



Churchside Federation History Skills and Golden Threads



History in Our School.

At Churchside Federation, we make history an enjoyable learning experience. We intend to help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. Through our teaching we aim for it to inspire pupils' curiosity about the past and a desire to know more about the past. We wish to enable children to ask perceptive questions, think critically, weigh evidence, and unravel arguments to develop perspective and judgement. Through the teaching of History we will endeavour to help children 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.

Golden Threads	British History/Local History	World History	People	Historical Enquiry and skills
EYFS	To explore changes within living memory and consider ways in which life has changed over the time of our parents and grandparents.		To hear from members of our school and home community as they share memories and talk about changes in their lifetime.	To develop an awareness of the past. To ask questions about the past. To use common words and phrases related to the passing of time.
Year 1	To describe and compare the lives of Victorian children and their own lives. School life Toys Work To explore events within living memory through guest speakers: Former pupils Grandparents Parents	To place events learned so far onto a timeline. To study the journey of an explorer	Study the life of your explorer	To identify similarities and differences between ways of life today and in the past. To develop, ask and seek answers to their own questions about the past.



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Year 2	<p>To learn about the Gunpowder Plot, its causes and effect on national history and attitudes. Link to PSHE (tolerance).</p>	<p>To place events learned so far onto a timeline.</p> <p>To study the life and times of a pioneer and his/her impact on the wider world.</p>	<p>Study the life of your pioneer</p>	<p>To understand where people and events fit within a chronological framework (e.g. timeline) To use a range of sources to find information about the past.</p>
Year 3	<p>To know about the people living in Britain before the Romans arrived (Stone age, Iron Age, Celts, etc.)</p>	<p>To place events learned so far onto a timeline.</p> <p>To know when the Egyptian civilization flourished and why.</p> <p>To understand why the Egyptians settled where they did (Geography link).</p> <p>To know about the culture practices and historical impact on world history of the Egyptian civilization.</p>	<p>To study Rosa Parks' place in history and significance, linking to PSHE and British Values</p>	<p>To use timelines to demonstrate understanding of the chronology of British, local and world history.</p> <p>To compare periods in history and note connections, contrasts and trends over time.</p>
Year 4	<p>To know the story and identity of the Anglo-Saxons.</p> <p>To know the story and identity of the Vikings and where they fit in with the Anglo-Saxons.</p> <p>To investigate, using a range of sources, the cultural and historical impact of the Anglo-Saxons and Vikings on modern</p>	<p>To place events learned so far onto a timeline.</p> <p>To know when the Roman civilization flourished and why.</p> <p>To know about how the Romans were able to conquer their world.</p> <p>To know about the culture, practices and historical and cultural impact on world and</p>	<p>To study the life and achievements of Boudicca with links to PSHE, gender roles and British values.</p>	<p>To develop the appropriate use of historical terms.</p> <p>To devise historically valid questions.</p>



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	<p>day Britain (las, art, literature, language, monarchy, etc.)</p>	<p>British history of the Roman Empire.</p> <p>To compare and contrast life in Britain during the Roman times with today.</p>		<p>To seek answers and construct informed responses based on historical information.</p>
Year 5	<p>To learn about the Victorian period.</p> <p>To know the story of Queen Victoria and where the reign lies within the succession of monarchs.</p> <p>To compare and contrast Victorian homes with modern buildings.</p> <p>To compare aspects of Victorian life with modern life (eg: the lives of children, buildings, punishments etc.)</p>	<p>To place events learned so far onto a timeline.</p> <p>To know when the Greek civilization flourished and why.</p> <p>To know about the City states and various wars, comparing similarities and differences between some (eg, Sparta and Athens).</p> <p>To know about the culture, practices and historical and cultural impact on world philosophy, literature and maths.</p> <p>To learn about Greek Mythology and deities (links to English curriculum).</p> <p>To learn about the Space Race, focussing on firsts and link to science and geography.</p>	<p>To study the life and achievements of Neil Armstrong and Yuri Gagarin. Compare and contrast their lives, linking to PSHE and values (ambition, determination etc).</p> <p>Study the life of Queen Victoria.</p>	<p>To understand how our knowledge of the past is constructed from a range of sources.</p> <p>To study a range of sources, including objects, photographs, maps, websites, books etc and considering bias and reliability.</p>
Year 6	<p>To learn about Norfolk's part in WW2: Evacuees</p>	<p>To place events learned so far onto a timeline</p>	<p>To study the life of Ann Frank using her diaries and historical sources.</p>	



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	<p>Airfields Factories</p> <p>To compare life in rural Norfolk during the war with a contrasting place, eg: London or Birmingham.</p>	<p>To understand the general narrative of WW2; its causes, course, and ending.</p> <p>To know about WW2's cultural, technological and political impact on the world.</p> <p>To learn about the Mayan culture, linking to geography.</p> <p>To compare the Ancient Mayans with other civilizations of the time.</p>	<p>To link Ann Frank's story to our school values, British values and discuss her story in terms of human rights and fascism. (PSHE</p>	
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