

# History at Meadows First School (Vision and Ethos)

The 5 principles of our curriculum are: *Unique Child, Positive Relationships, Key Knowledge & Skills, Love of Learning, Global Citizens* We embed these 5 principles within our History Curriculum as follows:

We equip children with the historical **skills, knowledge and vocabulary** necessary for the next stage of their learning journey. Knowledge and skills are sequential and built upon to develop progress in History across the school. Vocabulary development plays a vital role in this. We want children to have a wide vocabulary of everyday historical terms and to use this language skilfully. For example, children can confidently use common words and phrases relating to the passing of time. They talk about people and events and devise historically valid questions about change, cause, similarity, difference and significance. They enjoy asking and answering questions and will use relevant historical information to give an informed response.

Our **theme- based, literature rich** curriculum embeds deep learning, ignites curiosity and broadens our children's awareness of cultural capital in History. Our children are introduced to significant historical events, people and places from around the world as well as in their own locality. For example, Year 2 enjoy a visit to Warwick Castle as part of their Castles Topic. We want children to develop a thirst for learning by using memorable and purposeful learning experiences. We want the children to be immersed in their history topic and trips or visitors are therefore planned to enhance the children's experiences. For example, Year 4 have a Saxon Day, where the children have a full day of experiences and workshops linked to Saxon life.

We want our children to use the vibrancy of our great country, to learn from other cultures, respect diversity, and appreciate what they have. We achieve this by providing a strong SMSC curriculum, with British Values and our core values placed at the heart of everything we do. This feeds into the History curriculum- through the teaching of history, children discover how to be active citizens in a democratic society by learning how laws are made and changed, and they learn how to recognise and challenge stereotypes. They learn how society is made up of people from different cultures and start to develop tolerance and respect for others. We want children to feel empowered to make a difference and affect changes as **global citizens** to their community and the world in which they live.

The History curriculum at Meadows supports the development of positive, respectful relationships. We encourage children to work together in History, supporting and encouraging each other, as well as engaging in constructive debates about historical events. We enable parents to support their children by involving them in their education and inviting them into school where possible. For example, Year 1 host a Toy Museum for their parents during their Memory Box topic – where the children have compared old and new toys and have done observational drawings and labels of toys old and new to display in their class museum. Life in 21<sup>st</sup> Century Britain can be busy and stressful and by allowing children time to be immersed in history and explore the richness of the world around them can aid wellbeing and reduce stress. We know how to keep ourselves safe in History, using equipment and artefacts carefully and safely.

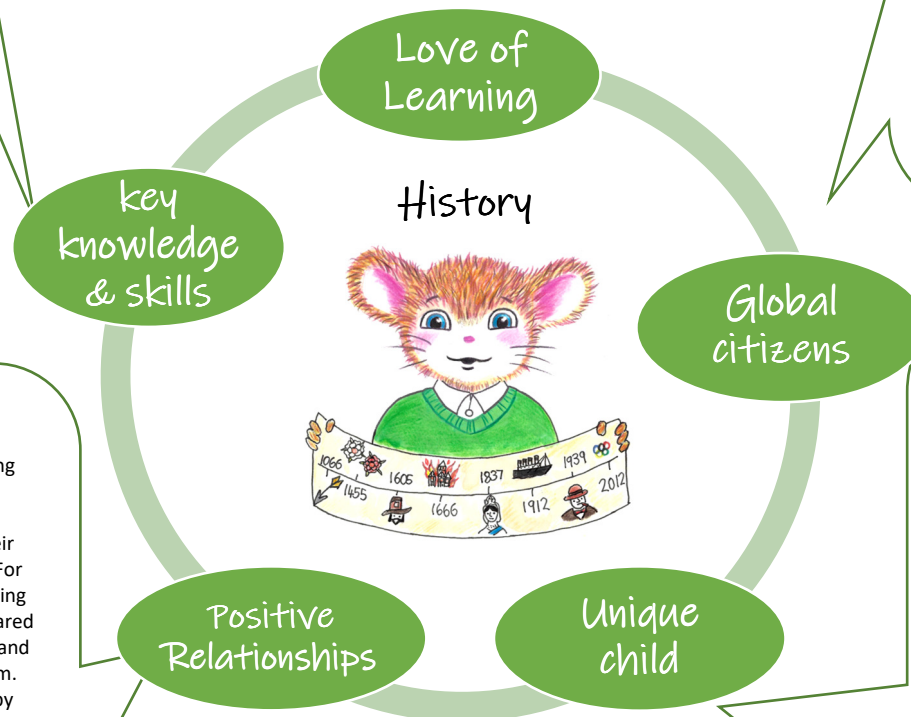
At Meadows First School we can all become historians! We develop the holistic child, acknowledging their unique needs and ensuring all children are able to access the History curriculum. All of our children will have their history work proudly displayed in their classroom and around the school. Children use Meadows Mouse to develop lifelong learning habits to be;

**Enthusiastic:** We promote the children's historical curiosity and encourage them to ask questions, talking enthusiastically about what they want to discover.

**Determined:** We encourage a growth mindset, with high expectations, so children are confident to share and talk about their ideas. We want the children to be proud to share their opinions about historical findings and confidently answer questions.

**Focused:** We want them to have no ceiling to their achievements and to grow up wanting to be historians, archaeologists or researchers!

**Organised:** We aim for our children to be independent and confident to use equipment and artefacts safely as well as selecting the right equipment for historical enquiry. We are proud of what we can achieve!






Y N	Marvellous Me	Celebrations	Machines!	Wonderful World -Nature	wonderful World -people	Fantasy Fun
	Chronology Begin to make sense of their own life-story - Then & Now					
Y R	Marvellous Me	Superheroes	Around the world & beyond		All Creatures Great and Small	Once upon a tale
	Chronology  Timeline of themselves	Change & Continuity / Similarities & Difference Remembrance Day	Historical Enquiry  Similarities & differences of items - then & now		Significant people places Characters from the past.	Significant people places  Characters from the past. King & family
Y 1	Autumn 2 Toys		Spring 1 Homes		Sum 2 Intrepid Explorers	
	Chronology Toys - 1950s to 1990s. Sort/categories/use timelines to organise toys.		Chronology of houses Homes through the ages.		Significance (people, places)- chronology of when they lived Compare Christopher Columbus and Neil Armstrong - their lives/ achievements.	
	Change and continuity Identify old and new toys		Similarities & Difference Different types of houses. Identify features of modern homes.		Similarities & Difference Similarities and differences between Columbus & Armstrong and ways of life.	
	Similarities & Difference Similarities and differences of toys/changes in technology					
	Evidence and Interpretation Know ways in which we can find out what toys used to be like. Identify old/new toys and give reasons.		Evidence and Interpretation Identify differences/similarities - Victorian homes/modern homes. Common objects found in Victorian homes.		Cause & Consequence Challenges of voyage of 1492/ exploration of the world changed after Columbus.	
Y 2	Autumn 2 Queens		Spring 2 Castles		Summer 2 Great Fire of London	
	Significance (people) compare similarities/differences.  Queen Elizabeth I /Queen Victoria / Queen Elizabeth II		Significance (places in their own locality) Warwick castle		Significance Why is the Great Fire of London historically significant? Samuel Pepys diary	
					Similarities & Difference Events of the Great Fire of London/ how London was different to London today.	
	Similarities & Difference Difference between Tudor period/Victorian period/life today.		Similarities & Difference Compare and contrast castles		Cause and consequence What caused the fire? Understand changes to fire safety.	
	Chronology- queens Timeline of Queens studied.		Change and continuity Tower of London use change over time		Evidence and Interpretation -Sources of evidence looking at how London was different in 1666	
Chronology Changing castles.			Chronology (of events) Place the events of the fire on a timeline.			
Y 3	Autumn 1 Stone Age to Iron Age		Spring 1 Ancient Egyptians		Sum 1 Romans	
	Chronology - Stone Age, Bronze Age and Iron Age on a timeline.		Chronology- Place Ancient Egypt on a timeline		Chronology -Place the Romans on a timeline.	
	Significance (places and events) Stonehenge		Significance (people) - Tutankhamun		Significance (people) – Boudica, Julius Caesar	
	Evidence and Interpretation Use a variety of sources to find and infer facts		Evidence and Interpretation Sources of evidence		Evidence and interpretation  Know that history is represented in different ways by different people.	
	Cause & Consequence Stone Age tech - how people and technology developed		Cause & Consequence River Nile		Cause and Consequence  Democracy and Roman Empire/ legacy	
Similarities & Difference Connections & trends over time from Stone age to Iron age		Similarities & Difference Celts/ Romans				


Y 4	Autumn 1 – Anglo-Saxons	Spring 2 -Tudors	Sum 1 – Crime & Punishment
	<b>Significance (Places People)</b> Sutton Hoo	<b>Significance -Local history</b> Visit to Harvington Hall/ Shakespeare/ Worcester	<b>Significance</b> Roman justice system
	<b>Chronology-</b> When the Saxon period fits within a timeline	<b>Chronology-</b> when the Tudor period fits within a timeline.	<b>Chronology</b> Crime and punishment timeline – Tudors to Victorians
	<b>Evidence and Interpretation</b> sources of information to find answers and construct informed responses.	<b>Evidence and Interpretation</b> sources of information	<b>Evidence and Interpretation</b> Understand how our knowledge of the past is constructed from a range of sources.
	<b>Cause and Consequence</b> Generate questions regarding everyday life in Anglo-Saxon Britain.	<b>Similarities &amp; Difference</b> Tudor clothing – comparing rich and poor	<b>Cause and Consequence</b> How crime and punishment has changed since Roman times and why.

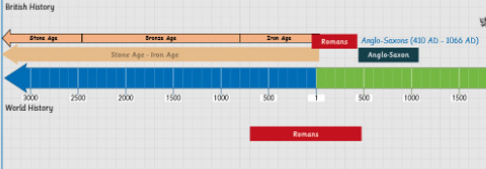

Our knowledge organisers show the key knowledge and prior learning for each unit. They have been carefully matched to our sequences of learning for each term.

Here are some examples of our KNOWLEDGE ORGANISERS in HISTORY: (see also class pages on the website for each term's overview)

Meadows First School Knowledge Organiser History	Year 1 Spring 1 Topic: Our Town Bromsgrove												
<b>Key skills:</b> <ul style="list-style-type: none"> <li>To develop an awareness of the past, using common words and phrases relating to the passing of time.</li> <li>Pupils should identify similarities and differences between ways of life in different periods.</li> <li>Pupils should identify similarities and differences between buildings in different periods.</li> </ul>	<b>Key Vocabulary</b> <table border="1"> <thead> <tr> <th>Word/ term</th><th>definition</th></tr> </thead> <tbody> <tr> <td><b>Modern</b></td><td>Relating to the present or recent times.</td></tr> <tr> <td><b>Old</b></td><td>Having existed for many years; not new.</td></tr> <tr> <td><b>Now</b></td><td>At this time or in these times.</td></tr> <tr> <td><b>Past</b></td><td>Having happened or gone by at an earlier time.</td></tr> <tr> <td><b>Victorian</b></td><td>Relating to things when Queen Victoria was Queen</td></tr> </tbody> </table>	Word/ term	definition	<b>Modern</b>	Relating to the present or recent times.	<b>Old</b>	Having existed for many years; not new.	<b>Now</b>	At this time or in these times.	<b>Past</b>	Having happened or gone by at an earlier time.	<b>Victorian</b>	Relating to things when Queen Victoria was Queen
Word/ term	definition												
<b>Modern</b>	Relating to the present or recent times.												
<b>Old</b>	Having existed for many years; not new.												
<b>Now</b>	At this time or in these times.												
<b>Past</b>	Having happened or gone by at an earlier time.												
<b>Victorian</b>	Relating to things when Queen Victoria was Queen												
<b>Key knowledge &amp; Key questions</b>  <p><b>Key questions:</b> 1. What are some similarities and differences between modern houses/buildings and those built a long time ago? 2. Can you name an object that we use today that would have been in a building built a long time ago? 3. Can you name 2 differences and 2 similarities between a Victorian house and a modern house?</p>	<b>Prior knowledge</b> Connected learning: In Nursery & Reception: Children will understand the vocabulary of old, new, past and now. They will have talked about where they live and the house they live in. In year 2: Castles topic links to looking at a castle as a community and a home. During the Great Fire of London topic children will explore materials that houses were made from.												

Meadows First School Knowledge Organiser History	Year 3 Summer 1 Theme: Romans																
<b>Key skills &amp; knowledge</b> <ul style="list-style-type: none"> <li>Select and record information relevant to the study.</li> <li>Identify reasons for and results of people's actions.</li> <li>Understand why people may have had to do something.</li> <li>Explore the idea that there are different accounts of history.</li> <li>To identify how the Romans changed Britain</li> </ul> 	<b>Key Vocabulary</b> <table border="1"> <thead> <tr> <th>Word/ term</th><th>Definition</th></tr> </thead> <tbody> <tr> <td><b>Emperor</b></td><td>Somebody who rules an empire or is the head of state in an empire.</td></tr> <tr> <td><b>Empire</b></td><td>A number of individual nations that are all controlled by the government or ruler of one particular country.</td></tr> <tr> <td><b>Nation</b></td><td>All the people who live in a particular country.</td></tr> <tr> <td><b>Invasion</b></td><td>To try and take over a place by force.</td></tr> <tr> <td><b>Rebellion</b></td><td>Fighting back and opposing the people who have attacked you.</td></tr> <tr> <td><b>Legacy</b></td><td>A direct result of something in history and which continues to exist after it is over.</td></tr> <tr> <td><b>Influence</b></td><td>To have an effect on.</td></tr> </tbody> </table>	Word/ term	Definition	<b>Emperor</b>	Somebody who rules an empire or is the head of state in an empire.	<b>Empire</b>	A number of individual nations that are all controlled by the government or ruler of one particular country.	<b>Nation</b>	All the people who live in a particular country.	<b>Invasion</b>	To try and take over a place by force.	<b>Rebellion</b>	Fighting back and opposing the people who have attacked you.	<b>Legacy</b>	A direct result of something in history and which continues to exist after it is over.	<b>Influence</b>	To have an effect on.
Word/ term	Definition																
<b>Emperor</b>	Somebody who rules an empire or is the head of state in an empire.																
<b>Empire</b>	A number of individual nations that are all controlled by the government or ruler of one particular country.																
<b>Nation</b>	All the people who live in a particular country.																
<b>Invasion</b>	To try and take over a place by force.																
<b>Rebellion</b>	Fighting back and opposing the people who have attacked you.																
<b>Legacy</b>	A direct result of something in history and which continues to exist after it is over.																
<b>Influence</b>	To have an effect on.																
<b>Key knowledge &amp; Key questions</b>  <p><b>Julius Caesar</b> – Rome's most powerful general. He led the Roman invasion of Britain in 55BC.</p> <p><b>Claudius</b> – First Roman Emperor to successfully invade Britain in 43AD.</p> <p><b>Boudicca</b> – Queen of the Iceni Tribe who led a rebellion against the Roman army in 60AD.</p> <p><b>Key questions:</b> 1. Can you tell me why the Romans invaded Britain? 2. Who was Boudicca and what did she do? 3. Can you explain some of the things Romans invented or introduced to Britain?</p>	<b>Prior knowledge</b> Connected learning: In the Year 3 Stone age to Iron age topic children will have learnt about Britain's earliest settlements and communities. This Romans topic is taught after the Stone age topic so children are chronologically aware of these periods of history.																

Meadows First School Knowledge Organiser History	Year 2 Spring 1 Theme: Queens																
<b>Key skills:</b> <ul style="list-style-type: none"> <li>To develop an awareness of the lives of significant individuals in the past who have contributed to national &amp; international achievements.</li> <li>To compare aspects of life in different periods – Tudor, Victorian and modern era.</li> <li>To use a timeline to place queens in chronological order.</li> <li>To ask and answer questions, choosing and using parts of stories and other sources to show that they understand key knowledge of the queens studied.</li> </ul>	<b>Key Vocabulary</b> <table border="1"> <thead> <tr> <th>Word/ term</th><th>definition</th></tr> </thead> <tbody> <tr> <td><b>Monarch</b></td><td>A king or queen.</td></tr> <tr> <td><b>Coronation</b></td><td>The ceremony of crowning a monarch.</td></tr> <tr> <td><b>Succession</b></td><td>This is the order in which a monarch's family will take over the throne.</td></tr> <tr> <td><b>Reign</b></td><td>How long someone is king or queen.</td></tr> <tr> <td><b>Jubilee</b></td><td>The celebration of an anniversary (the date of a special event).</td></tr> <tr> <td><b>Tudor period</b></td><td>The Tudor period occurred between 1485 and 1603.</td></tr> <tr> <td><b>Victorian period</b></td><td>The Victorian period was all of Queen Victoria's reign, from 1837 until 1901.</td></tr> </tbody> </table>	Word/ term	definition	<b>Monarch</b>	A king or queen.	<b>Coronation</b>	The ceremony of crowning a monarch.	<b>Succession</b>	This is the order in which a monarch's family will take over the throne.	<b>Reign</b>	How long someone is king or queen.	<b>Jubilee</b>	The celebration of an anniversary (the date of a special event).	<b>Tudor period</b>	The Tudor period occurred between 1485 and 1603.	<b>Victorian period</b>	The Victorian period was all of Queen Victoria's reign, from 1837 until 1901.
Word/ term	definition																
<b>Monarch</b>	A king or queen.																
<b>Coronation</b>	The ceremony of crowning a monarch.																
<b>Succession</b>	This is the order in which a monarch's family will take over the throne.																
<b>Reign</b>	How long someone is king or queen.																
<b>Jubilee</b>	The celebration of an anniversary (the date of a special event).																
<b>Tudor period</b>	The Tudor period occurred between 1485 and 1603.																
<b>Victorian period</b>	The Victorian period was all of Queen Victoria's reign, from 1837 until 1901.																
<b>Prior knowledge</b> Connected learning <b>In reception:</b> Children will have looked at the current royal family and will have spoken about Queen Elizabeth II as a significant person from the past. <b>In Year 1:</b> Children will have been introduced to Queen Victoria and the Victorian era during their Homes in the Past topic. They will have looked at Victorian homes, identifying key features and objects.	<b>Key knowledge &amp; Key questions</b>  <p><b>Queen Elizabeth I</b> (7th September 1533 – 24th March 1603)</p> <p><b>Queen Victoria</b> (24th May 1819 – 22nd January 1901)</p> <p><b>Queen Elizabeth II</b> (21st April 1926 – 8th September 2022)</p> <p><b>Key questions:</b> 1. What is a monarch? 2. Can you name three famous Queens of England in chronological order? 3. Name 2 things that were similar and 2 things that were different</p>																

Meadows First School Knowledge Organiser History	Year 4 Autumn 1 Theme: Anglo Saxons																				
<b>Key skills</b> <ul style="list-style-type: none"> <li>Place events from period studied on a time line.</li> <li>Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini).</li> <li>Describe how some of the things I have studied from the past affect and influence life today.</li> <li>Use different sources to find out about everyday lives of people in time studied.</li> </ul> 	<b>Key Vocabulary</b> <table border="1"> <thead> <tr> <th>Word/ term</th><th>definition</th></tr> </thead> <tbody> <tr> <td><b>Archaeologist</b></td><td>People who dig up and study things from the past like bones, pottery and buildings.</td></tr> <tr> <td><b>Settler/ Settlement</b></td><td>People who migrate to a new place. When people start a community, this is a settlement.</td></tr> <tr> <td><b>Invasion</b></td><td>To try and take over a place by force.</td></tr> <tr> <td><b>Migration</b></td><td>Movement from one place to another in order to settle there.</td></tr> <tr> <td><b>Anglo Saxon</b></td><td>The name given to the people who travelled from Germany and South Denmark and settled in Britain around 410 AD.</td></tr> <tr> <td><b>Pagan</b></td><td>A person holding religious beliefs other than those of the main world religions. Someone who believes in many Gods.</td></tr> <tr> <td><b>Artefact</b></td><td>An object from the past that shows evidence of what life was like.</td></tr> <tr> <td><b>Source</b></td><td>Where something comes from.</td></tr> <tr> <td><b>Century</b></td><td>A century is a period of 100 years.</td></tr> </tbody> </table>	Word/ term	definition	<b>Archaeologist</b>	People who dig up and study things from the past like bones, pottery and buildings.	<b>Settler/ Settlement</b>	People who migrate to a new place. When people start a community, this is a settlement.	<b>Invasion</b>	To try and take over a place by force.	<b>Migration</b>	Movement from one place to another in order to settle there.	<b>Anglo Saxon</b>	The name given to the people who travelled from Germany and South Denmark and settled in Britain around 410 AD.	<b>Pagan</b>	A person holding religious beliefs other than those of the main world religions. Someone who believes in many Gods.	<b>Artefact</b>	An object from the past that shows evidence of what life was like.	<b>Source</b>	Where something comes from.	<b>Century</b>	A century is a period of 100 years.
Word/ term	definition																				
<b>Archaeologist</b>	People who dig up and study things from the past like bones, pottery and buildings.																				
<b>Settler/ Settlement</b>	People who migrate to a new place. When people start a community, this is a settlement.																				
<b>Invasion</b>	To try and take over a place by force.																				
<b>Migration</b>	Movement from one place to another in order to settle there.																				
<b>Anglo Saxon</b>	The name given to the people who travelled from Germany and South Denmark and settled in Britain around 410 AD.																				
<b>Pagan</b>	A person holding religious beliefs other than those of the main world religions. Someone who believes in many Gods.																				
<b>Artefact</b>	An object from the past that shows evidence of what life was like.																				
<b>Source</b>	Where something comes from.																				
<b>Century</b>	A century is a period of 100 years.																				
<b>Key knowledge and key questions</b>  <p>Sutton Hoo is one of Britain's most important archaeological sites. It is a collection of mounds outside Ipswich in Suffolk, not far from the sea. It is the site of two Anglo-Saxon cemeteries dating to the 6th and early 7th centuries. One contained an undisturbed ship burial including a wealth of Anglo-Saxon artefacts.</p> <p><b>Key questions:</b></p> <ol style="list-style-type: none"> <li>How many Anglo Saxon kingdoms were there? Can you name at least 4.</li> <li>What religion did the Anglo Saxons believe in before Christianity?</li> <li>What type of houses did Anglo Saxons live in?</li> <li>Name one of the Anglo Saxon kings and say what he did for Britain.</li> <li>What did archaeologists discover from Sutton Hoo about Anglo Saxons?</li> </ol>	<b>Prior knowledge</b> <b>In Year 3:</b> Children will have discovered what an archaeologist does and defined the terms invade and settle. They will have created timelines for both periods studied, beginning to understand that a timeline can be divided into BC and AD. They will have used different historical sources and evidence to learn about their history topics and will understand how our knowledge of the past is constructed. The children will know that the Romans lived in Britain before the Anglo Saxons and will already know about the fall of the Roman Empire. <b>In year 2:</b> Children will have studied the famous monarchs Queen Elizabeth I, Queen Victoria & Queen Elizabeth II, and talked about their legacy.																				



# History at Meadows

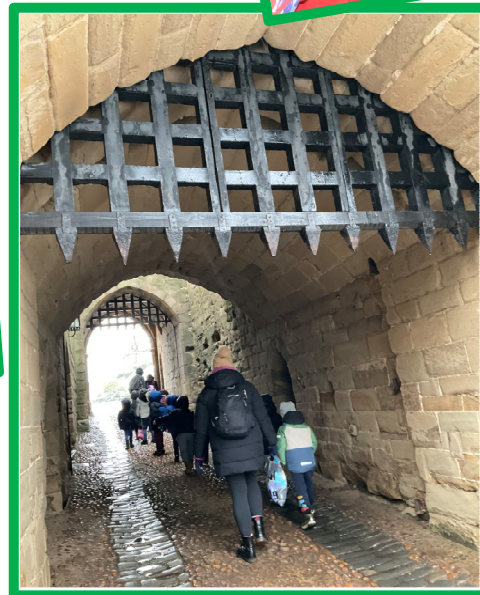
**At Meadows First School, History is taught through a topic based approach and is linked to many different areas of the curriculum.**



**Through the teaching of history, we aim to stimulate the children's curiosity about the past. We encourage and inspire the children to ask challenging questions and support them in finding rewarding answers from many different sources.**



**During their time at school the children develop an awareness of the past and are taught about local, British and world history. The children study key people and events and learn how they fit within a chronological framework. During lessons they are taught to use a wide vocabulary of historical terms and to understand historical concepts.**



**The children are given multiple opportunities to take part in visits or experience days to expand their learning even further. We also have special whole school history days to commemorate significant historical events.**