

Intent

At Patrington Church of England Primary Academy our curriculum is designed to: inspire enthusiasm for learning, build on achievement and support pupil well-being and happiness to allow our learners a safe environment within which to flourish.

We follow our Christian Values of Trust, Friendship and Perseverance to strive to ensure that: Everyone Belongs, Everyone Cares and Everyone Tries.

We recognise that we are educating children for an unrecognisable future and in order to be prepared for this we identified the following golden threads which are woven throughout our broad and balanced Curriculum:

Our Golden Threads through our curriculum

Foster curiosity.

Learn to disagree respectfully.

Be open to another way.

Find your wonderful - ambition and self worth

Within our inclusive environment our curriculum allows all children to ensure that Equity, Curiosity and Ambition are nurtured.

"And Jesus said to him, If you can? All things are possible to those who believe." Mark 9:23

We teach a curriculum which aims to ensure that all pupils can:

- Increase and develop their historical skills, concepts, knowledge and attitudes.
- Increase their understanding of the present in the context of the past.
- Develop and use their skills in enquiry, analysis, evaluation, and argument.
- Develop their interest in the past, arousing their curiosity and motivation to learn.
- Develop a sense of identity through learning about the past.

Substantive

As historians children will learn lessons from history to influence the decisions they make in their lives in the future .Our curriculum has been adapted so our children will learn about the history of the local areas as well UK and world history, so they have a sense of their heritage.

Disciplinary

We teach a historical curriculum which both supports and challenges the learning of all of our pupils by:

- Maintaining strong links to the National Curriculum guidelines to ensure all aspects, knowledge and skills of History are being taught across all year groups.
- All staff will use assessment for learning to ensure all lessons are relevant and will help to plan for next steps.
- Through our teaching, historical artefacts and visits, we will attempt to excite and intrigue our children to find out more about events and people from the past.
- We will develop deep subject knowledge and key skills while differentiating work for all abilities.
- Where possible we use artefacts for children to explore and investigate. We believe that handling real objects enhanced the children's historical knowledge, understanding and skills.
- Children will have constant access to a wide variety of subject specific fiction and non-fiction books, available in history lessons, other lessons and in the class book area

EYFS



Nursery

<p>Substantive: Substantive knowledge in History is the specific and factual content of Understanding the World and the children forming a chronological understanding</p>	<p>Disciplinary : Disciplinary knowledge in History is applying this knowledge by using specific year group skills. Through applying their knowledge and exercising enquiry skills, the children will make comparisons, make informed responses and question sources</p>			<p>Local Link</p>	<p>Golden Thread</p>
<p>EYFS Historical Topics: Life stories so far/comparing baby photos and now, My home and what it looks like, Dinosaurs</p>					
<p>Past and Present:</p> <ul style="list-style-type: none"> • Talk about what I have done with my family at home • Talk about how I celebrate my birthday • Talk about how I celebrate special events at home and at school <p>- Show an interest in different occupations</p>	<p>Talk about events in my life and compare this to the traditional tales</p>	<p>Talk about events in the lives of people I know (friends and family)</p> <ul style="list-style-type: none"> • Begin to make sense of my own life-story and my family's history using simple words to describe the past 	<p><i>Pupils should be taught to:</i></p> <p><u>Chronological Understanding</u> Has a recollection of events that have happened on previous occasions.</p> <p><u>Knowledge and Interpretation</u> Knows some things that have happened in their family that are special to them or have particular meaning to them.</p> <p><u>Historical Enquiry</u> Talks about events that have meaning to themselves and their family that have happened in the past.</p>	<p>School family</p>	<p>Foster curiosity.</p> <p>Learn to disagree respectfully.</p> <p>Be open to another way.</p>

EYFS	Vocabulary	Local link	Golden thread
FS1	<p>Past, present, Diwali, Christmas, Chinese New Year, Celebration,, dinosaur, today, tomorrow, yesterday, birthday, wedding</p>	school	<p>Foster curiosity.</p> <p>Learn to disagree respectfully.</p> <p>Be open to another way.</p>

Reception

Substantive	Disciplinary	Local Link	Golden Thread		
Reception Historical Topics: Life stories so far/comparing baby photos and now, Houses past and present, school story so far, Dinosaurs, Celebrations					
<p>Past and Present:</p> <ul style="list-style-type: none"> • Talk about past and present events in my own life and my family • Talk about how I celebrate my birthday / special events at home and at school using everyday language related to time • Comment on images of familiar situations in the past 	<ul style="list-style-type: none"> • Order and sequence events <p>visual timetable, retell familiar stories</p> <ul style="list-style-type: none"> • Comment on differences and similarities in events from my life and the lives of my friends • Compare and contrast characters from stories, including figures from the past • Talk about and describe artefacts from the past and present 	<p>Talk about and describe the differences between my life now and my family's in the past</p> <ul style="list-style-type: none"> • Understand people use stories / books to remember what has happened in the past • Begin to demonstrate a simple understanding of chronology • Understand the past through books and events 	<p><u>Chronological Understanding</u> Use some historical vocabulary related to the past including: the past and now, today and yesterday. Begin to make sense of their own life story.</p> <p><u>Knowledge and Interpretation</u> Knows about some things from the past through settings, characters and events encountered in books read in class, storytelling, trips and visits.</p> <p><u>Historical Enquiry</u> Talk about the lives of people around them and their roles in society. Compare and contrast characters from stories, drawing on their experiences and what has been read in class. Can comment on images of familiar situations in the past including looking at photographs of the local areas in the past such as the main street in Patrington.</p>	<p>School Patrington.</p>	<p>Foster curiosity.</p> <p>Learn to disagree respectfully.</p> <p>Be open to another way.</p>

EYFS	Vocabulary	Local link	Golden thread
FS2	<p>Past, present, Guy Fawkes, Diwali, Christmas, Advent, Chinese New Year, Celebration, event, :palaeontologist, fossil, dinosaur, extinct, today, tomorrow, yesterday, birthday, wedding, prehistoric.</p>	school	<p>Foster curiosity.</p> <p>Learn to disagree respectfully.</p> <p>Be open to another way.</p>

Year One



YR1	Substantive		Disciplinary	Local link	Golden thread	
	<p><u>Patrington born and bred</u> <u>(Patrington then and now)</u></p> <p>Children will look at Local homes in Patrington and look at photographs of how things (houses and buildings) have changed over time.</p> <p>Children will look at where the school used to be and have local people talk about where the school used to be.</p>	<p><u>Up, up and away!</u></p> <p>Amy Johnson Children to look at how she was the first female to fly a plane, her journey and her links with Hull</p> <p>Children will look at how the Wright brothers explored the skies and how they changed flight. They will also look at how Amy Johnson changed things for flight and women.</p>	<p><u>I do like to be beside the sea..</u></p> <p>Children will look at key words linked with the seaside in the past (100-120 years ago) Looking at Withernsea beach and the lighthouse,</p> <p>Children will look at how leisure time at the beach has changed from the past to now.</p> <p>Children will look at how transport increased visitors to the beach.</p>	<p><i>Pupils should be taught to:</i> <u>Chronological understanding</u> Sequence 3 or 4 artefacts from distinctly different periods of time Match objects to people of different ages <u>Interpretations of history</u> Compare adults talking about the past - how reliable are their memories? <u>Range and depth of historical knowledge</u> Recognise the difference between past and present in their own and others' lives</p> <p><u>Historical enquiry</u> Find answers to simple questions about the past from sources of information e.g. artefacts, <u>Organisation and communication</u> Discussion.... Drawing pictures... Drama/role play.. Making models.....</p>	<p>Patrington Primary school</p> <p>Patrington village</p> <p>Withernsea.</p>	<p>Foster curiosity.</p> <p>Learn to disagree respectfully.</p> <p>Be open to another way.</p>

**Patrington born and bred
(Patrington then and
now)**

Near, far, house, school, street,
shop, Past, present, now, then,
today, tomorrow, yesterday, last
week, timeline, Victorian.

Up, up and away!

a long time ago, when I was
younger, years, old, new, time,
now, then. Calendar

**I do like to be beside
the sea..**

photographs, memories,
Punch and Judy show,
amusement arcade, steam
train, pier donkey rides,
sunbathing machines

Patrington
Primary
school

Patrington
village

withernsea.

Foster
curiosity.

Learn to
disagree
respectfully.

Be open to
another way.

Year Two



YR 2

Substantive

Disciplinary

Local link

Golden thread

Fire, fire

Children will look at how King Charles II helped during the fire and if he was a good leader or not.
Children will look at the various reasons why they fire might have spread.
Children will look at how the

Crazy castles.

Children will look at past kings and queens eg Henry VIII, Elizabeth I, Victoria and ELizabeth II and what made them strong leaders.
Children will look at the development of castles and how they were built to stop invasion.This changed when the Normans invaded.
Children will look at the Skipsea Castle as a significant Norman Castle, built in 1086.

Exciting explorers.

Children will look at how Armstrong explored the moon and space, also about his early career in flight. Children will be able to compare and contrast a modern day explorer to those of the past eg Scott and cook

Pupils should be taught to:

Chronological understanding

Sequence artefacts closer together in time - check with reference book
Describe memories of key events in lives of a significant.

Interpretations of history

Compare 2 versions of a past event
Compare pictures or photographs of people or events in the past
Discuss reliability of photos/ accounts/stories

Range and depth of historical knowledge

Recognise why people did things, why events happened and what happened as a result
Identify differences between ways of life at different times

Historical enquiry

Use a source - observe or handle sources to answer questions about the past on the basis of simple observations.

Organisation and communication

Discussion.... Disagree and agree.
Drawing pictures... adding labels
Drama/role play.. Use of topic language
Making models..... Give reasons for why and how the model as made.

Withernsea
Hull
Skipsea

Foster curiosity.
Learn to disagree respectfully.
Be open to another way.

Fire, fire

Samuel Pepys, Pudding Lane, architecture, crowding, events, achievements

Crazy castles.

Castle.,Attack,Defend
Fertile land,Moat
Drawbridge,Bailey
Arrow loops.
Battlements ,Barbican
Portcullis ,Tower/keep,
Mediaeval, King, Queen,
Lord, Lady, Taxes,
turrets

Exciting explorers.

famous. explorer.
voyage compass
merchant navigator

Withernsea
Hull
Skipsea

Foster curiosity.

Learn to disagree respectfully.

Be open to another way.

Year Three



Substantive		Disciplinary	Local link	Golden thread
<p style="text-align: center;"><u>Funky Pharaohs</u></p> <p>Children will look at how Ancient Egypt was very civilised for the time and how some of their practices are still used in modern day .Eg courts, doctors, air conditioning in the temples.</p>	<p style="text-align: center;"><u>Silly civilizations</u></p> <p>Children will look at how different tribes attacked and how hill forts were formed as an early sign of defence (leading on from knowledge of year 2 topic castles and how they have always been used in the UK.</p> <p>Children will look at Roos Carr Figures dating back to bronze/iron age showing that there was a settlement in area, Children will also look at the Iron Age boat in hull museum found in the humber estuary shown that settlements and boats were used in the area.</p> <p>Children will look at how tribes survived and how these settlements changed and evolved over time.</p>	<p><i>Pupils should be taught to:</i></p> <p><u>Chronological understanding</u> Sequence several events or artefacts. Place the time studied on a timeline Use dates and terms related to the study unit and passing of time</p> <p><u>Interpretations of history</u> Identify and give reasons for different ways in which the past is represented Distinguish between different sources – compare different versions of the same story</p> <p><u>Range and depth of historical knowledge</u> Identify reasons for and results of people's actions Understand why people may have wanted to do something</p> <p><u>Historical enquiry</u> Use a range of sources to find out about a period Observe small details – artefacts, pictures Select and record information relevant to the study</p> <p><u>Organisation and communication</u> Writing.. Using ICT...</p>	<p>Patrington</p> <p>Withernsea</p> <p>Roos</p>	<p>Foster curiosity.</p> <p>Learn to disagree respectfully.</p> <p>Be open to another way.</p>

Funky Pharaohs

Pharaoh, tomb, Howard Carter, pyramids, mummy, mummification, hieroglyphics, afterlife., ankh, canopic jar, embalming, Nile, papyrus. BC, AD, irrigation, cartouche, Gods, sphinx,

Silly civilizations

hunter gatherer, Palaeolithic, stone age, bronze age, Mesolithic, Neolithic, Skara brae, druids, iron age.

Patrington

Withernsea

Roos

Foster curiosity.

Learn to disagree respectfully.

Be open to another way.

Year Four



Substantive

Revolting Romans

Children will look at how Roman emperors governed Britain and how they helped with civilization. They will also look at the Romans' demise in Britain.

Children will look at impact of the Roman army and how this helped with the invasion of Britain. (but did not work with Scotland)

Children will look at Roman settlements and trading points found near Welwick and Skeffling Benedictine priory, York Archaeological trust.

Children will look at how the Romans explored Europe and came to Britain and how they tried to explore into Scotland.

children will look at the Roman Empire and how the Romans made Britain more civilised eg the building of roads, water systems, heating systems etc that they didn't have before they came. Using prior knowledge of Stone-irong ago tribes and anglo saxons.

Amazing Anglo saxons

Children will look at how the Anglo Saxons invaded and took control over Britain as there were no longer strong Roman Leaders.

Children will look at Local place names that have changed or that mean something therefore giving clues about their past.

Children will look at how the settlements and tribes have changed from those of stone age, Bronze and iron age settlements.

Disciplinary

Pupils should be taught to:

Chronological understanding

Place events from period studied on time ine
Use terms related to the period and begin to date events
Understand more complex terms eg BC/AD

Interpretations of history

Look at the evidence available.

Begin to evaluate the usefulness of different sources

Range and depth of historical knowledge

Identify key features and events of time studied

Look for links and effects in time studied

Offer a reasonable explanation for some events

Historical enquiry

Use evidence to build up a picture of a past event

Choose relevant material to present a picture of one aspect olife in time past

Ask a variety of questions

Organisation and communication

Recall, select and organise historical information

Local link

Hull
Local
place
names

Golden thread

Foster
curiosity.

Learn to
disagree
respectfull
y.

Be open to
another
way.

Revolting Romans

Caesar, centurion, empire, aqueduct, bath house, mosaic, legion, peninsula, Gods and Goddesses, Boudica, gladiator, amphitheatre, colosseum.

Amazing Anglo saxons

Sutton Hoo, runes, Mercia, East Anglia,, Bayeux Tapestry, Seven Kingdoms, peasantry

Hull

Local place names

Foster curiosity.

Learn to disagree respectfully.

Be open to another way.

Year Five



YR
5

Substantive

Vicious Vikings.

Children will look at how and why famous viking leaders invaded UK and they are portrayed. Children will look at why the vikings wanted to invade Britain and the impact this had on the ruling of Britain. Children will look at how the Humber Estuary was a major sailing route for the Viking invaders and traders, Area was part of danelaw. Place names in the area linked with Viking (use of anglo saxon prior learning) Children will look at how the Vikings, explored parts of Scandinavia then came to Britain in the search of better farm land. Also how they explored parts of the Mediterranean like the Romans previously. Children will look at how the Viking thrived in Scandinavia and how things changed in Britain when they came. How danelaw affected their civilisation In Britain and the end of their reign here

Patrington's past

Children will look at how Patrington has changed from the Victorian era onwards. Children will look at how the railway affected life in Patrington Children will look at the workhouse in Patrington and what life was like.

Magnificent Mayans.

Children will look at what the leaders did to make the Mayan civilization a success and why it declined. Children will look at how the Mayan civilisation ended due to the invasion of the Spanish with the introduction of guns and disease. Children will look at how the Mayans lived compare them to other ancient civilisations., They will also look at how the Spanish brought the end to their civilization by bringing guns, metal and disease Link t that their civilization is linked ti religion, spirits and beliefs.

Disciplinary

Pupils should be taught to:

Chronological understanding

Know and sequence key events of time studied

Use relevant terms and period labels

Make comparisons between different times in the past

Interpretations of history

Compare accounts of events from different sources – fact or fiction

Offer some reasons for different versions of events

Range and depth of historical knowledge

Study different aspects of different people - differences between men and women

Examine causes and results of great events and the impact on people

Compare life in early and late 'times' studied

Compare an aspect of life with the same aspect in another period

Historical enquiry

Begin to identify primary and secondary sources

Use relevant sources and explain reasons for this, what does this tell them about the time period.

Select relevant sections of information

Organisation and communication

Communicate their knowledge and understanding through a variety of methods.

Local link

Paatrington

Withern sea

Hull

Golden thread

Foster curiosity.

Learn to disagree respectfully.

Be open to another way.

Vicious Vikings.

Long ship, Danelaw, pagans, Danes, longhouse, longhorn, merchant, tribe, runes. Valhalla, Odin, Christians, Thor, Danegeld, Thatched, Scandinavia.

Patringtons past (

Workhouse, industry, invention, revolution, compulsory, crime, government laws.

Change over time, settlements.

Vocab from past history topics, settlements, rural, trading, decline

Magnificent Mayans.

Ancient Maya, Aztecs, Mayans, Spanish conquistadors, Mesoamerica, farm, King, Nobles, Priests, slaves, labourers, Gods, sacrifices

Patrington

Withernsea

Hull

Foster curiosity.

Learn to disagree respectfully.

Be open to another way.

Woeful War

Children will use prior knowledge about past leaders to compare and contrast them to modern day leaders such as Hitler, Churchill and Putin.

Children will look at the causes of WW1 and how it ended. They will look at the weapons used by both sides, they will look at the impact of the war on the British citizens and how the public had to volunteer to fight.

The children will then go on to look at the causes of WW2 how it started and ended. They will look at the Battle of Britain and its significance.

Groovy greeks

Children will look at how leaders of Ancient Greeks affected the way we live today.

Children will look at how the Greeks explored the Atlantic coast and Northern Africa for trade.

Linking with past learning from the Romans and Vikings. Children will look at how the Greeks lived and how some of the things have shaped modern ways of living eg courts and justice system.

Pupils should be taught to:

Chronological understanding

Sequence up to 10 events on a timeline

Place current study on timeline in relation to other studies

Use relevant dates and terms

Interpretations of history

Link sources and work out how conclusions were arrived at

Consider ways of checking the accuracy of interpretations – fact or fiction and opinion

Be aware that different evidence will lead to different conclusions

Range and depth of historical knowledge

Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings

Compare beliefs and behaviour with another time studied

Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation

Historical enquiry

Recognise primary and secondary sources

Use a range of sources to find out about an aspect of time past

Suggest omissions and the means of finding out

Bring knowledge gathered from several sources together in a fluent account

Organisation and communication

Select and organise information to produce structured work, making appropriate use of dates and terms.

Patrington village

RAF Patrington Haven

Hull

Foster curiosity.

Learn to disagree respectfully.

Be open to another way.

Woeful War

Blitz, evacuee, Holocaust, axis, Nazi, rationing, concentration camps, invasion, allies, kindertransport

Groovy greeks

Parthenon,
 mythological creatures,
 Ancient Civilisation
 City states, Empire,
 Legacies, Democracy,
 Governments, Law,
 Ruler
 Citizens, Gods and
 goddesses, Sacrifice
 Trojan war, Olympia
 Olympic games
 Chariot

Foster curiosity.

Learn to disagree respectfully.

Be open to another way.

Enhancement for History

<u>Year</u>	<u>Autumn</u>	<u>Spring</u>	<u>Summer.</u>
FS1		Dinostar	
FS2	Occupation visitors.		
1	Village walk around Patrington.	Sewerby hall trip (Amy johnson)	Visit from the coast guard
2		Castle and knights workshop	Ferens art gallery Egyptian trip (for prior learning for y3)
3	Egyptian workshop	Stone age workshop	Ferens art gallery Egyptian trip
4	Roman workshop.		
5		Village walk around Patrington	Jorvik centre Chocolate story Mayan experience
6	WWII workshop		