

# Springdale First School

## Historical Contextual Knowledge



*Imagine, Believe, Achieve*

### Historical Contextual Knowledge – Reception

	Here	Near	Far
Curriculum Objectives	<ul style="list-style-type: none"> <li>• Talk about the lives of people around them and their roles in society</li> <li>• Know some similarities and differences between things in the past and now, drawing upon their experiences and what has been read in class</li> <li>• Understand the past through settings, characters and events encountered in books read in class and storytelling</li> </ul>		
Vocabulary	today, yesterday, tomorrow, the present, the past, the future, day, week, month, long ago, old, new, recent, parent, grandparent, great grandparent, clue, memory, lifetime, calendar, Who, What, materials, Remember/ Remembrance bonfire, Guy Fawkes, King James	today, yesterday, tomorrow, the present, the past, the future, day, week, month, long ago, old, new, recent, parent, grandparent, great grandparent, clue, memory, lifetime, calendar, Who?, What? materials,	today, yesterday, tomorrow, the present, the past, the future, day, week, month, long ago, old, new, recent, parent, grandparent, great grandparent, clue, memory, lifetime, calendar, Who?, What? Materials Mesozoic, Mary Anning, paleontologist, dinosaur, fossil, Lyme Regis, Niel Armstrong, space, planet
Concepts			
Process Knowledge	<p><b>Chronology:</b>                      Sequence some events or 2 related objects in order.                      Use simple chronological words and phrases such as old, new, days, years, today, yesterday</p> <p><b>Interpreting Evidence:</b>                      Use sources of evidence to begin to identify and recount some details about their past.</p> <p>Use sources of evidence to identify similarities and differences between their own lives and events or people they know.</p> <p><b>Cause and Consequence</b>                      Recall why events happened in their life.</p> <p><b>Change and Continuity</b>                      Recall how myself and things in my life have changed over time.</p> <p><b>Similarities and Differences</b>                      Identify similarities and differences between their own lives and events or people they know</p>		



	<p><b>Significant People, Places, Events</b>                  Name a significant event to them in their past.                  Name a historically significant national event</p>
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### Historical Contextual Knowledge – Year 1

	The Stuarts Era	The Great Fire of London	Castles
Curriculum Objectives	<ul style="list-style-type: none"> <li>Events that are beyond living memory that are significant nationally or globally</li> <li>The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.</li> </ul>	<ul style="list-style-type: none"> <li>Events that are beyond living memory that are significant nationally or globally</li> <li>The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.</li> </ul>	<ul style="list-style-type: none"> <li>Events that are beyond living memory that are significant nationally or globally</li> <li>Significant historical events, people, and places in their own locality</li> </ul>
Vocabulary	Long time ago, next, before, King, Queen, ruler, The Stuarts, heir, Charles I, Charles II, Oliver Cromwell, Queen Anne, tyrant, Commonwealth, Monarchy, Magna Carter	fire, London, Thomas Farriner, bakery, Pudding Lane, King Charles II, wood, Samuel Pepys, Thomas Bloodsworth, narrow, drought, thatched, overcrowded, Sir Christopher Wren, fire break, gunpowder	Long time ago, next, before, King, Queen, hills, coasts, ports, dungeon, bailey, turret, portcullis, drawbridge, barbican, tower, arrow loops/ slit, ramparts, moat, battlements, keep, jester, market
Subject Knowledge	<ul style="list-style-type: none"> <li>I will know the Stuart Kings and Queens (Chronology)</li> <li>I will learn about King Charles I (Significance)</li> <li>I will learn about Oliver Cromwell (Significance, Cause and Effect, Continuity and Change)</li> </ul>	<ul style="list-style-type: none"> <li>I will know when the Great Fore of London was and who was king at the time (Chronology)</li> <li>I will know what London was like at the time I(Change and Continuity)</li> <li>I will be able to order the events of the Great Fire of London (Chronology)</li> </ul>	<ul style="list-style-type: none"> <li>I will know where castles were built and why (Questioning)</li> <li>I will learn what castles were built from and why (Cause and consequence, Similarity and difference)</li> <li>I will know the different parts of a castle and what they were used for (Interpreting evidence)</li> </ul>

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	<ul style="list-style-type: none"> <li>I will know what happened when Oliver Cromwell died (Cause and Effect, Continuity and Change)</li> <li>I will know why the Stuart reign ended. (Continuity and Change)</li> </ul>	<ul style="list-style-type: none"> <li>I will know the main people involved in the Great Fire of London and their role (Significance)</li> <li>I will know how we find information out about the Great Fire (Significance, Researching)</li> <li>I will be able to share my thoughts on who was at fault for the Great Fire and justify my thinking (Research and Present Findings)</li> <li>I will be able to say how London changed after the Great Fire (Cause and Consequence)</li> </ul>	<ul style="list-style-type: none"> <li>I will know that not all castles looked the same but had similar features (Similarity and differences)</li> <li>I will know who lived in a castle and who visited them and why (Interpreting evidence)</li> <li>I will know the history of Corfe Castle (Chronology, Significance)</li> <li>I will be able to explain about my own design of a castle (Similarity and difference)</li> </ul>
Concepts	Monarchy, Poverty and Wealth	Poverty and Wealth, Invention and Technology, Monarchy, Settlement	Invasion, Settlement, War and Conflict, Trade, Poverty and Wealth, Invention
Process Knowledge	<ul style="list-style-type: none"> <li>Finds answers to simple questions about the past from sources of information (eg. pictures, stories and artefacts)</li> <li>Recall why events happened.</li> <li>Recall why people did what they did.</li> <li>Sequence some events or 2 related objects.</li> <li>Use simple chronological words and phrases Recall parts of stories and memories about the past.</li> <li>Begin to use dates.</li> </ul>	<ul style="list-style-type: none"> <li>Find answers to simple questions</li> <li>Recall why events happened.</li> <li>Begin to identify and recount some details from the past</li> <li>Sequence some events or 2 related objects.</li> <li>Use simple chronological words and phrases</li> <li>Begin to use dates</li> <li>Communicate our understanding of the past in drawings, diagrams, sentences and orally</li> <li>Finds answers to simple questions about the past from sources of information (eg. pictures, stories and artefacts)</li> </ul>	<ul style="list-style-type: none"> <li>Begin to suggest where I could find information</li> <li>Find answers to simple questions</li> <li>Recall why events happened.</li> <li>Begin to identify and recount some details from the past</li> <li>Sequence some events or 2 related objects.</li> <li>Use simple chronological words and phrases</li> <li>Begin to use dates</li> <li>Communicate our understanding of the past in drawings, diagrams, sentences and orally</li> </ul>

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	Georgian Era	Pirates and Smugglers	Heroes
Curriculum Objectives	<ul style="list-style-type: none"> <li>Events that are beyond living memory that are significant nationally or globally</li> <li>The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.</li> </ul>	<ul style="list-style-type: none"> <li>Events that are beyond living memory that are significant nationally or globally</li> <li>The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.</li> <li>Significant historical events, people, and places in their own locality</li> </ul>	<ul style="list-style-type: none"> <li>Events that are beyond living memory that are significant nationally or globally</li> <li>Significant historical events, people, and places in their own locality</li> <li>The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.</li> </ul>
Vocabulary	Monarchy, Government, Empire, coronation, spectre, gown, crown, Prime Minister, King George I, II, III, IV, Robert Walpole	pirate, smuggler, privateer, Harry Paye, illegal, goods, wine, tobacco, Dorset, Spain, France, tax, King Henry IV	Mary Seacole, Florence Nightingale, nurse, Baden Powell, war, soldier, wealthy, Crimea, Jamaica
Subject Knowledge	<ul style="list-style-type: none"> <li>I will know how the Georgian Era started (Researching, Continuity and Change)</li> <li>I will be able to compare different Georges (Researching, Similarity and Difference)</li> <li>I will know why we have a Prime Minister (Researching, Cause and Effect, Government)</li> <li>I will know why the British Flag is like it is (Researching, Empire)</li> <li>I will know why other countries have the Union Jack on them (Researching, Empire)</li> <li>I will be able to communicate and present my ideas to the class (Present and Communicate)</li> </ul>	<ul style="list-style-type: none"> <li>I know what a smuggler is and why people smuggled. (Questioning, Researching, Cause and effect, chronology)</li> <li>I know who Isaac Gulliver is and why he is significant to Poole local area. (Researching, Questioning, Significance)</li> <li>I know the difference between a pirate and privateer and can name some famous ones. (Questioning, Researching, Chronology)</li> <li>I know who Harry Paye was and why he is important to the Poole local area. (Questioning, Researching, Significance)</li> <li>I can talk about Isaac G and Harry P and justify my answers with evidence. (Similarity and difference)</li> </ul>	<ul style="list-style-type: none"> <li>I will learn about Baden Powell and why he is significant to our local area (Chronology, Significance)</li> <li>I will learn about Florence Nightingale and her life (Significance, Chronology)</li> <li>I will learn about the impact of Florence Nightingale and her legacy (Change and continuity)</li> <li>I will learn about Mary Seacole and her life (Significance, Chronology)</li> <li>I will learn about what happened to Mary Seacole after the Crimea War (Change and continuity)</li> <li>I will be able to compare the lives of Florence Nightingale and Mary Seacole (Similarity and difference)</li> </ul>

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		<ul style="list-style-type: none"> <li>I can talk about how pirates and smugglers have changed over time and how it happens in modern times. (Change and continuity)</li> </ul>	
<b>Concepts</b>	<b>Technology and Invention, Trade, Empire, Exploration</b>	<b>Poverty and Wealth, Trade, Exploration</b>	<b>Empire, Invention and Technology, Poverty and Wealth, War and conflict</b>
<b>Process Knowledge</b>	<ul style="list-style-type: none"> <li>Puts 3 people, events or objects in order using a given scale.</li> <li>Know that a source is where they find the information from.</li> <li>Tell others about an event and use past and present tense appropriately.</li> <li>Refer to some key dates.</li> <li>Recognise what happened as a result of people's actions or events.</li> <li>Identify similarities and differences between ways of life in different periods, including their own lives</li> <li>Ask questions about significance.</li> </ul>	<ul style="list-style-type: none"> <li>Ask and begin to answer questions, considering chronology, cause and effect</li> <li>Prepare and short plan of where you might find information</li> <li>Look carefully at sources such as pictures, recounts, photos, artefacts etc.</li> <li>Identify the key features of events or characteristics of people</li> <li>Describe findings about what happened and why people did what they did</li> <li>Communicate their understanding of the past, in both sentences and orally</li> </ul>	<ul style="list-style-type: none"> <li>Ask and begin to answer questions, considering chronology, cause and effect</li> <li>Puts 3 people, events or objects in order using a given scale.</li> <li>Know that a source is where they find the information from.</li> <li>Look carefully at sources such as pictures, recounts, photos, artefacts etc.</li> <li>Identify the key features of events or characteristics of people</li> <li>Describe findings about what happened and why people did what they did</li> <li>Communicate their understanding of the past, in both sentences and orally</li> </ul>

### **Historical Contextual Knowledge – Year 3**

	<b>Stone Age to Iron Age</b>	<b>The Victorians</b>	<b>Seaside Holidays – Then and Now</b>
<b>Curriculum Objectives</b>	<ul style="list-style-type: none"> <li>Changes in Britain from the Stone Age to the Iron Age</li> <li>A local history study (Stonehenge and Bradbury Rings)</li> </ul>	<ul style="list-style-type: none"> <li>Continue to develop a chronologically secure knowledge and understanding of British history</li> <li>A study of an aspect or theme in British history that extends pupils chronological knowledge beyond 1066</li> </ul>	<ul style="list-style-type: none"> <li>A local history study</li> <li>Note connections, contrasts and trends over time and develop the appropriate use of historical terms</li> </ul>

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Vocabulary	Stone Age, Iron Age, Bronze Age, hillfort, cave painting, tools, trade, paleolithic, mesolithic, neolithic, hunter-gatherer, Stonehenge, settlements, artefacts, archeologists, , sickle, inventions	Mary Seacole, Florence Nightingale, Queen Victoria, Prince Albert, germs, medicine, factory, empire, traditions, rote learning, arithmetic, healthcare, discipline, industrial revolution,	donkey ride, trains, fish and chips, swim suits, Punch and Judy, bathing machine, pier, industrial revolution, promenade, segregation,
Subject Knowledge	<ul style="list-style-type: none"> <li>I will learn about the different periods within the Stone Age and which order they came (Chronology)</li> <li>I will learn about life in the Paleolithic period (Interpreting Evidence)</li> <li>I will learn about life in the Mesolithic period. (Change and Continuity, Similarities and Differences, Interpreting Evidence)</li> <li>I will learn about life in the Neolithic period. (Change and Continuity, Similarities and Differences, Interpreting Evidence)</li> <li>I will learn how the Stone Age came to end. (Change and Continuity, Similarities and Differences, Interpreting Evidence)</li> <li>I will learn about what makes Stone Henge so special (Significance)</li> </ul>	<ul style="list-style-type: none"> <li>I will learn who Queen Victoria was and the significant events in her life (Chronology)</li> <li>I will look at Queen Victoria's empire and compare it with the British Empire today (Change and continuity)</li> <li>I will look at how Britain's empire relied upon the trade of its colonies to become powerful.</li> <li>I will be able to talk life as a child miner and compare that with life in the stone age and present day.</li> <li>I will learn how the Victorians influenced Christmas with new traditions (Cause and consequence, similarity and differences)</li> <li>I will learn about how medicine changed and impacted on modern hospital work, especially through the life of Mary Seacole and Florence Nightingale (Cause and Consequence, Change and Continuity)</li> </ul>	<ul style="list-style-type: none"> <li>I will learn that we can find out about the past using different sources (Researching)</li> <li>I will begin to ask my own questions (Questioning)</li> <li>I will understand why people went to the seaside (Cause and effect)</li> <li>I will understand what people wore to the seaside and how this changed (chronology, similarity and difference)</li> <li>I will learn about the different activities at the seaside and compare these with present day (similarity and difference, Chronology)</li> </ul>
Concepts	Settlement, Invasion, Trade, Religion, War and Conflict	Monarchy, Invention and Technology, Poverty and Wealth, Empire, Trade	Invention and Technology, Poverty and Wealth,
Process Knowledge	<ul style="list-style-type: none"> <li>Use timelines to place events in order.</li> <li>Understand how timelines can be divided into BC and AD.</li> <li>Consider how people experienced, accepted, shaped or resisted change.</li> <li>Consider the speed/rate of change.</li> </ul>	<ul style="list-style-type: none"> <li>Use timelines to place events in order.</li> <li>Consider how people experienced, accepted, shaped or resisted change.</li> <li>Use printed sources such as the internet, printed material, pictures, , artefacts,</li> </ul>	<ul style="list-style-type: none"> <li>Use printed <b>sources</b> such as the internet, printed material, music, pictures, eye-witness accounts, photos, artefacts, historic buildings and visits to collect information about the past.</li> </ul>



	<ul style="list-style-type: none"> <li>• Develop a growing awareness of different historical sources of evidence.</li> <li>• Use printed sources such as the internet, printed material, pictures, , artefacts, historic buildings and visits, to collect information about the past.</li> <li>• Ask and answer questions about similarities/differences within periods studied.</li> </ul>	<p>historic buildings and visits, to collect information about the past.</p> <ul style="list-style-type: none"> <li>• Ask and answer questions about similarities/differences within periods studied.</li> </ul>	<ul style="list-style-type: none"> <li>• Prepare a short plan that outlines their <b>enquiry questions</b> and suggests the <b>sources</b> of evidence they plan to use to help answer questions.</li> <li>• Suggests <b>sources</b> of evidence from a selection provided to use to help answer questions.</li> <li>• Ask and answer questions about similarities/differences within periods studied.</li> </ul>
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### Historical Contextual Knowledge – Year 4

	The Romans – What did they do for Britain?	The Titanic	World War II – D-Day preparation
Curriculum Objectives	<ul style="list-style-type: none"> <li>• The Romans Empire and its impact on Britain</li> </ul>	<ul style="list-style-type: none"> <li>• A local history study</li> <li>• A study of an aspect or theme in British history that extends pupils chronological knowledge beyond 1066</li> </ul>	<ul style="list-style-type: none"> <li>• A local history study</li> <li>• A study of an aspect or theme in British history that extends pupils chronological knowledge beyond 1066</li> </ul>
Vocabulary	Romans, Emperor, Julius Cesar, Claudius, soldier, invade, trade, Boudicca, Celts/ Celtic, citizen, armour, tunic, scabbard,	Titanic, iceberg, first, second, third class, Belfast, safety, Antarctic, sink, discover, tonnes, compartments, unsinkable, opulent, luxurious,	war, Germany, Blitz, D Day, air raid, bomb, evacuee, Hitler, Studland, Dorset, Kindertransport
Subject Knowledge	<ul style="list-style-type: none"> <li>• I will learn when and why the Romans invaded Britain. (Chronology, Cause and Consequence)</li> <li>• I will learn who could join the Roman army (Significance)</li> <li>• I will learn about Boudicca and why we remember her (Significance, Cause and Consequence)</li> </ul>	<ul style="list-style-type: none"> <li>• I will learn what made the Titanic so special (Chronology, Continuity and Change)</li> <li>• I will learn what life was like on the Titanic for different classes (Researching, Similarity and differences)</li> <li>• I will learn why the Titanic sunk? (Cause and Consequence)</li> <li>• I will learn why we remember the Titanic (Significance)</li> </ul>	<ul style="list-style-type: none"> <li>• I will learn about when WWII happened and its cause (Chronology, Cause and consequence)</li> <li>• I will learn about who was involved in WWII and link this with an understanding of the empire (Cause and consequence)</li> <li>• I will learn how the war affected our local community (Cause and effect, similarity and differences)</li> </ul>

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	<ul style="list-style-type: none"> <li>I will learn what foods, customs, and ideas that the Romans brought with them (Change and Continuity)</li> </ul>	<ul style="list-style-type: none"> <li>I will learn how this disaster affected sea safety (Continuity and change, cause and effect)</li> </ul>	<ul style="list-style-type: none"> <li>I will know what the Blitz was and how it affected people (Cause and consequence, Similarity and difference)</li> <li>I will learn what life was like for a child evacuee (Similarity and difference)</li> <li>I will learn how the war affected women (Cause and consequence, similarity and difference)</li> <li>I will learn what D-Day was and he role Dorset played in this (Significance, Cause and consequence)</li> </ul>
Concepts	Concepts: Empire, Invasion, Invention, Trade, War and Conflict, Exploration	Poverty and Wealth, Invention and Technology	Concepts: Empire, War and conflict, Invasion
Process Knowledge	<ul style="list-style-type: none"> <li>Name and place dates of significant events from the past on a timeline</li> <li>Use correct terminology to describe events in the past.</li> <li>Develop increasingly secure chronological knowledge and understanding of, local, British and world history.</li> <li>Understand that knowledge about the past is constructed from a variety of sources.</li> <li>Ask and answer questions about cause.</li> <li>Evaluates the usefulness and accuracy of different sources of evidence. Be aware that different versions of the past may exist and begin to suggest reasons for this.</li> </ul>	<ul style="list-style-type: none"> <li>Ask and answer questions about the past, considering chronology, cause and effect, similarity and differences</li> <li>Understand the differences between primary and secondary resources</li> <li>Use documents, printed resources, internet, databases, pictures, photos, artefacts, recounts to collect information</li> <li>Identify and give reasons for historical events</li> <li>Identify historically significant events</li> <li>Use evidence to draw conclusions, explaining what they found out</li> </ul>	<ul style="list-style-type: none"> <li>Identify and describe historically significant</li> <li>People, events and situations and reasons why they are significant.</li> <li>Ask and answer questions about cause.</li> <li>Uses documents, printed <b>sources</b>, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past.</li> <li>Understand that knowledge about the past is constructed from a variety of <b>sources</b>.</li> </ul>