
Lives of significant people			<p>Know a significant person from the past who has contributed to national and international achievements and explain why they are famous.</p> <p>Know about and compare two significant individuals to show aspects of life in different periods.</p>				

Local History		<p>Know how the local area is different to the way it used to be a long time ago.</p> <p>Know about a famous place, close to where they live.</p> <p>Differentiate between things that were here in the past and things that were not (including buildings).</p>			<p>Know how their locality has been shaped by what happened in the past (the Roman city of Gloucester).</p> <p>Know about a period of history (Roman Britain) that has strong connections to their locality and understand the issues associated with the period.</p>		<p>Know the impact of World War Two on Hardwicke and Gloucester (evacuees and bombing raids).</p>
Pre-history				<p>Know how Britain changed between the beginning of the Stone Age and the Iron Age.</p> <p>Describe the transition from hunter-gatherers to farmers.</p> <p>Know the main differences between the Stone, Bronze and Iron Ages</p>			
Ancient Civilisations				<p>Know about, name and describe some of the advanced civilisations in the world 3000 years ago and know that Britain was not one of them.</p> <p>Know about the key features of either Ancient Egypt or the Shang Dynasty.</p> <p>Know how the lives of wealthy people were different from the lives of poorer people.</p> <p>Know why they were considered an advanced society in relation to that period of time in Europe</p>	<p>ANCIENT GREECE</p> <p>Know about and describe the link between the Ancient Greeks and the modern world (language, mathematics, astronomy, architecture, sport, politics...).</p> <p>Know about the link between the Ancient Greek and modern Olympic games.</p> <p>Know some of the main characteristics of the Athenians and the Spartans and their daily lives.</p> <p>Know how an event or events from the past has shaped our life today.</p>		

					<p>Know about and describe the struggle between the Greeks and the Persian Empire and its impact on western civilisation.</p> <p>ROMAN BRITAIN</p> <p>Know how Britain changed from the Iron Age to the end of the Roman occupation.</p> <p>Know how the Roman occupation of Britain helped to advance British society.</p> <p>Know that there was resistance to the Roman occupation (eg. Gloucester and Caerleon) and know about Boudicca.</p> <p>Know about at least one famous Roman emperor who had an impact on Britain eg Caesar, Claudius or Hadrian.</p> <p>Know about the impact that one period of history had on the world (Roman Empire)</p> <p>Know how the lives of wealthy people were different from the lives of poorer people (in both Ancient Greece and Roman Britain).</p>	
A.D. 410 - A.D. 1066					<p>Know how Britain changed between the end of the Roman occupation and 1066.</p> <p>Know how the Anglo-Saxons attempted to bring about law and order.</p>	

						<p>Know where the Vikings originated from and show this on a map</p> <p>Know that the Vikings and Anglo-Saxons were often in conflict and the results of these battles</p> <p>Know that during the Anglo Saxon period Britain was divided into many kingdoms and that these influence some of our county boundaries today</p>	
AD 900- AD 1300						<p>Know about one of the following non-European societies and the contrast provided with British history: the Mayan civilisation or the Benin civilization</p> <p>Know about and describe the features of their society and compare with Anglo-Saxon and Viking Britain</p>	
Beyond 1066						<p>Know that the Battle of Britain was a key turning point in World War Two and know the impact the victory had on British history.</p> <p>Know the causes and consequences of the Battle of Britain and World War Two.</p> <p>Know the names of countries and their leaders who were involved in World War Two.</p> <p>Know how the government tried to protect civilians during World War Two.</p> <p>Know why and how the United Nations was formed</p>	

							at the end of World War Two.
Historical Enquiry Skills: questioning, comparing, understanding concepts (such as continuity, change, connections) and communicating findings		<p>Ask simple questions about what they can see/want to find out</p> <p>Ask and answer simple questions about the past</p> <p>Describe memories from key events in their life or their family's life</p> <p>Spot and describe similarities and differences between past and present in their own and others' lives</p>	<p>Ask and answer questions about the past with increasing independence (What was it like for people? What happened? How long ago?)</p> <p>Identify similarities and differences between their lives and those of people in the past</p> <p>Identify similarities and differences between ways of life in different times</p>	<p>Ask and answer simple questions relating to the unit studied</p> <p>Identify some similarities and differences and changes between periods in the past (eg compare Egypt c. 2500BC and Britain c. 2500BC) and now</p> <p>Choose one aspect of the study unit (eg. tools/houses) and evaluate how it developed during the period studied</p> <p>Begin to understand connections (geographical, religious, social etc) within study unit</p> <p>With support, select and organise relevant information communicating it clearly</p>	<p>Summarise how Britain may have learnt from other countries and civilisations.</p> <p>Formulate own questions relating to the study unit and answer them with support</p> <p>Describe and compare aspects from different periods in the past (eg. Rome and Greece)</p> <p>Offer reasons for main events and results of changes</p> <p>Choose one aspect of the study unit (eg. armies/battles) and evaluate how it developed across more than one time period (eg. Rome and Greece)</p> <p>Begin to identify connections (geographical, religious, social etc) between different previously units studied</p> <p>Select relevant information and decide how it could be communicated clearly and in varied ways</p>	<p>Formulate and answer valid questions relating to change, cause, similarity, difference and significance to different time periods</p> <p>Describe the significance, cause and effect of a particular event</p> <p>Compare aspects of life with the same aspect in another period (eg crime and punishment)</p> <p>Understand and describe how an aspect of life (economic, social, religious etc) has changed over a longer timescale (eg introduction of Christianity into Britain)</p> <p>Plan, organise and present their historical findings in a clear and structured way</p>	<p>Research in order to find similarities and differences between two or more periods of history</p> <p>Identify trends, connections and contrasts between past societies and periods</p> <p>Show clearly, with supporting evidence, how an aspect of human activity (eg. local settlements) has developed and changed over time</p> <p>Independently formulate and answer valid questions relating to change, cause, similarity, difference and significance to different time periods</p> <p>Understand and explain, using supporting evidence, the significance, cause and consequence of key events in the short and long term</p> <p>Independently and thoughtfully plan, organise and present their historical findings in a clear, original, structured and balanced way</p>
Chronological understanding		<p>Organise a number of toys from different time periods by age</p> <p>Become familiar with and place artefacts and events on simple timelines (eg Timeline of the church, Cathedral or Toys)</p> <p>Sequence several events from their life, other</p>	<p>Know that the Fire of London happened beyond living memory</p> <p>Know that dates are used to identify when events happened in the past</p> <p>Know when the significant individuals studied lived in relation to each other and the children themselves.</p>	<p>Know the order of the different phases of British pre-history.</p> <p>Know when Ancient Egyptian or the Shang Dynasty were at their height, in comparison to pre-historic Britain.</p> <p>Place the unit studied, and, with support, previous units studied, on a timeline</p>	<p>Know when the Ancient Greek civilisation was at its height and understand how this relates to Ancient Egypt or the Shang Dynasty.</p> <p>Know when the Roman Empire was at its height and understand how this relates to Ancient Greece.</p>	<p>Know when the Anglo-Saxons and Vikings arrived and settled in Britain in relation to one another and to previous time periods in British history</p> <p>Know when the Mayan or Benin civilisations were at their height and understand how they relate to and contrast with Britain at the time</p>	<p>Know when World War Two occurred in relation to all other periods previously studied.</p> <p>Know how to place historical events and people from the past societies and periods in a chronological framework using a clear, dated timeline.</p>

		<p>peoples' (eg. parents') lives or a building's life</p> <p>Know that grandparents were children a very long time ago and parents were children after that.</p>	<p>Sequence photographs and information from different periods of the lives of significant individuals or a past event</p> <p>Place events and people from the unit studied onto a class/individual timelines</p>	<p>Sequence several events or artefacts, within a given time period (from British pre-history or an ancient civilization)</p> <p>Begin to use key dates and terms related from the study unit and the passing of time</p>	<p>Place several events, artefacts and significant figures from the period studied onto a timeline</p> <p>Be able to independently place the unit studied, and previous units studied, on a wider timeline</p> <p>Use several dates and terms related to the period and previous periods studied and specific dates according to periods being studied e.g.43BC to 410AD</p>	<p>Know and sequence several key events of periods studied</p> <p>Place periods previously studied on a timeline and understand how they relate to Britain and the wider world</p> <p>Describe events from the past using dates for when things happened</p> <p>Draw an accurate timeline to show key events from when Anglo-Saxons and Vikings were in England</p>	<p>Know, sequence and date key events and features of periods studied</p> <p>Make accurate and appropriate use of dates and historical terms.</p> <p>Show, using an accurate chronological framework how Gloucester and our locality has changed over time (from pre-history to the present)</p>
Using evidence and sources		<p>Begin to understand that we can use people, objects, images, photographs, videos and simple written sources to learn about the past</p> <p>Find answers to simple questions (what, when, who) about the past using artefacts/sources/stories</p> <p>Make simple observations about artefacts such as similarities and differences</p> <p>Read, sequence and use stories about past events or which are set in the past</p>	<p>Know that we can use objects, images, photographs, videos and written sources to learn about the past</p> <p>Choose and use parts of stories and other sources to show that they know and understand key features of events</p> <p>Make sensible observations about historical sources and artefacts</p> <p>Use artefacts/sources to ask answer simple questions (what, when, who, why)</p> <p>Read, recount, sequence and use stories about past events or which are set in the past</p>	<p>Know how to use and make observations about a range of historical sources and artefacts, to learn about the period studied</p> <p>Begin to use historical sources as evidence for what they think about a certain aspect of the history being studied</p> <p>Select and record information relevant to the study</p>	<p>Investigate, use and make observations about a range of historical sources, and draw out useful information to inform the study.</p> <p>Use historical sources as evidence for what they think about a certain aspect of the history being studied</p> <p>Suggest and use a range of sources to find out about a period</p> <p>Use more than one source for a particular enquiry to inform the study</p>	<p>Begin to identify primary and secondary sources</p> <p>Evaluate which sources are most useful for a task</p> <p>Use historical sources to describe and give responses about the history being studied</p> <p>Make judgments, inferences and deductions from historical sources</p> <p>Explain the significance of historical evidence when learning about the past</p> <p>Recall and select relevant sections of information from different sources and organise and present it clearly</p>	<p>Demonstrate a clear understanding of, and ability to use, a range of sources</p> <p>Confidently identify and distinguish between primary and secondary sources</p> <p>Identify strengths and weaknesses of different sources, selecting and utilising those which are the most useful</p> <p>Confidently use historical sources to describe and give responses about the history being studied</p> <p>Make sensible judgments, inferences and deductions from historical sources</p> <p>Recall and select relevant sections of information from a wide variety of sources giving reasons for choices</p>

<p>Interpretations of History</p>		<p>Find out about past events from different people (with different points of view)</p> <p>Use stories to begin to distinguish between fact and fiction</p>	<p>Use more than one version of a story to find out about an event or person</p> <p>Compare two different versions of a past event</p> <p>Discuss (with support) reliability of accounts and stories</p>	<p>Look at how history can be represented in different ways</p> <p>Compare several different versions of the same event/story</p> <p>Identify some reasons why the past is represented in different ways</p>	<p>Understand that there are various representations of history</p> <p>Begin to evaluate the usefulness and reliability of different sources (Tacitus vs archaeological evidence)</p> <p>Show an understanding of and give reasons why different versions of the past exist (Athens/Sparta)</p>	<p>Understand that history is represented in different ways and understand why</p> <p>Begin to understand that some historical sources may contain bias and therefore affect our view of history</p> <p>Identify viewpoint/bias in a historical source (eg. interpretations of Vikings)</p> <p>Compare accounts of events from different sources (Mayan/Spanish viewpoints) (Benin/British viewpoints)</p> <p>Offer some reasons for different views of events</p>	<p>Understand and explain that history can be represented in different ways</p> <p>Identify and explain viewpoint/bias in a historical source (eg German/British points of view)</p> <p>Understand that aspects of the past have been represented and interpreted in different ways (have an awareness of propaganda and the need to understand social contexts).</p> <p>Comment on the accuracy, reliability and validity of differing viewpoints</p>
<p>Key Historical Terms and Vocabulary</p>	<p>Use everyday language to talk about time and to compare changes and objects:</p> <p>yesterday</p> <p>last week</p> <p>when I was little</p> <p>before</p> <p>after</p> <p>long time ago</p> <p>old</p> <p>new</p>	<p>Use and understand simple historical terms and common words and phrases such as:</p> <p>when I was little</p> <p>when my grandad was little</p> <p>yesterday</p> <p>today</p> <p>then</p> <p>now</p> <p>before</p> <p>after</p> <p>old</p> <p>new</p> <p>change</p> <p>same</p> <p>different</p> <p>memory</p> <p>locality</p> <p>church</p> <p>cathedral</p> <p>worship</p> <p>timeline</p> <p>toy</p> <p>play</p> <p>school</p>	<p>Use and understand a broader range of terms, phrases and vocabulary such as:</p> <p>before my granny was born</p> <p>more than 100 years ago</p> <p>recent</p> <p>many years ago</p> <p>a long time ago</p> <p>in the past.</p> <p>later</p> <p>significant</p> <p>important</p> <p>achievements</p> <p>reforms</p> <p>national</p> <p>global</p> <p>festival</p> <p>anniversary</p> <p>commemorate</p> <p>locality</p> <p>industrial</p> <p>rich</p> <p>poor</p> <p>hospital</p> <p>explorer</p> <p>space</p> <p>ocean</p> <p>votes</p>	<p>Begin to understand terms such as century, decade, millennia</p> <p>Begin to understand and use vocabulary and terms such as:</p> <p>AD, BC, modern, empire</p> <p>military, ancient, invasion, exploration, civilization, century, decade, millennia, chronology and evidence</p> <p><u>The Stone Age to Iron Age</u></p> <p>Prehistory</p> <p>Hunter-gatherer</p> <p>Nomad</p> <p>Palaeolithic</p> <p>Mesolithic</p> <p>Neolithic</p> <p>Neanderthal</p> <p>Homo sapiens</p> <p>Pelt</p> <p>Tools</p> <p>Axe</p> <p>Flint</p> <p>Cave paintings</p> <p>Hunter gatherer</p> <p>Jewellery</p>	<p>Understand and use more complex terms such as:</p> <p>AD, BC, ACE/BCE, ancient, century, modern, decade, millennium, 4th century, culture, empire, society, influence, contrast, culture, legacy, society</p> <p><u>Ancient Greece.</u></p> <p>Acropolis</p> <p>Amphitheatre</p> <p>Agora</p> <p>Chiton</p> <p>Democracy</p> <p>Olympic Games</p> <p>Parthenon</p> <p>Philosophy</p> <p>Vase/amphora</p> <p>Gods and Goddesses</p> <p>Marathon</p> <p>Hoplite</p> <p>General</p> <p>City-state</p> <p>civilisation, citizen</p> <p><u>Roman Britain</u></p> <p>Roman Empire</p> <p>Conquest</p>	<p>Use key dates (978, 1066) relevant terms and period labels (Ancient, Medieval, Modern) and vocabulary and terms such as:</p> <p>AD, BC, ACE/BCE, ancient, century, modern, decade, invasion, settlement, civilisation, culture, interpretation, primary, secondary, Christianity, religion</p> <p><u>Anglo-Saxon</u></p> <p>Christianity</p> <p>Augustine</p> <p>Anglo-Saxon</p> <p>king, monarch, monarchy, reign</p> <p>Alfred the Great</p> <p>Edward the Confessor</p> <p>Athelstan</p> <p>Aetheflaed</p> <p>Sutton Hoo</p> <p>Alfred Jewel</p> <p>Runes</p> <p>Coins</p> <p>Cremation and burial</p>	<p>Know, sequence and date key events and features of periods studied.</p> <p>Confidently use terms learned YR -Y5</p> <p><u>World War 2</u></p> <p>Army</p> <p>Royal Air Force</p> <p>Royal Navy</p> <p>Home Guard</p> <p>Civil Defence</p> <p>Rationing</p> <p>Evacuees</p> <p>Refugees</p> <p>Holocaust</p> <p>Persecution</p> <p>Blitz</p> <p>Air raid</p> <p>Battle</p> <p>Chamberlain</p> <p>Churchill</p> <p>Hitler</p> <p>Stalin</p> <p>Roosevelt</p> <p>Gas Mask</p> <p>Nazi</p> <p>Anne Frank</p> <p>Air raid shelter</p> <p>Resistance</p>

			equality	<p>Woolly mammoth Nomadic Skara Brae Stonehenge Beaker Roundhouses Flag Fen Cranochs Burial mounds Celts Tribes Hillforts Weapons Torcs</p> <p><u>Ancient Egypt</u> River Nile Embalm Pharaoh Scarab Papyrus Scribe Amulet Canopic jar Sarcophagus Tomb Afterlife Hieroglyphics Mummification Irrigation Shaduf Sphinx Egyptologist Ankh Pyramid Barter Rosetta Stone</p> <p><u>Shang Dynasty</u> Bronze hu Emperor Cheng Tang Oracle bones Fu Hao Soldier Dynasty Aristocracy Vassalage Clan Military Dynasty Hu Acupuncture</p>	<p>Invasion Soldier Centurion Aqueduct Basilica Empire Roads Toga Boudicca Caesar Claudius Hadrian's wall Caerleon Gloucester/Glevum Baths Emperor Empire Taxation Military</p>	<p>Weapons Kingdoms (Kent, Wessex, East Anglia, St. Bede, Sutton, Mercia, East Anglia) lyre Post holes Law Crime and punishment</p> <p><u>Vikings</u> Longship Rune Scandinavia Warrior Norseman Norse Raids Danegeld Danelaw Valhalla</p> <p><u>The Maya</u> Ahua Batab Cacao Cenote Monument Temple Pyramid Codices Stelae Hieroglyphs Astronomy Civilisation Belief Scribe Haab Jade Sacrifice</p> <p><u>The Benin</u> Osanobua Eteghohi Emose Idu Sacrifice Ivory Edo Ife Slave trade Ceremony</p>	<p>Dictator Migration, Persecution Parliament Conflict Alliance Treaty Coalition Surrender Liberation Neutral Occupation</p> <p><u>Gloucester and Hardwicke through time</u> Locality Change Continuity Similarity Difference Pre-history Roman Britain Civil war Medieval Dark Age Monuments Buildings Records Archaeology Modern Architecture Eye-witness Archaeologist,</p>
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