



# Our History Curriculum: Glastonbury Thorn School

The History curriculum at GTS is accessible to all and provides the children with endless possibilities and exciting ways to learn about the past and how things have changed. The children also learn about significant people and events in History and how these have changed the way we live. In line with our curriculum ethos, History is taught through the children's own experiences and learning possibilities within the community and beyond, ensuring that engagement and involvement is high. Our History provision is practical and visual, ensuring that learning opportunities are accessible to all types of learners. The children at GTS are given the opportunities to develop individual skills through the teaching of the National Curriculum objectives within the school's Long Term Plan and Curriculum Intent.

In EYFS, the children begin their journey as Happy Historians by focusing on themselves and their immediate family history. The children begin to gain a better understanding of how the past was different to how we live now. To aid this learning, the children gain knowledge of their own life story and family history, including a simple timeline of their life.

In KS1, teachers follow the National Curriculum objectives, which have been organised to increase children's understanding in the historical key areas of human changes, comparing old and new, significant people and events and the skill of researching. In Year 1, the children develop their understanding of changes within living memory, this includes places and objects such as toys. Through the topic of Going Places and Transport, the children also gain an understanding of the history of trains and the impact of this through links to our local area. In Year 2, the children develop their researching skills when studying the Great Fire of London. By learning about Florence Nightingale and Mary Seacole, the children understand that significant people in history have impacted on the way we live today. This understanding is developed further by gaining knowledge of explorers and linking this to the children's own lives as they move up to Key Stage 2 and begin their new adventures in learning.

Through the GTS focus 'The Earth Our Home,' the teaching of history focuses on changes over time, in particular how we live and how our towns/cities are designed as a result of significant people and events in history. Much of the teaching of history is through the GTS focus of 'The Revolutionary World.' Here, the children learn about how significant people and events have changed the world and then looking forward to the future, both in terms of themselves and also explorers and pioneers who have aspired to be something greater.

To assess the children's progress and understanding, teachers complete ongoing assessments which focus on the National Curriculum objectives and those children who are meeting the objectives or working above/below these objectives. This in turn informs weekly planning to ensure that the provision is adapted accordingly and all children are making expected or better progress. Where written work is appropriate, learning is captured in the children Learning Journey writing books. History Scrapbooks for each year group capture evidence of learning and to aid 'knowing more and remembering more.' These scrapbooks then travel with the children through their time at GTS.

Our Cultural Capital intent in History is through enrichment and building aspirations. (*see Cultural Capital Intent document for History*)

## Sticky Knowledge

### Human Changes

Through our 'Sticky Knowledge,' the children develop their understanding of human changes by knowing how their family home has changed over time, including family who live there. Knowledge in this area is developed further by identifying differences between a modern day and Victorian seaside town. We take the concept of changes over time and link this again to our own family community where the children gain a better understanding of changes in toys and then further afield by looking at changes in transport and advances in technology. Advances in technology brings together the understanding of changes over time and how things can develop/advance over time. This knowledge aids the children in understanding how and why firefighting equipment has advanced over time, from the time of the Great Fire of London to the modern day. In addition, the children develop their understanding of how history has enabled us to advance technology in order to help us. Learning about advances in hospitals and nursing is particularly relevant to the children as they themselves have experienced a pandemic! To end the focus of 'Human Changes,' the children identify advances in flight technology, building on their prior knowledge of transport. This gives the children an opportunity to understand more about pioneers and explorers, linking this knowledge to their current lives and moving on to Year 3!

### Significant Places and Events

To allow our children to gain an understanding of significant places, we begin this focus by learning about home. The children then improve their knowledge of London, our capital city, identifying historical London landmarks. Linking to transport, the children once again focus on their own locality and gain an understanding that Wolverton has historical significance as the country's first ever 'railway town.' This 'Sticky Knowledge' not only links closely to advances in transport and technology but also to Queen Victoria and Robert Stephenson as historical people. The focus of 'Significant Places and Events' concludes using

prior knowledge gained from identifying historical London Landmarks. The children recall key events of the Great Fire of London.

## **Significant People**

Our 'Sticky Knowledge' in this focus begins with the children learning about significant people that have already made a difference in their own lives, including family. The children begin to gain the knowledge that people can influence us and have both a positive and negative affect on us all. The children deepen their knowledge of significant people by understanding that we are ruled by a monarchy and significant people make important decisions, such as Queen Elizabeth II. The knowledge of monarchy aids learning further when identifying changes since Queen Victoria's reign. Within the Victorian period, the children gain an understanding of how trains have advanced including learning facts about Robert Stephenson and his invention 'The Rocket!' The learning shifts towards the end of the 'significant people' focus by understanding the roles of people who have helped us. The children show an understanding of the importance of Samuel Pepys's diary of the Great Fire of London and then return to the Victorian period to identify how Florence Nightingale and Mary Seacole inspired advances in hospitals and nursing. We end by understanding the significance of the life of Mae Jemison, the first African-American woman in space. A true inspiration for the children who themselves will set off on their own adventure at the end of Year 2!

Our aim in History is to continually develop our children's knowledge and understanding in order to not only become Happy Historians of the future, but to also to acknowledge how history has changed and influenced us in order to shape a better future for all.

