

# HISTORY AT ELEANOR PALMER



NURSERY



RECEPTION



## HISTORY TEACHING AND LEARNING AT ELEANOR PALMER

At Eleanor Palmer we have adopted a topic-based, subject-led approach to the curriculum, where learning is connected through a well-thought-out over-arching termly topic and mapped to The National Curriculum requirements.

Children at Eleanor Palmer study one history-focussed topic each year, chosen carefully to build on previous learning and consolidate key concepts year on year. In some years, historical teaching appears in more than one term where there is strong cross-curricular learning.

Knowledge and skills are central to our history curriculum design and we ensure children acquire key concepts to support and frame future learning. Each class is issued with a Knowledge Organiser of key facts, vocabulary and concepts that will be covered in each topic. Teachers use these in class and they are shared with parents and carers to support memorisation and discussion at home.

Alongside this clear substantive knowledge, lessons are framed around key disciplinary concepts:

Continuity and Change, Cause and Consequence, Similarity and Difference, Significance, Historical Interpretation

And the historical skills of:

Enquiry, Using evidence, Communicating about the past.

Our playground timeline is central to the teaching of chronology and is visited by each class before beginning a new history topic. We also strive to make learning vivid and real through a rich programme of trips and expert visitors. As a London-based school we take advantage of the many cultural and historical sites within easy distance. We have a policy of a minimum of 3 trips or visitors per class per term, we subscribe to the Islington Artefacts Loan Service and it is expected that artefacts that support history learning will be displayed and used by the children in class.

## TOPIC

All About Me

## NC CONTENT

- Begin to make sense of their own life-story and family's history.

## KEY LEARNING

- To understand and talk about events in their own lifetime.

## ENRICHMENT

- Home visits and talk with key adults.
- Celebrating birthdays and significant events in class.

- RAF Hendon.
- Natural History Museum.
- Seasonal walk.

- Comment on images of familiar situations in the past.
- Compare and contrast characters from stories, including figures from the past.
- Talk about the lives of people around them and their roles in society.

- To understand and talk about events in their own lifetime

- To observe and talk about change over time.



# HISTORY

## AT ELEANOR PALMER

### KEY STAGE 1



#### KEY STAGE 1 AIMS

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.



#### TOPIC

- Autumn  
- We Love London
- Spring  
- Changemakers Through Time

#### NC CONTENT

- Changes within living memory.
- Events beyond living memory that are significant nationally or globally.
- Significant historical events, people and places in their own locality.
- The lives of significant individuals in the past who have contributed to national and international achievements.

#### KEY LEARNING

- To develop a sense of chronology and the idea of living memory.
- To explore how cities can change over time.
- An understanding of what an artefact is.

#### ENRICHMENT

- Museum of London
- Transport Museum
- Postal Museum
- Seasonal Walk
- Dick Whittington's Statue
- St Paul's
- Visiting Storyteller

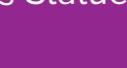
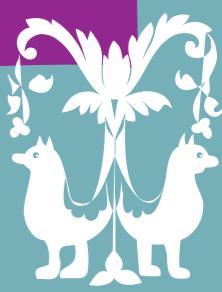
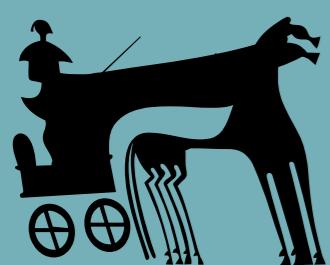
**YEAR 1**

- The Ancient Greeks  
(The Victorians from 2023)

- Ancient Greece – a study of Greek life and achievements and their influence on the western world.

- To draw similarities and differences between civilisations.
- To explore how artefacts and other sources can build a picture of life in the past.

- British Museum
- Rainbow Theatre
- Greek Workshop
- Visiting storyteller



# HISTORY AT ELEANOR PALMER

## KEY STAGE 2

### KEY STAGE 2 AIMS

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.



**YEAR 3**



### TOPIC

The Victorians  
(The Ancient Greeks from 2023)

### NC CONTENT

- An aspect of British history that extends beyond 1066 - Victorian Britain.
- A study of the impact of significant individuals, events and changes in work and transport on the lives of men, women and children from different sections of society
- A local history study.

### KEY LEARNING

- To understand monarchy, empire and legacy.
- To learn how life changed during the Victorian era.
- An understanding of the contrast between the lives of rich and poor.

### ENRICHMENT

Kensington Palace.  
The Ragged School.  
The Camden Archives.  
The Charles Dickens Museum.  
Tufnell Park Workhouse drama.



**YEAR 4**



The Romans

- The Roman Empire and its impact on Britain



- To deepen understanding of empire and the cause consequence of conquest.
- To understand democracy.
- To discuss the legacy left by the Romans in Britain.

Lullingstone Villa.  
Billingsgate Roman House.  
Museum of London.  
British Museum.  
Latin lessons.



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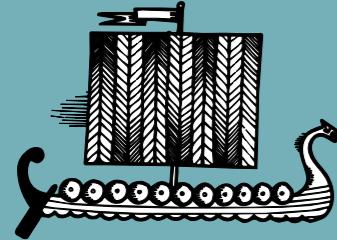
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YEAR 5



### TOPIC

Traders and Raiders



### NC CONTENT

- Britain's settlement by Anglo-Saxons.
- The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor



### KEY LEARNING

- To explore the changes in Britain following its invasion and settlement by Anglo-Saxons.
- To compare the similarities and differences between the Romans, Anglo-Saxons and Vikings' ways of life.
- To learn about the significance and impact of religious conversion.

### ENRICHMENT



- Museum of London
- RAF Hendon.
- The Cabinet War Rooms.
- The Imperial War Museum.
- Visiting speakers - local evacuee.
- The Jewish Museum

British history  
- World War One and World War Two



1066



### INTENDED OUTCOME BY THE END OF YEAR 6

We want children to know about the history of this country and the wider world and how events have influenced and still influence the world today. Children will be confident to talk about continuity, change, cause and consequence in history and apply this learning through posing questions, writing accurate accounts and narratives. Children will approach history, like all subjects, with a critical mind - to contrast and compare different accounts, identifying why there might be different interpretations of events. Above all, we want all children to be interested in investigating and interpreting the past; to be able to think about what we can learn from historical events and figures while constantly questioning to deepen their understanding and have the confidence to challenge and re-interpret historical events