

Parent History Curriculum Meeting



Barford Primary School

Welcome



Aims

- To provide an overview of the National Curriculum for History and the topics covered in KS1 and KS2.
- To explain how we plan and sequence the teaching of History.
- To explain the importance of trips and visitors to support the History curriculum.
- To explain the importance of the use of artefacts in the teaching of History.
- To give you information on how you can support your child at home.

How do we plan and sequence the teaching of History?

	Autumn		Spring		Summer	
EYFS	All About Me	Light and Dark	People Who Help Us	Growing and Changing	Animals	Journeys and Moving On!
Year One	Crash Bang Wallop!		Why Can't a Meerkat Live at the North Pole?		Do You Want to Play?	
Year Two	Terrifying Towers		China		What a Wonderful World.	
Year Three	Sticks and Stones (Stone Age)		There's No Place Like Home (Local Area)		Vicious Volcanoes (The Romans)	
Year Four	All Aboard!		Battle Axe! (Anglo Saxons_		Carter's Discoveries (Ancient Egypt)	
Year Five	Your Country Needs You! (WW1)		Blast Off! (Ancient Greece)		Words of Wisdom (Early Islamic Civilisation)	
Year Six	The Home Front (WW2)		Hola Mexico		To Be or Not To Be? That is the Question.	

How do we plan and sequence the teaching of History?

<p>Autumn Term</p> <p>Topic: All Aboard!</p> <p>Development of the railways</p>	WK1 LO: To chronologically order key events
	C1 As below with teacher support
	C2 Read the fact cards about each locomotive and put them in chronological order of when they were built
	C3 Read the fact cards about each locomotive and put them in chronological order of when they were built Write a 2 or 3 sentences to describe one of the locomotives from the timeline
	Ext: Children to investigate who designed the locomotives
	WK2 LO. To understand why some steam locomotives are historically significant
	C1 - Write a non-chronological report about the Flying Scotsmen locomotive and why it is so significant with a framework and word bank
	C2 - Write a non-chronological report about the Flying Scotsmen locomotive and why it is so significant with a framework
	C3 - Choose two locomotives and create a non-chronological report about machines
	EXT: Children to compare and locomotives and discuss why some were better than <u>others</u> .
	WK3 LO. To understand why there were different viewpoints about the building of the railway
	C1 Children to sort viewpoints- FOR and AGAINST and <u>create</u> a letter of persuasion for one of the viewpoints to the government to show for or against viewpoints (<u>ENGLISH</u> link) With framework and word bank.
	C2 Discuss the viewpoints of Thomas Cook (FOR) and <u>Charles Dickens</u> (AGAINST), who were for and against the railway implementation. Children to create a letter of persuasion for one of the viewpoints to the government to show for or against viewpoints (<u>ENGLISH</u> link) With framework
	C3 Discuss the viewpoints of Thomas Cook (FOR) and <u>Charles Dickens</u> (AGAINST), who were for and against the railway implementation. Children to create a letter of persuasion for one of the viewpoints to the government to show for or against viewpoints (<u>ENGLISH</u> link)
	EXT: Children to research other viewpoints from other notable people at the time
	WK4 LO: To explore a real event in history linked to the development of the railway (The opening of the Manchester to Piccadilly railway line)
	C1 <u>Using</u> a newspaper template and word bank, children to recount the grand opening of the railway line.
	C2 <u>Using</u> a newspaper template, children to recount the grand opening of the railway line. Use different viewpoints from historical sources (<u>given</u> extract from the book- 'The Railways) and include as sources. (<u>ENGLISH</u> link)
	C3 Children to recount the grand opening of the railway line. Use different viewpoints from historical sources and include as sources. (<u>ENGLISH</u> link)

How do we plan and sequence the teaching of History?

WK 5 LO: To explore how the first underground railway was developed

C1 With support, children to use the internet to research how the underground railways were developed. Children to use a template to record their findings.

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C3 Children to use the internet to research how the underground railways were developed.

EXT: Children to offer their own opinions based on recent events of whether they feel an underground railway system is a positive development or not.

WK 6 LO: To understand how to collate and select information for my audience

C1 With support, children to create a PPT presentation to show their findings from last week. Children to use SWAY to create presentation. ([LINK to COMPUTING](#)) Children to use given headings to organise their information.

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EXT: Children to add sound clips and files to develop the presentation and interest the reader.



History Curriculum in KS1

National Curriculum - History in Key Stage 1 (Years 1 and 2)

- children to learn about specific people or events that are both within and beyond living memory.
 - children develop a grounding of what History is and this foundational learning is revisited and built upon in Key Stage 2.
 - Teachers are given the opportunity to help children make comparisons between 'then' and 'now'.
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- Year 1, we learn about significant people and events, such as Christopher Columbus, Neil Armstrong and The Great Fire of London. Themes such as Toys enable the children to compare the past with the present.
 - In Year 2, we learn about significant people, such as William the Conqueror and his contribution to the development of castles in the UK and the importance of The Great Wall of China. The theme of Seaside Holidays from the Past enable the children to compare holidays past and present and look at the importance of the railways in making holidays accessible to all.

History Curriculum in KS2

- Pupils should be taught about: changes in Britain from the Stone Age to the Iron Age (Y3)
- The Roman Empire and its impact on Britain
- Britain's settlement by Anglo-Saxons and Scots (Y4)
- A local history study (Y3)
- A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (Y5&6)

History Curriculum in KS2

- The achievements of the earliest civilizations – one of the following: Ancient Sumer; The Indus Valley; **Ancient Egypt**; The Shang Dynasty of Ancient China [?]
- Ancient Greece – a study of Greek life and achievements and their influence on the western world **(Y5)**
- A non-European society that provides contrasts with British history – one study chosen from: **early Islamic civilization, including a study of Baghdad c. AD 900 (Y5); Mayan civilization c. AD 900 (Y6);** Benin (West Africa) c. AD 900-1300.



Children at KS2 develop:

- a chronologically secure knowledge and understanding of British, local and world history.
- informed responses that involve thoughtful selection and organisation of relevant historical information.
- an understanding of how our knowledge of the past is constructed from a range of sources.
- the ability to regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.

History Curriculum in KS2

In Lower Key Stage 2, children will learn all about the following periods of history:

Year 3

Stone Age

Victorians

Roman Britain

Year 4

Development of the Railways

Anglo-Saxons

Ancient Egypt

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In Upper Key Stage 2, children will learn all about the following periods of history:

Year 5

WWI

Ancient Greece

Early Islamic Civilization

Year 6

WWII

Tudors

Maya Civilization

The importance of historical trips and visitors

At Barford, we ensure that all our children have the opportunity to experience trips out to places of historical interest or receive a visit from a historical reenactor. These visits support the classroom based learning and bring history to life!



**Mayan
Workshop
Yr 6**



**Tamworth
Castle
Yr 2**




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How we use artefacts to support the teaching of History.

At Barford, your child will have the opportunity to handle an amazing range of artefacts. We provide our children with the opportunity to handle actual artefacts and create unique learning experiences.

The act of touching an object, which obviously has its own history and story, inspires everyone. Our children will inevitably be curious about the artefacts and this will naturally lead to good discussion. Handling an artefact allows our children to use their senses, develop questioning and problem-solving skills, strengthen their understanding of a period of history, and empathise with people from the past.

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Whether it is our very own artefacts, artefacts brought in by the many wonderful visitors we have or artefacts the children will handle as part of a school trip, all children at Barford will be **inspired** by the historical artefacts that they will have the opportunity to handle.



How Can You Support Your Child At Home?

Here are some ideas about how you can support your children at home to nurture a curiosity about history.

- **Visit museums in Birmingham.**

There are lots of amazing places to visit within our city. Birmingham is rich with museums, historical sights and free attractions that will excite and engage the young and old!

- **Share your rich and wonderful family history.**

Make history relatable by sharing your own family history with your child. Share fun memories of the people and places in your childhood, and encourage your child to talk about their favourite memories as well. Share photographs with them from the past and talk about the differences between then and now.



- **Using books and TV programmes**

Use books or TV programmes as a conversation starter about the past. Read about people and events that have made a difference in the world. Try visiting your local library to discover a wider range of books and help your child to further their knowledge and understanding of the topic they are covering.

- **Commemorate important historical events**

Make your child aware of historical events such as Remembrance Day or Bonfire Night. Discuss why they are important and think of ways you can commemorate them together. Watch the news together and explain what is happening and why.



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