

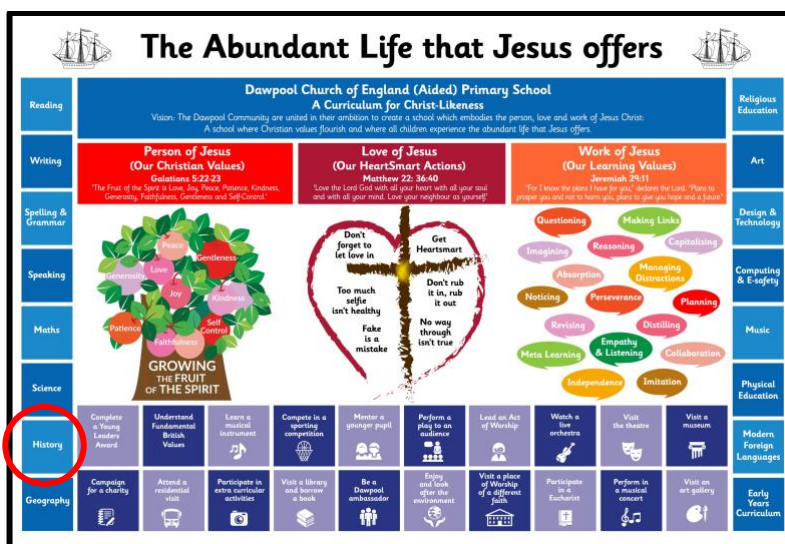


DAWPOOL

History

Dawpool C.E. (Aided) Primary School

A Dawpool Historian



Vision Statement

'The Dawpool community are united in their ambition to create a school which embodies the **person, love and work of Jesus Christ**: a school which enables **Christian values to flourish** and where all children may experience the **abundant life that Jesus offers.**'

'The Fruit of the Spirit is Love, Joy, Peace, Patience, Kindness, Generosity, Faithfulness, Gentleness and Self-Control' (Galatians 5: 22-23).

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Why is History Important?

History fires pupils' curiosity about the past in Britain and the wider world. Pupils consider how the past influences the present, what past societies were like, how these societies organised their politics, and what beliefs and cultures influenced people's actions. As they do this, pupils develop a chronological framework for their knowledge of significant events and people. They see the diversity of human experience, and understand more about themselves as individuals and members of society. What they learn can influence their decisions about personal choices, attitudes and values.

In history, pupils find evidence, weigh it up and reach their own conclusions. To do this they need to be able to research, sift through evidence, and argue for their point of view – skills that are prized in adult life.

Dawpool's Vision for History

On completion of the History curriculum at Dawpool, pupils will have developed:

- *A good knowledge and understanding of people and events from a range of historical periods.*
- *The ability to think carefully about history and communicate their ideas to an audience.*
- *The ability to use historical sources and evidence and make use of it to support their explanations.*
- *The ability to reflect upon, discuss and evaluate the past.*
- *An enthusiasm for history which develops their sense of curiosity about the past.*
- *An ability to recognise the impact of history on today and consider how we can learn from it.*

National Curriculum for History

The National Curriculum for History at Key Stages 1 and 2 can be downloaded from the 'Curriculum' tab of the Dawpool school website.



Education Recovery in History

In response to the COVID-19 pandemic, we have identified 3 overarching improvement priorities for education recovery:

- *Reading across the curriculum*
- *Teachers' subject, pedagogical and pedagogical content knowledge*
- *Quality First Teaching*

A focus on these 3 priorities will ensure that all pupils can access the full curriculum which is central to the '**Abundant Life that Jesus offers.**'

In addition to these 3 priorities, we have taken a **subject-specific approach** when prioritising what to teach.

In determining what to prioritise in the **History** curriculum, we have focused on our **vision for History** which outlines our aspirations for pupils in this subject. We have also considered the [guidance](#) produced by the DfE. The main aim of education recovery at Dawpool is to teach pupils what they need in order to make sense of later work in the curriculum. We have therefore identified the following priorities for the History curriculum.

Pupils will:

- *Use a topic-based approach to maximise engagement and kindle curiosity about the past*
- *Consolidate their knowledge and understanding of historical periods.*
- *Use the timeline in the main school corridor to situate their knowledge.*
- *Use artefacts and 'hands on' resources to explore people and places from historical periods.*
- *Understand how historians study the past.*



A Foundation Stage Historian

A Foundation Stage Historian	
Class	Development Matters Statements Understanding the World – Past and Present
Foundation 1	<ul style="list-style-type: none">• Begin to make sense of their own life-story and family's history• Use a wider range of vocabulary (<i>Communication and Language</i>)
Foundation 2	<ul style="list-style-type: none">• Compare and contrast characters from stories, including figures from the past.• Use new vocabulary in different contexts. (<i>Communication and Language</i>)• Describe events in some detail. (<i>Communication and Language</i>)
Early Learning Goals	<ul style="list-style-type: none">• 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.

Term	Topic	Activities which may be included. Please note the nature of the EYFS means planning changes daily.
Autumn Term	Getting to Know You	<ul style="list-style-type: none">• Sequence the school day and learn the structure and order of events.• Sequence familiar events e.g. The order of actions when brushing teeth or getting dressed.• Look at families and family structures to understand who family members are.• Using stories and photographs, discuss how they have changed from when they were a baby.• Share weekend news - Can they recall events from the weekend in the correct order.• Can they re-call events from the previous day/last week.• Discuss how old they are and when their birthday is. How do they celebrate birthdays?• Discuss different cultures and how they celebrate because of events and stories from the past
Spring Term	Superheroes	<ul style="list-style-type: none">• Discuss adults in school and their roles. Do they remember their names and how they can help us?• Have an RNLI focus and discuss the importance of the crew. Talk about how Hoylake Lifeboat Station is one of the oldest in the UK

'For I know the plans I have for you,' declares the Lord. 'Plans to prosper you and not to harm you, plans to give you hope and a future.' (Jeremiah 29:11)



Summer Term	Disney Around the World	<ul style="list-style-type: none">• Good Dinosaur – Discuss dinosaurs and Mary Anning• Treasure Planet – Space – Talk about how they can get into space and look at Neil Armstrong and Tim Peake• Peter Pan – Pirates – Compare Captain Hook and Blackbeard• Pocahontas – Talk about how people used to explore and travel the world before aeroplanes. Link Pocahontas and Sacagawea.
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A Year 1 Historian at Dawpool

- I can use words and phrases like: old, new and a long time ago.
- I can recognise that some objects belonged to the past.
- I can explain how I have changed since I was born.
- I can explain how some people have helped us to have better lives.
- I can ask and answer questions about old and new objects.
- I can spot old and new things in a picture.
- I can explain what an object from the past might have been used for.
- I can recognise significant historical events, people and places in my own locality.

past	present	future	long ago
artefact	sources	research	toy
titanic	captain	iceberg	Bruce Ismay
passengers	lifeboat	unsinkable	edwardian
tragedy	flares	class	maiden voyage
voyage	survivor	Carpathia	Stewards
lighthouse	RNLI	coast	Grace Darling
heroine	wreck	Hoylelake	sea bathing
resort	holidays	transport	tourist
promenade	pier	attractions	harbour

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A Year 2 Historian at Dawpool

- I can use words and phrases like: before, after, past, present, then and now.
- I can recount the life of someone famous from Britain who lived in the past. I can explain what they did earlier and what they did later.
- I can give examples of things that were different when my grandparents were children.
- I can find out things about the past by talking to an older person.
- I can answer questions using books and the internet.
- I can research the life of a famous person from the past using different sources of evidence.

Explorers, South pole, Antarctica, navigate, encounter, pioneer	chronological order, era/period, travel, impact, significant	past, present, before, after, then, now
The Great Fire of London, Samuel Pepys diary, Christopher Wren, St Paul's Cathedral, Atlantic Ocean,	memorial, investigate research, Historians, experts, letters, newspapers, websites, detective, opinion, artefact, What...? When...? Where...? Why...? How?	timeline, ancestor, modern, recent, similar, decade, century, evidence, discovery, research,

A Year 3 Historian at Dawpool

- I can explain where the first civilizations were located.
- I can describe key features of ancient civilizations.
- I can recognise the achievements of ancient civilisations.
- I can describe hunter gatherers and early farmers, for example Skara Brae
- I can explain how our locality has changed over time.
- I can describe events from the past using dates when things happened.
- I can use a timeline within a specific period of history to set out the order that things may have happened.
- I can use my mathematical knowledge to work out how long ago events happened.
- I can use research skills to find answers to specific historical questions about Ancient Egypt.
- I can research in order to find similarities and differences between two or more periods of history.

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- I can summarise how Britain may have learnt from other countries and civilizations (historically and more recently).

Pyramid	Canopic jars	Mummification	After life
Howard Carter	Shaduf	Tutankhamun	Hieroglyphs
Pharaoh	River Nile	Irrigation	Gods and goddesses
Amulets	Egypt	Tribe	Neolithic
Mesolithic	Neanderthal	Sabre-toothed	Hand-axe
Skara Brae	Palaeolithic	Isolation	Community
BC	AD	Cartouche	Scribe
Rosetta Stone	Mammoths	Seasons	Sacrifice
Tribe	Roundhouse	Hillforts	Settlements
Homo Sapiens	Site	Artefact	Era/Period
Winter Solstice	Summer Solstice	Hunter-gatherer	Nomadic people
Excavation	Sarcophagus		

A Year 4 Historian at Dawpool

- I can plot events on a timeline using centuries.
- I can use my mathematical skills to round up time differences into centuries and decades.
- I can explain how the lives of wealthy people were different from the lives of poorer people.
- I can explain how historic items and artefacts can be used to help build up a picture of life in the past.
- I can explain some of the times when Britain has been invaded.
- I can explain how an event from the past has shaped our life today.
- I can research two versions of an event and explain how they differ.
- I can research what it was like for children in a given period of history and present my findings to an audience.
- I can describe a key event from Britain's past using a range of evidence from different sources.

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Pantheon	Basilica	barbarian	chariot
slave	Villa	soldier	invasion
Caesar	dominate	legacy	democracy
numerals	mosaic	victory	Boudicca
Iceni	Tribe	defeat	centurion
Pompeii	Rome	capital	empire
gladiator	Sword	tunic	amphitheatre
myth			

A Year 5 Historian at Dawpool

- I can draw a timeline with different historical periods showing key historical events or lives of significant people, including Ancient Greece
- I can summarise how Britain may have learnt from other countries and civilizations (historically and more recently).
- I can compare two or more historical periods; explaining things which changed and things which stayed the same.
- I can explain how Parliament affects decision making in England.
- I can test out a hypothesis in order to answer questions.
- I can use research skills to find answers to specific historical questions about Ancient Greece.
- I can describe a key event from Britain's past using a range of evidence from different sources.

Empire	gods/goddesses	Marathon	weapons
Democracy	Olympus	Temple	armour
Government	myths	Theatre	City State
Slaves	Parthenon	Stadium	battle
Citizen	Olympics	Hoplite	Acropolis

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A Year 6 Historian at Dawpool

- I can place features of historical events and people from the past societies and periods in a chronological framework.
- I can summarise the main events from a period of history, explaining the order of events and what happened.
- I can summarise how Britain has had a major influence on the world.
- I can identify and explain differences, similarities and changes between different periods of history.
- I can identify and explain propaganda.
- I can describe a key event from Britain's past using a range of evidence from different sources.
- I can describe the features of historical events and way of life from periods I have studied; presenting to an audience.
- I can explain some of the times when Britain has been invaded.

Historical	A-Ss & VIKINGS	WW1	WW1
primary source	territory	militarism /naval	POW
secondary source tertiary source	settlement /settlers	imperialism /empire	western front eastern front
timeline	invaders	colonies	theatres of war
artefact	longboat / drakaar	nationalism	assassination
chronology	longhouse	alliance	Trench & parts
evidence	chieftain	treaty /truce	gas mask
archaeology	Danegeld	entente	ammunition
CHINA	Danelaw	recruitment	artillery -shell etc
Dynasties	monastery/ monk	propaganda	duckboard
Terracotta warriors	raiders	censorship	frontline
Great Wall	Thing / Althing	annexation	dugout
Emperor empire	Jarls/ karls/ Thralls	revolution	No-man's land
Forbidden City	names of gods	refugee	VC -Victoria Cross

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