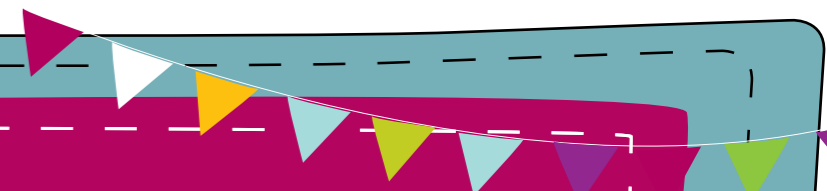
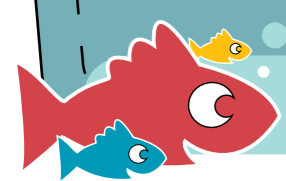
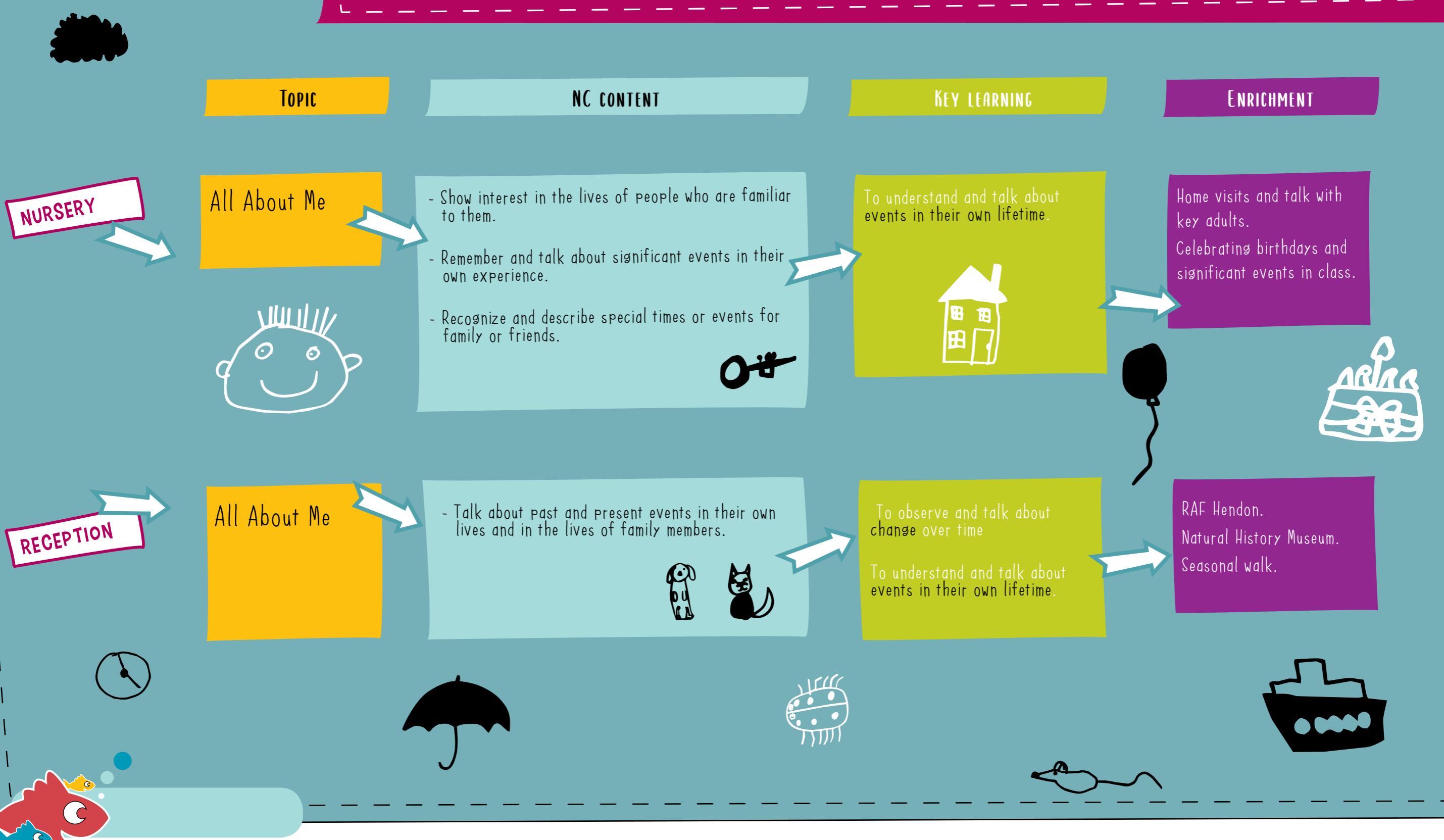


# HISTORY AT ELEANOR PALMER

## EARLY YEARS

### HISTORY TEACHING AND LEARNING AT ELEANOR PALMER

At Eleanor Palmer we have adopted a topic-based 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. Our playground timeline is central to the teaching of chronology and is visited by each class before beginning a new history topic. Knowledge and skills are central to our history curriculum design and we ensure children acquire key concepts to support and frame future learning. 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 topic work will be displayed and used by the children in class. Each class is issued with an 'EP Collectable' 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.



# 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

### NC CONTENT

### KEY LEARNING

### ENRICHMENT

YEAR 1

Local area history  
- London  
  
Ancient history  
- The Egyptians

- Changes within living memory.
- Events beyond living memory that are significant.
- Changes in Britain from the Stone Age to the Iron Age - hunter gatherers and early farmers; religion, technology and travel (linked to the development of London in the Local area topic)
- The achievement of the earliest civilisations - Ancient Egypt

An early sense of chronology and the idea of living memory.  
An understanding of what a civilisation is.  
An understanding of how cities change over time.  
An understanding of what an artefact is.

Dick Whittington's statue.  
St Paul's.  
British Museum.  
Xanthe Gresham the storytellers (Egyptian stories).  
Egyptian tomb recreation in class.  
Archaeology role play area.

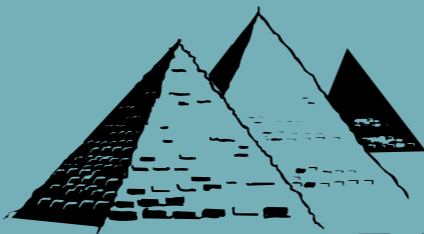
YEAR 2

Ancient history  
- The Ancient Greeks

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

An understanding of similarities and differences between civilisations.  
  
A deeper understanding of what an artefact is and how these and other sources can build a picture of life in the past.

British Museum.  
Xanthe Gresham the storyteller (Greek myths).  
Rainbow Theatre visit.



# 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.

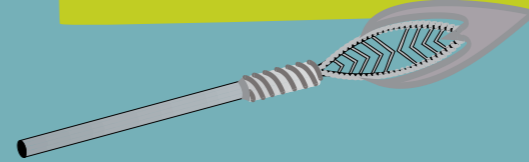
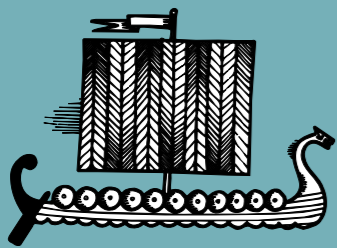
They should understand how our knowledge of the past is constructed from a range of sources.

YEAR 3

TOPIC	NC CONTENT	KEY LEARNING	ENRICHMENT
British history - The Victorians  British history - The Vikings and Anglo-Saxons	<ul style="list-style-type: none"> <li>- An aspect of British history that extends beyond 1066 - Victorian Britain.</li> <li>- 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.</li> <li>- The Viking and Anglo-Saxon struggle for the kingdom of England to the time of Edward the Confessor (link to Iceland and geographical links)</li> </ul>	An understanding of empire. An understanding of how life changed during the Victorian era. An understanding of the contrast between the lives of rich and poor. An understanding of conquest and the reasons behind the Viking invasion. An understanding of the legacy left by Viking rule in Britain.	Kensington Palace. The Ragged School. The Camden Archives. The Charles Dickens Museum. British Museum (Vikings section). Tufnell Park Workhouse drama. Ben Haggerty storyteller (Vikings).

YEAR 4

Ancient history -The Romans  Non-European society - Islamic civilisation	<ul style="list-style-type: none"> <li>- The Roman Empire and its impact on Britain.</li> <li>- A non-European society that contrasts with British history e.g. an early Islamic civilisation.</li> </ul>	A deeper understanding of empire and the impact and legacy of conquest, building on their previous studies. An understanding of democracy. Discuss the changes that were made in Britain due to the Roman invasion.	Lullingstone Villa. Billingsgate Roman House. Museum of London. British Museum. Latin lessons.
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# 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 5

TOPIC	NC CONTENT	KEY LEARNING	ENRICHMENT
 British history - The Tudors	<ul style="list-style-type: none"> <li>- An aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</li> <li>- The changing power of monarchs using case studies.</li> <li>- Changes in an aspect of social history.</li> <li>- A significant turning point in British history.</li> </ul>	A clear sense of chronology. Understand and compare the power of Tudor monarchs with previously studied leaders. Understand the power of monarchy and its impact on a country. Understand the impact of exploration on British history.	Sayers' Croft Residential. Tower of London. The Globe. Hampton Court Palace. Shakespeare play. 
 British history - World War One and World War Two	<ul style="list-style-type: none"> <li>- A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.</li> <li>- A significant turning point in British history</li> </ul>	Explore and understand the Nazi party's rise to power and defeat. Deepen understanding of democracy and compare political systems. Interrogate sources and evaluate their reliability including propaganda. Understand the impact of changing technology in war. Understand genocide and the impact of the Holocaust.	RAF Hendon. The Cabinet War Rooms. The Imperial War Museum. 

YEAR 6

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

