



Randwick Church of England Primary School

History Curriculum

Our Aims

Key Stage 1

- To develop an awareness of the past, using common words and phrases relating to the passing of time.
- To know where the people and events they study fit within a chronological framework
- To identify similarities and differences between ways of life and different periods.
- To use a wide vocabulary of everyday historical terms.
- To ask and answer questions, choosing and using parts of stories and other sources
- To understand some of the ways in which we find out about the past
- To identify different ways in which it is represented.

Key Stage 2

- To develop a chronologically secure knowledge and understanding of British, local and world history
- To note connections, contrasts and trends over time
- To develop appropriate use of historical terms
- To devise and address historically valid questions about change, cause, similarity and difference and significance
- To construct informed responses that involve thoughtful selection and organisation of historical information
- To understand how our knowledge of the past is constructed from a range of sources.

History at Randwick is taught as the main topic for two (half) terms per year, on a two-year rolling programme. We aim to use primary sources where we can to help us develop our skills as historians. Our bespoke knowledge organisers set out the key facts, vocabulary and skills which are being taught and we assess children against these criteria at the end of the topic. Children take part in a wide range of rich experiences which help bring learning to life. We visit Victorian classrooms, museums made to look like real historic places and take virtual tours.

The overarching objective is to provide children with a well-rounded understanding of important historical periods, events and people from local, national and international perspectives. The local history features prominently in our curriculum as we have a rich heritage in the Stroud valleys.

We ensure that children become aware of connections between different periods of history and there is an emphasis on revisiting previous learning to ensure children are aware of the 'bigger historical picture. Our **big ideas** are to investigate and interpret the past; understand chronology; build an overview of world history; communicate historically and compare how other histories relate to Randwick.





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Owl History Skills Progression Map (EYFS)

Early Learning Goal

Understanding the World: Past and Present

- 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.

OWL

Key knowledge	I have a concept of change and time.
	I understand how I have changed over time – I can order and sequence events in my own life
Key skills	I can use the past, present and futures tenses.
	I can talk about the past and present in my own life. I can recognise similarities and differences between families and traditions, objects and materials.
	I can talk about the past and present in the lives of my family members I can recognise similarities and differences between families and traditions, objects and materials.
	I can record my findings by drawing and/or writing.
Key vocab	I can use language related to time – old, past, now, then, today, yesterday, a long time ago

OWL



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History Curriculum

Topic & NC units	Key knowledge	KS2 Year A Key skills	Key vocabulary
<p>A local history study</p> <p>Would I have liked to be the first pupil at Randwick primary School?</p>	<ul style="list-style-type: none"> • What happened in the 1800s? • What was school like in the 1800s? • What was Randwick School like when it opened? • What were Randwick Mills famous for? • What jobs would I have done? • What did the Victorians do for fun? 	<p>Investigate and interpret the past</p> <ul style="list-style-type: none"> • Use sources of evidence to deduce information about the past. • Select suitable sources of evidence, giving reasons for choices. • Use sources of information to form testable hypotheses about the past. • Seek out and analyse a wide range of evidence in order to justify claims about the past. • Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. • Understand that no single source of evidence gives the full answer to questions about the past. • Refine lines of enquiry as appropriate. <p>Build an overview of world history</p> <ul style="list-style-type: none"> • Identify continuity and change in the history of the locality of the school. • Give a broad overview of life in Britain from medieval until the Tudor and Stuarts times. • Compare some of the times studied with those of the other areas of interest around the world. • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. <p>Understand chronology</p> <ul style="list-style-type: none"> • Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). • Identify periods of rapid change in history and contrast them with times of relatively little change. • Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line. • Use dates and terms accurately in describing events. <p>Communicate historically</p> <ul style="list-style-type: none"> • Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> • dates • time period • era • chronology • continuity • change • century • decade • legacy. • Use literacy, numeracy and computing skills to a exceptional standard in order to communicate information about the past. • Use original ways to present information and ideas. 	<p>Chronology:</p> <p>Present, past, timeline, chronology, hours, weeks, years, decades, centuries, millennia, eras, epochs, AD, ACE, BC, BCE.</p> <p>Historical sources: Bias, propaganda, primary evidence, secondary evidence, credible source, diary</p> <p>Curriculum</p> <p>Textiles Wool, Outweaver, Beater, Felt, Spinning Jenny and Loom, Yarn, Fleece, Poverty, Century, Mill, Waterwheel, Weft, Dye</p>
<p>Good Old Days 2:</p> <p>Would I have rather lived in Ancient Egypt than 1857 Randwick?</p>	<p>Visit Ashmolean Museum in Oxford.</p> <p>What does the evidence tell us about the Ancient Egyptians?</p> <p>What do I know about Ancient Egypt?</p> <p>What do these things tell us? (look at pictures of artefacts from the museum)</p> <p>Would I have built a pyramid?</p> <p>What was life like for a child?</p> <p>Where would I have lived?</p> <p>Would I have rather lived in Ancient Egypt than 1857 Randwick?</p> <p>Debate in class. Invite in Governors to decide.</p>	<ul style="list-style-type: none"> • Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). • Identify periods of rapid change in history and contrast them with times of relatively little change. • Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line. • Use dates and terms accurately in describing events. <p>Communicate historically</p> <ul style="list-style-type: none"> • Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> • dates • time period • era • chronology • continuity • change • century • decade • legacy. • Use literacy, numeracy and computing skills to a exceptional standard in order to communicate information about the past. • Use original ways to present information and ideas. 	<p>Chronology: Present, past, timeline, chronology, hours, weeks, years, decades, centuries, millennia, eras, epochs, AD, ACE, BC, BCE.</p> <p>Historical sources: Bias, propaganda, primary evidence, secondary evidence, credible source, diary</p> <p>Curriculum:</p> <p>Papyrus, Hieroglyph, Amulet, Ankh, Mummification, Canopic jars, Temple, Sphinx, Lyre, Lute, Obelisk</p>



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History Curriculum

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<p>What did the Ancient Greeks ever do for us and how can we find out?</p>	<ul style="list-style-type: none"> • Where on a timeline was Ancient Greece, what came before and what comes after? (Remember) • What do the artefacts from the museum tell us about Ancient Greece? (Understand) • What was life like for a child? (Apply) • How were Ancient Greek homes different to modern homes? (Apply) • Why wouldn't you want to break the rules in Greece? (Evaluate) • How is modern Britain and Ancient Greece similar? (Analysing) 	<p>Investigate and interpret the past</p> <ul style="list-style-type: none"> • Use sources of evidence to deduce information about the past. • Select suitable sources of evidence, giving reasons for choices. • Use sources of information to form testable hypotheses about the past. • Seek out and analyse a wide range of evidence in order to justify claims about the past. • Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. • Understand that no single source of evidence gives the full answer to questions about the past. • Refine lines of enquiry as appropriate. <p>Build an overview of world history</p> <ul style="list-style-type: none"> • Identify continuity and change in the history of the locality of the school. • Give a broad overview of life in Britain from medieval until the Tudor and Stuarts times. • Compare some of the times studied with those of the other areas of interest around the world. • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. <p>Understand chronology</p> <ul style="list-style-type: none"> • Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). • Identify periods of rapid change in history and contrast them with times of relatively little change. • Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line. • Use dates and terms accurately in describing events. <p>Communicate historically</p> <ul style="list-style-type: none"> • Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> • dates • time period • era • chronology • continuity • change • century • decade • legacy. • Use literacy, numeracy and computing skills to a exceptional standard in order to communicate information about the past. • Use original ways to present information and ideas. 	<p>Chronology: Present, past, timeline, chronology, hours, weeks, years, decades, centuries, millennia, eras, epochs, AD, ACE, BC, BCE.</p> <p>Historical sources: Bias, propaganda, primary evidence, secondary evidence, credible source, diary</p> <p>Curriculum:</p> <p>Democracy, tyrant, philosopher, Olympic Games, Spartan, Athens, Sparta, Thebes, Persia, marathon, Socrates, Plato, Aristotle, alphabet, alpha, beta, gamma, delta, Alexander the Great, empire</p>
<p>Evacuate! life as an evacuee in Stroud during World War Two.</p>	<ul style="list-style-type: none"> • Why did World War II begin? • Who were the key individuals involved in WWII? (include Adolf Hitler and Winston Churchill) • How did the war affect those people not directly involved in battle, including the role of women and the impact of evacuation on children? • How did people's diets change during the war? *(include rationing) • What were the key events in WW2? • What was the Holocaust? 	<ul style="list-style-type: none"> • Use dates and terms accurately in describing events. <p>Communicate historically</p> <ul style="list-style-type: none"> • Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> • dates • time period • era • chronology • continuity • change • century • decade • legacy. • Use literacy, numeracy and computing skills to a exceptional standard in order to communicate information about the past. • Use original ways to present information and ideas. 	<p>Chronology: Present, past, timeline, chronology, hours, weeks, years, decades, centuries, millennia, eras, epochs, AD, ACE, BC, BCE.</p> <p>Historical sources: Bias, propaganda, primary evidence, secondary evidence, credible source, diary</p> <p>Curriculum: Battle of Britain, Allies, liberate, evacuation, ration, telegram, holocaust, Auschwitz, fascism, Fuhrer, Nazi, Aryan, D-Day, V-E day, tyrant</p>



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<p>Bronze Age Randwick: what clues are there to how we used to live?</p>	<ul style="list-style-type: none"> • When was the Bronze Age? • What can we learn from these objects? • How did people in the Bronze Age live? • Did the people of Must Farm care what they looked like? • Why don't we have round houses now? • Where are all the Randwick Roundhouses? 	<p>Investigate the past</p> <ul style="list-style-type: none"> • Use evidence to ask questions and find answers to questions about the past. • Suggest suitable sources of evidence for historical enquiries. • Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. • Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. • Suggest causes and consequences of some of the main events and changes in history. <p>Build an overview of the world Describe changes that have happened in the locality of the school throughout history.</p> <ul style="list-style-type: none"> • Give a broad overview of life in Britain from ancient until medieval times. • Compare some of the times studied with those of other areas of interest around the world. • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. 	<p>Curriculum: wattle and daub, Stone Age-Iron Age, Ancestors, agriculture, hunter-gatherer, copper Iron ore, tin, Neolithic, Mesolithic, Palaeolithic, prehistoric/history, hunter-gatherer, climate, glaciers, English Channel, Celts/Celtic, settlement, roundhouse, Britons, Druid, tribe, Long Barrow</p> <p>Chronology: Present, past, timeline, chronology, hours, weeks, years, decades, centuries, millennia, eras, epochs, AD, ACE, BC, BCE.</p> <p>Historical sources: Artefact, primary evidence, secondary evidence, anthropology, chronicle</p>
<p>Here come the Romans! Visit to Cirencester and Chedworth Villa</p>	<ul style="list-style-type: none"> • A dig: what is under our feet? • How did the Roman Empire spread? • Did Romans have an equal society? • What makes Roman homes so special? • Were the Romans fun? • Are the Romans still here? 	<p>Understand chronology Place events, artefacts and historical figures on a time line using dates.</p> <ul style="list-style-type: none"> • Understand the concept of change over time, representing this, along with evidence, on a time line. • Use dates and terms to describe events <p>Communicate historically</p> <ul style="list-style-type: none"> • Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> • dates • time period • era • change • chronology. <ul style="list-style-type: none"> • Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past. 	<p>Curriculum: Republic, empire, city, civilisation, calendar, elect, law, trade, assassination, senate, taxes, legion, Latin, citizen, gods, invade, slave, public hygiene, province, peninsula, worship, sacrifice, rebellion, economy.</p> <p>Chronology: Present, past, timeline, chronology, hours, weeks, years, decades, centuries, millennia, eras, epochs, AD, ACE, BC, BCE.</p> <p>Historical sources: Artefact, primary evidence, secondary evidence, anthropology, chronicle</p>



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<p>The Anglo-Saxons are coming! Clues about a past life in Randwick</p>	<p>Where did the Saxons come from? Where were the Anglo-Saxon settlements? How did the Anglo-Saxons live? What were the Anglo-Saxons beliefs? What still remains in Randwick? What is a Long Barrow? What is the mystery of Sutton Hoo? What is a Hill fort? How do you read Runes? Who was Alfred the Great?</p>	<p>Investigate the past</p> <ul style="list-style-type: none"> • Use evidence to ask questions and find answers to questions about the past. • Suggest suitable sources of evidence for historical enquiries. • Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. • Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. • Suggest causes and consequences of some of the main events and changes in history. <p>Build an overview of the world</p> <p>Describe changes that have happened in the locality of the school throughout history.</p> <ul style="list-style-type: none"> • Give a broad overview of life in Britain from ancient until medieval times. • Compare some of the times studied with those of other areas of interest around the world. 	<p>Curriculum: Anglo-Saxons and Scots: Century, invade, village, settlement, kingdom, religion, evidence, artefact, tribe, monk, Paganism, Christianity, conversion, monastery, society</p> <p>Chronology: Present, past, timeline, chronology, hours, weeks, years, decades, centuries, millennia, eras, epochs, AD, ACE, BC, BCE.</p> <p>Historical sources: Artefact, primary evidence, secondary evidence, anthropology, chronicle</p>
<p>Viking Raiders! Why did the Vikings invade Britain?</p>	<p>What image do we have of the Vikings? Why have the Vikings gained such a bad reputation? Where did the Vikings come from? How did the Vikings travel? How did the Vikings take over the country and how close did they get? How have recent excavations changed our view of the Vikings? (Jorvik) What can we learn about Viking Settlements from a study of place name endings? How did the Vikings effect Stroud? Why are there no Vikings anymore?</p>	<ul style="list-style-type: none"> • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. <p>Understand chronology</p> <p>Place events, artefacts and historical figures on a time line using dates.</p> <ul style="list-style-type: none"> • Understand the concept of change over time, representing this, along with evidence, on a time line. • Use dates and terms to describe events. <p>Communicate historically</p> <ul style="list-style-type: none"> • Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> • dates • time period • era • change • chronology. • Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past. 	<p>Curriculum: Longboat, Scandanavia, Jorvik, runes, settlers, freeman, Danelaw, thatched house, Freya, Odin, Thor</p> <p>Chronology: Present, past, timeline, chronology, hours, weeks, years, decades, centuries, millennia, eras, epochs, AD, ACE, BC, BCE.</p> <p>Historical sources: Artefact, primary evidence, secondary evidence, anthropology, chronicle</p>



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Topic & NC units	Key knowledge	KS 1 Key skills Year A	Key vocabulary
<p>What if we hadn't landed on the moon?</p>	<ul style="list-style-type: none"> Who's been to the moon? Who was the first man on the moon? Why would we go into space? How did people know about the moon landing? What's in space? What's it like on a space station? 	<p>Investigate the past</p> <ul style="list-style-type: none"> Observe or handle evidence to ask questions and find answers to questions about the past. Ask questions such as: What was it like for people? What happened? How long ago? Use artefacts, pictures, stories, online sources and databases to find out about the past. Identify some of the different ways the past has been represented. <p>Build an overview of the world</p> <ul style="list-style-type: none"> Describe historical events. Describe significant people from the past. Recognise that there are reasons why people in the past acted as they did. <p>Understand chronology</p> <ul style="list-style-type: none"> Place events and artefacts in order on a time line. Label time lines with words or phrases such as: past, present, older and newer. 	<p>Curriculum: knight, squire, feudal, monk, friar, medieval, castle, priest, merchant, weaver, tapestry, nobleman, religion, peasant, plague, joust, chivalry, court, jester, thatched</p> <p>Chronology: Present, past, timeline, chronology, hours, weeks, years, decades, centuries, AD, ACE, BC, BCE.</p> <p>Historical sources: Artefact, primary evidence, diary, monument</p>
<p>How do you become a hero?</p> <p>Lives of significant individuals – Mary Seacole and Florence Nightingale</p>	<ul style="list-style-type: none"> Do you know anyone who is hero? What did they do that made them a hero? What did Florence Nightingale do to help people? Who did Mary Seacole do to help people? Were Florence and Mary treated the same? Do we still have unfairness in the world and our country now? What do you need to do to become a hero? 	<ul style="list-style-type: none"> Recount changes that have occurred in their own lives. Use dates where appropriate. <p>Communicate historically</p> <ul style="list-style-type: none"> Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time. Show an understanding of the concept of nation and a nation's history. Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace. 	<p>Chronology: Present, past, timeline, chronology, hours, weeks, years, decades, centuries, AD, ACE, BC, BCE.</p> <p>Historical sources: primary evidence, diary, monument, biography, letters</p> <p>Curriculum: Disease, Infection, Germ, Anaesthetic, Antiseptic, Crimea War, Nurse, Monarch, Herbal Remedies</p>



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<p>What could we invent to bring us closer together?</p>	<ul style="list-style-type: none"> • Who was IKB? • What is a station builder? Which local stations did he build? • What routes did he plan? • Why was the SS Great Britain important? • What bridges did he build? • How did he build Paddington station? • Was he a local hero? 	<p>Investigate the past</p> <ul style="list-style-type: none"> • Observe or handle evidence to ask questions and find answers to questions about the past. • Ask questions such as: What was it like for people? What happened? How long ago? • Use artefacts, pictures, stories, online sources and databases to find out about the past. • Identify some of the different ways the past has been represented. <p>Build an overview of the world</p> <ul style="list-style-type: none"> • Describe historical events. • Describe significant people from the past. • Recognise that there are reasons why people in the past acted as they did. 	<p>Curriculum: railway, SS Great Britain, inventor, engineer, innovation, steamship, propeller, bridge, tunnel, transport, dockyard</p> <p>Chronology: Now, then, old past, present, AD/BC, timeline, history, chronology</p>
<p>Who is Queen Elizabeth II?</p>	<ul style="list-style-type: none"> • What Queens have you heard of? • What makes someone a queen? • Who is Queen Elizabeth the second? • What was Britain like in 1952? • What does coronation mean? • How and why did people celebrate? • What does a queen do? • Where was Queen Elizabeth born? • Where does Queen Elizabeth live? • Why does she have 2 houses? • What is the Queen in charge of? 	<p>Understand chronology</p> <ul style="list-style-type: none"> • Place events and artefacts in order on a time line. • Label time lines with words or phrases such as: past, present, older and newer. • Recount changes that have occurred in their own lives. • Use dates where appropriate. <p>Communicate historically</p> <ul style="list-style-type: none"> • Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time. 	<p>Curriculum: coronation, queen, king, trooping, Buckingham Palace, Balmoral, commonwealth</p> <p>Historical sources: Artefact, Archaeology Curriculum: Significant individuals:</p>



Randwick Church of England Primary School

History Curriculum

	<ul style="list-style-type: none">• What effect does the Queen have on life in Randwick?	<ul style="list-style-type: none">• Show an understanding of the concept of nation and a nation's history.• Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace.	
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