

History Curriculum



Intent

At Holy Trinity, History is highly valued as it helps our pupils to understand and interpret the past, and therefore, the present. Through history lessons, our pupils develop a deeper cross-cultural awareness and understanding of their own and others' heritage, through looking at evidence and asking and answering questions. By exploring the lives and achievements of key historical figures, many of whom have overcome adversity, it encourages our children to aim high and recognise the possibilities that are open to them, to flourish whatever their story.

In history, we can analyse successes and failures, which, in turn, teaches us to learn from the mistakes of the past and gives us hope that, together, we can create a better future for ourselves and for the world. By exploiting the rich historic and cultural heritage of our local area, we encourage pupils to delight and take pride in their heritage.

As Historians at The Federation of Holy Trinity Church of England School, we want ...

Pupils' historical knowledge and skills to be developed through analysing and judging different sources of evidence and understanding its importance when piecing together the past.

History to inspire pupils' curiosity, leading them to ask relevant questions and think critically when searching for answers.

History to encourage pupils to explore how the world has changed, the processes involved and the impact and legacy of change.

Chronology to help pupils see the 'big picture' of the historical narrative, enabling pupils to make connections made between different periods from the past and the present.

History to introduce pupils to diversity within societies and the relationships between different groups over time.



Meet Nelson

- ✓ Infants: Today we are working with Nelson who is a historian. Historians like Nelson learn about the past and explore the ways in which the past influences our lives today.
- ✓ Juniors: Today we are working with Nelson who is a historian. Historians like Nelson use enquiry and chronology to understand people, events and concepts from the past and consider their impact on our lives today.



The Four 'C's

- Communication
- Conflict
- Conservation
- Culture



Knowledge building



Chronology



Continuity and change



Cause and consequence



Historical vocabulary



Perspectives and interpretations



Similarities and differences

Chronology



Order and sequence familiar events



Fit people and events into a chronological framework



Establish clear narratives within periods of history



Make connections between periods of history



Order and sequence familiar events



How we used to wash our clothes.





Fit people and events into a chronological framework

Date: 10/4/24	Learning Objective: I am learning to know and be able to retell the life story of Ranulph Finnis	Feedback
Success Criteria	<ul style="list-style-type: none"> I can recall some key facts about Sir Ranulph Finnis. I can place key events in his life in chronological order. 	Immediate

1944 — Ranulph Finnis was born.

1947 — Ranulph moved to South Africa with his mum.

1970 — He got married to a nice lady called Ginny.

1971 — He was awarded a shiny and colourful medal called a sutton bravery medal.

1979-1982 — Ranulph completed the transglobe expedition.

1993 — He was knighted by Queen Elizabeth then he became Sir Ranulph Finnis.

Date: 10/4/24	Learning Objective: I am learning to know and be able to retell the life story of Ranulph Finnis	Feedback
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1944 — Ranulph was born.

1947 — He moved to South Africa with his mum in 1947.

1970 — He got married to Ginny.


1971 — He was awarded to a cool medal.

1979-1982 — He completed the transglobe expedition.

1993 — He was knighted by the Queen and became Sir Ranulph Finnis in 1993.



Establish clear narratives within periods of history


	Date: 11.01.24	Learning Objective: I am learning about Skara Brae.	Feedback
	Success Criteria	<ul style="list-style-type: none"> ✓ To know what Skara Brae is. ✓ To know when and where it was discovered. ✓ To use evidence to find out about the Stone Age people. 	Immediate and review

Skara Brae is a prehistoric village from the neolithic age which is also called a settlement where the stone age people lived. About 4 families could live there and they mostly ate fish because they lived by the sea.

sp families 3x families families families
Skara Brae was discovered in 1850 by a huge storm because it blew all the sand and William Watt had noticed because he owned Orkney Island it was found by accident.

It tells us that that they all worked together and didn't give up for a long time to finish something that could help a lot of people in their lives. They helped each other discover fire and boats they were also nomadic which meant boats were really useful they also helped make Skara Brae using something called dry stone walls and they were all very strong to be able to lift all the stones.

sp useful 3x useful useful useful

	Date: 18.01.24	Learning Objective: I am learning about Lindow Man.	Feedback
	Success Criteria	<ul style="list-style-type: none"> ✓ To describe who the Lindow Man is. ✓ To know where he fits in the timeline. ✓ To know what evidence was found and what it tells us. 	Immediate and review

The Lindow Man was discovered in 1st August 1984 the place where he was discovered was Cheshire people gave him the name R. Peat Marsh because he was found in a peat bog he had a violent death because when he was found they found him with a slit in his neck and a hole in his head like a knife had been stuck into his brain and he died in 1st century AD the scientists examined his body and they found out his last meal was cereal and porridge and when they checked him they found out that he had very clean hands so he could not have been a farmer or any thing that could have made him dirty and people think he was a criminal or they think he was Mugged.

sp examined 3x examined examined examined

	Date: 6.11.23	Learning Objective: I am learning the meaning of the word 'invasion' and understand the possible reasons for and consequences of an invasion.	Feedback
	Success:3	✓ I understand what invasion means	Verbal feedback
	Criteria	✓ I can discuss the consequences of invasion ✓ I can draw conclusions from things I have read	Feedback

The list of invasions tells us that we live in a world that is dangerous in some places and not everybody can be trusted some people are choose to take other countries' land.

I think of ^{with each other} returns countries, those to not argue it won't just make a lot less invasions which means that it will be a much more peaceful world.

I think that if countries ^{or rules} invade other countries because they disagree about something how much land they get or they might have done something bad to them and then it gets involved with the country and which which then becomes a war.

I think if they carry on not to go get along with each other, the ~~too~~ countries will keep invading others.

Thoughtful responses



Make connections between periods of history

Who was Ramses III and why did they build a pyramid?

a consolidation of law and order, as well as a temple program. Ramses III was the one who constructed one of the largest temples of western Thebes.

Similarities
Both of them have the golden hoort.
Both of them have Giza.
Both of them have the Great Pyramids.
Both of them have the Red Sea.
Both of them had the valley of the Kings.

Differences
Ancient Egypt had the Eastern Desert.
Ancient Egypt had the Nile.
Ancient Egypt had the supply of water.
Ancient Egypt had the Nile.
Ancient Egypt had the Nile.
Ancient Egypt had the Nile.

WITCHES IN TOWN

Places which leads to take place in Manchester

Daily Prophet

21.3.1612

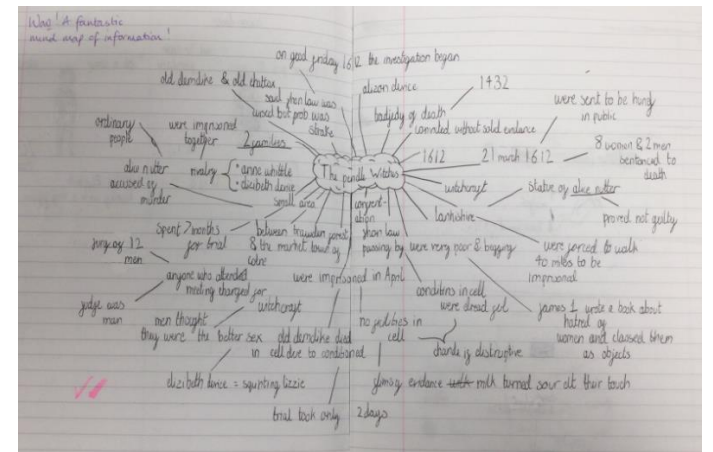
Roger note has started to convene a list of who he thinks is guilty of witchcraft. This is what it's so far...

- Susannah Aldrich
- Elizabeth Dence - gave dance to elson dence
- Elizabeth Aldrich

Hills I would like to introduce myself I am a historian. I have been in the past and I know all about it. I was asked by Elizabeth Dence daughter of Roger Aldrich when walking on the road near to where they (the road) I was brought...

This is the small family tree of the three and white family. Most of them were left to Henry Aldrich; all apart from Elizabeth Aldrich & Roger Aldrich. They were really families & were brought in the same cell.

This is a photo/drawing of Elizabeth & elson dence. elson is Elizabeth's daughter accused of witchcraft and so how in other children. She was buying on a road from walking on.



Date: 18.04.24	Learning Objective: I am learning to use my learning to plan a tour of the area looking at the past and explaining how it has changed over time.	Feedback
Success Criteria	<ul style="list-style-type: none"> Place events, people and changes into correct periods of time Select and organise relevant historical information, making appropriate use of dates and terms Select and combine information from different sources Recall, select, organise and communicate historical information in a variety of ways Collect and record evidence independently Use atlases, globes, maps and digital /computer mapping at a range of scales, including four and six grid references 	

Wakeman's House

The Wakemans house used to be the home of the wakemans but is now known as a cafe. It is rumoured to be built in the 1500-1600. The entrance was altered to face the Market Square and over time most of the building was demolished leaving one wing standing. It was originally the house of Hugh Ripley the last Wakeman of Ripon. In 2000, the kitchen was demolished, and public toilets were constructed on the site. A local tradition claims that the building is haunted by the ghost of Hugh Ripley, even though he never lived in the building. When it re-opened in the 1920's after restoration, there was a ceremony at which the city hornblower performed. Several members of the crowd claimed to have seen the ghost at an upstairs window.

time with many ~~new~~ factual places. Watch unfold with many information

4 JULIEN

The obelisk was made in 1702, on the top of it, it has a horn which stores money inside, it is opened every 100 years. It was ~~created~~ built by Nicholas Hawksmoor and created by the Romans.



GILHEUKAL

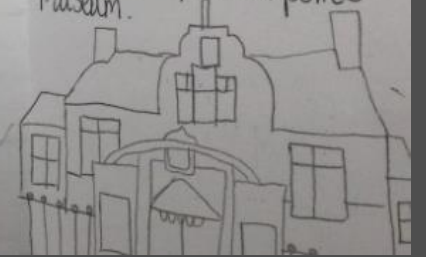
The cathedral was founded as a modesty by monks. It is said that the crypt inside is older than the word England. Inside the crypt, you may not know it but St Wilfred was actually buried inside it.

It is also free to enter!



WORKHOUSE

The workhouse museum was used for poor people. It was originally a workhouse before a museum. It is a good place for young people to visit. It is close to the cowhouse museum and prison & police museum.





	C1	C2				C3	C4
N	'Happy to Be Me'	'Let's Play'	'Come and Join the Celebration'	'Jurassic Park'	'Animal Crackers'	'No Place Like Home'	'Under the Sea'
	Family history	Old and new toys – similarities and differences				Old and new houses – similarities and differences	
R	'Tell Us a Story'	'Help is at Hand'	'Food Glorious Food'	'Way Back When...! Hats Had Brims'	'If You Go Down to the Woods...'	'What On Earth...?'	'Come Fly With Me!'
	Changes in own lives over time			Comparing objects from past and present		Old things and how to look after them, past events and lives of older people	Old fashioned transport
Y1	'Happily Ever After'	'Unity in the Community'	'Royal Patrons'	'Never Eat Shredded Wheat'	'Children's Champion'	'Light Up the World'	'Come Fly With Me!'
		Significant Local Historical Figure / Event	Historical figure and Victorian life		Historical figures and Victorian life		The Inuits
Y2	'Inter-Nation Media Station'	'Land Ahoy!'	'Dancing Spy'	'Paddington's Passport'	'Record Breaker'	'Going Wild! All About Animals'	'Zero to Hero'
	History of Broadcasting		Historical figure Black history		Chronology Historical figure	Extinction	Famous People
Y3	'That's All, Folks!'	'Athens v Sparta'	'Lindow Man'	'Rocky the Egghead'	Out and About	Under the Canopy'	'Come Fly With Me!'
	History of Animation	Ancient Greece	Ancient times Use of artefacts			The Mayans	The Benin
Y4	'Lightning Speed'	'Law and Order'	'Viking Warrior'	'May the Force Be With You'	'Saxon King'	Picture Our Planet	'Cry Freedom'
	The Worldwide Web	History of Democracy	The Vikings		The Saxons/Harold Godwinson		History of Religions The
Y5	'Mission Control'	'You're Not Invited'	'Fighting Footballer'	'Go With The Flow'	'Pharaoh Queen'	'Global Warning'	'Come Fly With Me!'
	The First Moon Landing Satellites	The Romans	Historical Figure Black history		Ancient Egypt		Discovery of America Native Americans
Y6	'A World of Bright Ideas'	'Wars of the World'	'True Crime'	'In Your Element'	'Time Team'	'Full of Beans'	'I Have a Dream...'
	Past Inventions	World Wars Civil Wars	Historical investigation		Local area study		Apartheid Anti-Semitism

'Children's Champion'

Hi1 Use different sources of information to find out about the past

Hi2 Find out about the lives of significant people and events from the past and present

Hi3 Using episodes from stories about the past, identify the difference between past and present

Hi4 Place events in chronological order

Hi5 Use common words and phrases related to the passing of time

Hi6 Make a personal link to the past by exploring artefacts and images

'Time Team'

Hi42 Devise historically valid questions about change, cause, similarity and difference and investigate to find possible answers


Hi44 Recognise that the past is represented and interpreted in different ways and give reasons for this

Hi46 Use an increasing depth of factual knowledge to describe past societies and periods and make some links between them

Hi47 Suggest possible omissions and the means of finding out

Hi48 Select and combine information from different sources

Hi49 Recall, select, organise and communicate historical information in a variety of ways

LO & SC	Script	Learning Experience	Big Questions Answered	Juicy Jargon Spoken
<p>Understand what makes Walter Tull an inspirational historical figure</p> <p>Know the significant events of Walter Tull's life</p> <p><i>I can use primary and secondary sources to make notes about the life of Walter Tull</i></p> <p><i>I can use my notes to discuss the importance of key events</i></p>	<p>Today we are working with Nelson who is a historian. Historians like Nelson use enquiry and chronology to understand people, events and concepts from the past and consider their impact on our lives today</p> 	<p>Show pupils the Premier League website https://www.premierleague.com/news/2525594</p> <p>Look at the 'No Room for Racism' logos and watch the short film on the website.</p> <p>Ask the pupils where they think this campaign has stemmed from.</p> <p>Why is it important?</p> <p>It is not necessary to read all the webpage with the class, but some key points may be useful.</p> <p>Ask the pupils to consider sporting events where anti-racist actions have taken place ('taking the knee', signage etc.).</p> <p>Ask them to share.</p> <p>Explain to the pupils that the issue of racism in sports is not a modern occurrence and that it has been an issue for a long time.</p> <p>They will be learning about the life of one of the first black footballers in the UK and the experiences that shaped his life, both in and out of sport.</p> <p>Next, introduce Walter Tull and tell the pupils that, whilst he was born in the UK, his father came from significantly further away.</p> <ul style="list-style-type: none"> • Play the FunKey film 'Walter Tull - A Difficult Childhood' • Whilst the pupils are watching, ask them to make some notes on some of the key events in the lives of both Walter and his father. <p>Ask the pupils to share their notes, taking time to have a discussion. Have any of your pupils or their close family members moved from another country? Why did they move? Why do they think Walter's father, Daniel, decided to move?</p>	<p>Why do people sometimes choose to move to a different country?</p> <p>Why are anti-racism initiatives important?</p> <p>Why do some people have racist attitudes?</p> <p>Is racism still an issue for people in our country?</p>	<p>Football Association</p> <p>orphanage</p> <p>prejudice</p> <p>racism</p> <p>sexism</p>

Subject Leadership

- Structure and oversight – big picture
- Monitoring:
 - Books
 - Planning
 - Pupil voice



Pupils

AR

CO

DE

DR

GE

HI

MU

SC

Year Five Average

3.9

3.8

3.8

3.8

3.7

3.7

3.8

3.7



Next steps:

Further personalise and develop

Exploit opportunities for enrichment activities

Refine and adapt planning to focus on key knowledge

Develop use of Kahoot quizzes to embed this

Challenge for greater depth and scaffolding/adaptations