



Gosberton Academy

History Portfolio



History at Gosberton Academy

We believe that a well rounded History curriculum will allow children to gain a coherent knowledge and understanding of Britain's past and that of the wider world. We have designed our History curriculum so that children gain this knowledge as they progress through the school. In addition to this, we recognise the important role that History plays in preparing our children with skills that they can use for life, raising their aspirations, understand how to be a good and responsible citizen, understanding change and societal development and a context in which to understand themselves and others.

We strive to inspire a curiosity about the past within our learners.

During their studies, our learners are given the opportunity to examine, interpret and evaluate a variety of sources to make deductions about the past. They are taught to think as historians and archaeologists and are encouraged to pose their own historical questions. They investigate how and why the world has changed, as well as what we can learn from the past to make the future a better place.

We ensure that high quality teaching drives high quality learning through regular assessment for learning which ensures no child is left behind



Teaching Mixed-Age Classes

Our teachers recognise that mixed aged teaching can be a challenge and they constantly adapt their approach to teaching and learning. They demonstrate a high level of flexibility and organisation in History, to ensure that their provision caters for both age groups and includes all learners.

Mixed Aged classes generate a family of learners who support and care for each other. Older children have the opportunity to help others and be a leader, supporting younger learners to play and learn. At the same time, the older child is increasing an independence and competence.

At Gosberton Academy, we recognise learning happens individually, in small groups and as a whole class. Keeping children engaged, motivated and focused ensures they will learn regardless of the class they are in.

We have in place robust transition procedures which starts at the planning process, where teachers work collaboratively in History. Good communication across classes fosters curriculum continuity. Teachers share information to ensure learners start confidently in their new class.



Our Vision, Values and Aims

Gosberton Academy aims to provide a high-quality, **exceptional** education with first-hand learning experiences that are able to motivate and stimulate all learners. All learners will recognise the importance of the community in which they are educated and understand that the Academy is based at the heart of the community, bringing a **togetherness** of all stakeholders.

- All learners and families will feel supported and integrated into the school life.
- Every learner, regardless of their life experiences, can reach their full potential, growing in confidence and being **honest** to themselves.



H

Honesty – Honest to each other but also, honest to themselves.



A

Aspirational- Aspirational staff, children, parents and families



T

Togetherness- Friendships, support, stakeholders, community, parents and staff



E

Exceptional- Exceptional behaviour, effort, attitude, progress and opportunities



R

Resilient- Never giving up, always wanting to succeed.



Gosberton Goals



Long Term Plan

2022 – 2023 CYCLE B

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	LINCOLNSHIRE HERITAGE WEEK
EYFS + Y1	Memory Box Foci: PSED/CLL	Home Sweet Home Foci: CLL/ PSED/ UW	Crowns and Castles CLL/ EAD/ UW		The Great Outdoors PD/UW	Roar! UW/ EAD	<u>Geography Fieldwork</u> Exploring where we play.
Y1 + Y2	Time Tardis	Where do we live?	Beyond 1066: The Norman Invasion		Be Wild	Jurassic World: Mary Anning	<u>Local Heritage Enquiry</u> Investigating the history of our school.
Y3 + Y4	The legacy of the Ancient Romans		Frozen Planet		The Mayan Civilisation		<u>Local Heritage Enquiry</u> Investigating the history of the Tulip Festival
Y4 + Y5	Tudor Discovery		Farming in Lincolnshire	Nature's Energy	The Benin Civilisation		<u>Geography Fieldwork</u> Mapping changes in our local area
Y6	The Industrious Victorians		WW2: A Battle for Britain		Pushing Boundaries 'Earth Heroes'		Y6/7 transition project Enquiry based learning to bridge learning from Year 6 to Year 7

2023 – 2024 CYCLE A

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	LINCOLNSHIRE HERITAGE WEEK
EYFS + Y1	Into the Woods PSED/UW/CLL		Fire, Fire! PSED/ CLL/ EAD		The World Around Us PD/ UW/ CLL		<u>Geography Fieldwork</u> Exploring where we play.
Y1 + Y2	Forest Rangers		London's Burning		They Changed the World.		<u>Local Heritage Enquiry</u> Investigating the history of our school.
Y3 + Y4	Stone Age to Iron Age		Our Active Planet		Ancient Civilisations (Egypt)		<u>Local Heritage Enquiry</u> Investigating the history of the Tulip Festival
Y4 + Y5	Ancient Greek Legacy		Anglo-Saxon Invasion	Viking Conflicts	Rivers and Mountains		<u>Geography Fieldwork</u> Mapping changes in our local area
Y6	The Industrious Victorians		WW2: A Battle for Britain		Pushing Boundaries 'Earth Heroes'		Y6/7 transition project Enquiry based learning to bridge learning from Year 6 to Year 7

History Progression- Chronological Understanding

Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Know some things that happened to me in the past.	Sequence some events or related objects (artefacts) in order	Order three or more people, events or artefacts e.g. photographs using a given scale.	Place events, artefacts, historical figures on a directed timeline using dates.	Understand the concept of change over time, representing this, along with evidence, on a timeline.	Use timelines to place and sequence local, national and international events. Sequence historical periods.	Use timelines to place events, periods and cultural movements from around the world.
Talk about past and present events in their own lives and in lives of family members	Use common words and phrases relating to the passing of time e.g. old, new, young, days, months, today, yesterday, tomorrow	Use dates where appropriate	Understand that timeline can be divided into BC and AD.	Name and place dates of significant events from past on a timeline	Understand the concepts of continuity and change over time, representing them along with evidence, on a timeline.	Place period of study on a time line in relation to concurrent periods of history around the world.
Use every day language related to time e.g. old, new, young, days, today, yesterday, tomorrow	Recount parts of stories and memories about the past	Describe memories of key events in lives using common words and phrases related to the passing of time.	Use historical vocabulary e.g. century, decade to describe events.	Use historical vocabulary e.g. century, decade, BC, AD, BCE, CE after, before, during.	Describe events using historical vocabulary e.g. century, decade, BC, AD, BCE, CE, after, before, during, Tudors, Stuarts, era, period.	Divide recent history into present, using 21 st century, and the past using 19 th and 20 th centuries.
Order and sequence familiar events.	Identify changes in own life over time	Use simple historical vocabulary e.g. recently, before, after, now, later, past, present		Note connections, contrasts and trends over time.	Identifies changes within and across historical periods.	Use timelines to describe changes and developments in culture, technology, religion and society.
	Know some things that happened to other people in the past.	Identify similarities and differences between periods			Use dates and terms accurately in describing events.	Use key periods as reference points e.g. BC, AD Romans, Anglo-Saxons, Tudors, Stuarts, Georgians, Victorians and Today.
		Recount changes that have occurred in their own lives			Describe the main changes in a period in history using historical vocabulary such as 'Social', 'religious', 'political', 'technological' and 'cultural'	Describe main changes in a period in history using historical vocabulary such as: social, religious, political, technological and cultural.
						Identify periods of rapid change in history and contrast them with times of relatively little change.
						Recall the date of any significant event studied from past and place it correctly on a timeline.

History Progression- Knowledge and Understanding of Past Events, People and Change

Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
With my teacher, find out some facts about people long ago (before living memory.)	Tell the difference between past and present in own and other people's lives	Use information to describe historical events	Use evidence to describe past e.g. Houses and settlements, culture and leisure activities, Clothes, way of life and actions of people, Buildings and their uses, People's beliefs and attitudes, things of importance to people Differences between lives of rich and poor	Identify key features, ideas, beliefs, attitudes and experiences of men, women and children from the past.	Identify some social, cultural, religious and ethnic diversities of past societies studied in Britain and wider world.	Choose reliable sources of factual evidence to describe: houses and settlements; culture and leisure activities; clothes, way of life and actions of people; buildings and their uses; people's beliefs, religion and attitudes; things of importance to people; differences between lives of rich and poor.
With my teacher, find out some facts about events that happened long ago. (Before living memory)	Identify changes within living memory.	Use information to describe differences between ways of life then and now.	Compare with our lives today	Show knowledge and understanding by describing elements of social, ethnic, cultural or religious diversity of past societies and periods.	Give a broad overview of life in Britain and some major events from the rest of the world.	Identify how any of above may have changed during a time period.
Talk about why people may have acted as they did.	Describe the lives of significant individuals who contributed to national and international achievements.	Recount main points from a significant event in history.	Use evidence to find out how any of these may have changed during a time period.	Give reasons why changes in houses, culture, leisure, clothes, buildings and their uses, things of importance to people, ways of life, beliefs and attitudes may have occurred during a time period.	Describe the characteristic features of the past, including beliefs, attitudes and experiences of men, women and children.	Give own reasons why changes may have occurred, backed up with evidence.
	Identify similarities and differences between the ways of life now and in the past.	Uses evidence to explain reasons why people in past acted as they did. Recognise why people did things, why events happened and what happened as a result.	Show changes on a timeline	Describe how some of the past events/people affect life today.	Give some causes and consequences of past events, situations and changes in the periods studied and the impact on people.	Show identified changes on a timeline.
	Choose and use parts of stories and other sources to show that they know and understand key features of events.	Understand some of the ways in which they find out about the past and identify different ways in which it is represented	Describe similarities and differences between people, events and objects	Identify reasons for and results of peoples actions.	Identify changes and links within and across the time periods studied through school.	Describe similarities and differences between some people, events and objects studied.
			Understand why people may have wanted to do something	Look for links and effects in time period studied.	Compare an aspect of life with the same aspect in another period	Explain a past event in terms of cause and effect using evidence to support their explanation.
			Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.	Give a broad overview of life in Britain: from ancient to medieval times.	Identify continuity and change in the history of the locality of the school.	Describe how some changes affect life today.
			Describe changes that have happened in the locality of the school throughout history.			Make links between some features of past societies.
						Compare some of the times studied with those of other areas of interest around the world
						Find out about beliefs, behaviour and characteristics of people recognising that not everyone shares the same views and feelings.

History Progression- Historical Interpretation

Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
With my teacher, look at books to help me find out about the past.	Begin to identify and re-count some details from the past from sources e.g. pictures, stories #	Look at books and pictures (and eye-witness accounts, photos, artefacts, buildings and visits, internet).	Describe different accounts and/or sources of a historical event, explaining some of the reasons why the accounts may differ.	Give reasons why there may be different accounts of history.	Look at different versions of the same event and identify differences in the accounts.	Understand that the past has been represented in different ways.
Listen to stories about the past	Use stories to distinguish between fact and fiction.	Understand why some people in the past did things.	Look at 2 versions of same event and identify differences in the accounts.	Identify evidence available	Give clear reasons why there may be different accounts of history.	Suggest accurate and plausible reasons for how/why aspects of the past have been represented and interpreted in different ways.
Talk about past and present events in their own lives and in the lives of family members and know that other children may celebrate the same events in different ways. Begin to compare the similarities and differences.	Compare adults talking about the past – how reliable are their memories?	Compare two versions of a past event.	Identify and give reasons for different ways in which the past is represented.	Begin to evaluate the use of a variety of different sources.	Know that people (now and in past) can represent events or ideas in ways that persuade others	Know and understand that some evidence is propaganda, opinion or misinformation and that this affects interpretations of history.
		Compare pictures or photographs of people or events in the past.	Look at representations / sources of the period i.e. museum, cartoons etc.	Use books and historical artefacts	Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.	Be aware that different evidence will lead to different conclusions
		Discuss reliability of photos, accounts or stories.			Understand that no single source of evidence gives the full answer to questions about the past.	Link sources and work out how conclusions were arrived at
						Consider ways of checking accuracy of interpretations, fact, fiction or opinion.
						Confidently use the library and internet for research.

History Progression- Historical Enquiry

Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Look at pictures and discuss, "Which things are old and which are new?"	Find answers to simple questions about the past from sources of information (e.g. pictures, stories)	Look carefully at sources; pictures or objects to find information and answer questions about the past on the basis of simple observations	Use printed sources, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past, in order to gain a more accurate understanding of history.	Understand the difference between primary and secondary sources of evidence.	Use primary and secondary sources i.e. documents, printed sources, databases (e.g. census), pictures, photos, music, artefacts, historic buildings and visits to build a picture of the past.	Identify and use a range of primary and secondary sources of information and artefacts.
Answer questions about events, using 'before' and 'after' to describe when something happened.	Observe or handle sources to ask questions about the past	Ask and answer questions such as: 'what was it like for a?', 'what happened in the past?', 'how long ago did happen?'	Ask questions such as 'how did people? What did people do for?'	Use documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past.	Ask a range of questions about the past.	Evaluate the usefulness and accurateness of different sources of evidence.
Look at objects from the past and discuss, "What were they used for?" and try to answer.	Ask questions such as : What was it like for people? What happened? How long ago?	Estimate the ages of people by studying and describing their features.	Suggest sources of evidence to use to help answer questions (historical enquiries).	Ask a variety of questions such as 'what was it like for a during?'	Choose reliable sources of evidence to answer questions, giving reasons for choices.	Select the most appropriate source of evidence for particular tasks.
Look at pictures from the past and discuss, "What were people doing?"	Use artefacts, pictures and stories to find out about the past.	Use artefacts, pictures and stories, online sources and databases to find out about the past.	Suggest causes and consequences of some of the main events and changes in history.	Suggest sources of evidence from a selection provided to use to help answer questions and to build up a picture of a past event or an aspect of life in the past.	Realise that there is often not a single answer to historical questions.	Form own opinion about historical events from a range of sources.
						Use sources of information to form testable hypotheses about the past.
			Observe small details in a range of artefacts including photographs.			Seek out and analyse a wide range of evidence in order to justify claims about the past.

History Progression- Organisation and Communication

Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Sort events or objects into groups (then and now.)	Show knowledge and understanding about the past in different ways (e.g. role play, drawing, writing, talking).	Describe objects, people and events.	Present findings about past using speaking, writing, computing and drawing skills	Present findings about past using speaking, writing, maths (statistics), computing, drama and drawing skills	Recall, select and organise historical information.	Select and organise information to produce structured work making appropriate use of dates and terms.
Say when my birthday is.	Write in sentences things I have found out about the past.	Write own date of birth.	Use dates and terms with increasing accuracy.	Use dates and terms correctly.	Communicate historical knowledge and understanding by presenting structured and organised findings about the past using speaking, writing, maths, computing, drama and drawing skills.	Present information in an organised and clearly structured way.
Use simple time lines to order events or objects.		Write simple stories and recounts about the past.	Discuss different ways of presenting information for different purposes.	Discuss most appropriate way to present information, realising that it is for an audience.	Use dates and terms accurately.	Make use of different ways of presenting information.
Tell stories about the past (sometimes using role-play.)	Use words and phrases such as :	Draw labelled diagrams and write about them to tell others about people, events and objects from the past.	Use appropriate historical vocabulary to communicate including:	Use subject specific words such as monarch, settlement, invader.	Choose most appropriate way to present information to an audience	Present information in the most appropriate way (e.g. written explanation/ tables and charts/labelled diagram).
Draw pictures and write about them to tell others' about the past.						Make accurate use of specific dates and terms.

Historical Vocabulary

Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
calendar	ancient	America	A.D (Anno Domini)	Interval	A.D (Anno Domini)	20th century
clue	artefact	anachronism	Interval	A.D (Anno Domini)	agriculture	A.D (Anno Domini)
day	because	artefact	Ancient Rome	achievements	anachronism	alliance
grand parent	camera	Atlantic Ocean	Ancient/Modern	anachronism	Ancient Greece	anachronism
great grand parent	century	Australia	archaeologist	Ancient Egypt	archaeologist	
lifetime	date order	brave	archaeology	archaeologist	archaeology	
long ago	decade	chronological order	army/soldiers	archaeology	B.C (Before Christ)	
materials	detective	danger	B.C (Before Christ)	Athens	B.C.E (Before the Common Era)	archaeologist
memory	different	danger	A.D Anno Domini	B.C (Before Christ)	C.E (The Common Era)	archaeology
month	drawing	detective	Boudicca	B.C.E (Before the Common Era)	cause/s	astrology
new/recent	grandparents' time	diary	Britons	C.E (The Common Era)	Celts	astronomy
old	homes	encounter	Bronze Age	cause/s	change	attitudes
parent	houses	era/period	Ancient Civilisations	Celts	chronological order	B.C (Before Christ)
plastic	important	evidence	Caesar	Century	Common Era)	B.C.E (Before the Common
remember	inventions	experts	Celts	Central America	concurrence	biased
the future	living memory	explorers	Century	change		Blitz
the past	long ago	historians	Change	Christianity	consequences	C.E (The Common Era)
the present	materials	impact	change	chronological order	continuity	cause/s
today	mechanical	investigate	chronological order	Chronology	could have been...	change
tomorrow	memories	letters	Chronology	civilisation	different experiences	chronological order
week	modern	Lincoln Cathedral	civilisation	concurrence	divorce	city-state
What?	opinion	memorial	colony	consequences	effects	codex
Who?	photograph	newspapers	conquest	continuity	epidemics	
yesterday	plastic	opinion	continuity	conversion	Ancient Greece	
	remembers	Parliament	could be	culture	era/period	consequences
	similar	pioneer	Dates	Dates	execution	continuity
	simple	rescue	Duration	democracy	extent of change...	could have been...
	The Great Fire of London	research	effects	Duration	extent of continuity...	

Historical Vocabulary

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
the older generation	Samuel Pepys	Emperor	effects	eye witness	culture
timeline	secret	empire	Egyptians	fertile	democracy
toys	significant	Era	empire	first civilisations	different experiences
What...?	space	era/period	Era	flood	diversity
When...?	St Paul's Cathedral	first hand evidence	era/period	historian	effects
Where...?	storm	gods/goddesses	first hand evidence	however	empire
wood	survive	hill forts	historian	impact	Concurrence
year	Tower of London	hunter-gatherer	impact	impression	era/period
· A long time ago	travel	impact	infer	infer	excavate
· A week ago	websites	importance	invasion	interval	extent of change
· After	What...?	invasion	invasions	Tudor	extent of continuity
· Before	When...?	invention	Iron Age	legacy	eye witness
· Further in the past	Where...?	Iron Age	kingdoms	legislation	historian
· Last month	Why...?	legacy	legacy	male heir	Home Front
· Living memory	· A long time ago	Millennium	Middle Ages	may be	Houses of Parliament
· Next	· A long time ago	revolt	migration	Benin	I can infer that...
· Recent memory	· A week ago	museum	Millennium	Middle Ages	impact
· Recently	· After	myths and legends	Mexico	might have been...	impression
· Then	· Before	Neolithic	My conclusion is that....	millennium	Iron Age
· Yesterday	· Further in the past	nomad/nomadic	myths and legends	monarchy	legacy
· When my parents/ carers were children ...	· Last month	oral history	Period of history	monasteries	may be
	· Living memory	outpost	Pharaoh	My conclusion is that....	
	· Next	perhaps	Prehistory	nation	might have been
	· Recent memory	Period of history	raids	North Africa	
	· Recently	Prehistory	reputation	on one hand	millennium
	· Recently	reason	resistance	primary evidence	mistake
	· Then	religion	River Nile	pyramid	morale
	· When my parents/carers were children	republic	Roman withdrawal	reliable	motive
	· Years, decades and centu- ries to describe the passing of time	resistance	second hand evidence	Roman Catholic	My conclusion is that...
	· Yesterday		Sequence	secondary evidence	one sided

Historical Vocabulary

Year 3	Year 4	Year 5	Year 6
Romans	settlements	significance	Parliament
second hand evidence	settlers	slums	Democracy
Sequence	Sparta	The Vikings	primary evidence
significance	Stone Age	suggest	propaganda
Skara Brae	suggest	The Ancient Greeks	recruit
sources	The Ancient Greeks	The Anglo Saxons	reliability
spirits	The Dark Ages	tomb	reliable
Stone Age	The Saxons	turning point	represent
Stonehenge	The Vikings	this source doesn't show that...	Secondary evidence
this suggests...	thousands of years	this source suggests that...	significance
thousands of years	trade	thousands of years	stereotype
Time period	Tutankhamun	to weigh up both sides	suffrage
Ancient Maya	Ancient Egypt		The Dark Ages
			The Industrial Revolution
· Monarchy	· Monarchy	· Monarchy	the purpose
· Parliament	· Parliament	· Parliament	the source omits to mention...
· Democracy	· Democracy	· Democracy	The Victorians
· War and peace	· War and peace	· War and peace	this source doesn't show that...
· Social class	· Social class	· Social class	this source suggests that..
· Migration	· Migration	· Migration	this source suggests that...
· Continuity and change	· Continuity and change	· Continuity and change	thousands of years
· Similarity and difference	· Similarity and difference	· Similarity and difference	traditional view
· significance	· significance	· significance	trench war
			variety of sources
			vote
			World War I
			World War II
			· Monarchy
			· Parliament
			· Democracy
			· War and peace
			· Social class
			· Migration
			· Continuity and change
			· Similarity and difference
			· significance

Knowledge Organisers



The Roman Empire

History of Ancient Rome

753BC Founding of Rome	55-54BC Julius Caesar lands in Britain and leaves	44BC Julius Caesar is assassinated	43AD	60-61AD Claudius invades Britain	122AD Boudicca rebellion	313 AD The start of Hadrian's wall.	313 AD Constantine legalised Christianity.	410AD Most Romans left Britain	476AD Collapse of Western Roman empire
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Key Vocabulary

century	A period of 100 years.
decade	A period of 10 years.
conquest	Invading and taking over an area.
invasion	Taking over and attempting to take over a place.
army	Large organised group of people who protect and combat opposition.
powerful	To have great strength.
Empire	A group of people or places ruled by one person.
emperor	The leader of an empire.
architecture	The style or way of building.
legacy	A gift or something passed to someone.
territory	An area or place belonging to one person.
defeat	Beats an enemy in battle or war.
assassinate	To kill an important or famous person.

Useful Websites:
<https://www.bbc.co.uk/bitesize/topics/zwmqf88>
<http://www.primaryhomeworkhelp.co.uk/Romans.html>
http://www.ducksters.com/history/ancient_rome.php
<https://www.historyforkids.net/ancient-rome.html>

Book Recommendations:

Famous Roman Figures

Julius Caesar- In 58BC Caesar, with 80 ships and 80,000 men, tried to invade England but he didn't succeed. The next year he came back with 800 and again he didn't succeed.

Claudius- Claudius was the emperor who conquered Britain.

Boudicca- Boudicca was an ancient British queen who led a revolt against Roman rule.

Hadrian- Hadrian was a Roman emperor from 117 to 138 AD.

Map showing the Roman Empire in 44 BC

Map showing the Roman Empire in AD 305

What legacy did the Romans leave behind?

Language	Latin, the official Roman language, forms the roots of many of our words.
Buildings	Public baths, amphitheatres and temples.
Names	We use Roman names for months (January and July) and planets (Mars and Jupiter).

THE VICTORIAN ERA

The British Empire in 1901

When Queen Victoria came to the throne in 1837, Britain already governed Canada, large areas of India, Australia, and New Zealand, and other small parts of South America and Africa. To-From the 1870's in search of new countries to trade with, and facing competition from other countries such as Germany and France, Britain set out to control and influence of various territories, particularly in Africa. By 1901, the British Empire was the largest the world had ever seen.

Queen Victoria- Victoria was the Queen of the United Kingdom from 20th June 1837 until 22nd January 1901. On 1st May 1876 she was granted the additional title of 'Empress of India'. Her reign lasted for 63 years and 7 months was the longest of any British monarch. Although much of the ruling power at the time was already handed to the government, Victoria still held significant influence in the running of the country and empire. She became a national icon famous for strict standards of personal morality that were associated with the time. She married her cousin, Prince Albert of Sax-Coburg and Gotha in 1840 - their nine children married into noble families all across Europe, earning her the nickname 'the grandmother of Europe'. When Albert died in 1861, Victoria went into deep mourning. She died in 1901 at the age of 81.

Famous inventions

John Calcutt Hensley / Christmas Cards (1843)

1839- First pedal bicycle **Kirkpatrick Macmillan** (Scottish)

Christopher Sholes / Typewriter (1874)

The population grew

Important changes in the Victorian Era

Between 1840 and 1900 it increased from around 20 million to 40 million people.

People at work

Many of these people, instead of working on the land or making things in their homes or small workshops (cottage industries), came to work in large factories in the towns and cities.

Factories

The development of factories was enabled by new inventions, particularly in cotton production, and in the production of power, particularly steam, produced by the burning of coal. Previously energy was produced by wind, wood, water and animals and most people had worn wool rather than cotton. New inventions also changed life in the home considerably too.

The vote

The vote was eventually given to millions of working men. This reflected changes in society in general, in particular for women and children.

Education

Education was introduced to a much wider section of society.

Transport and communications

Transport and communications became faster with the invention of railways and the expansion of the canal system.

Trade

Britain was a great trading nation with a large navy. This enabled the import of raw materials for manufacture and the widespread export of manufactured goods.

Migration in Britain

The population also shifted within Britain with the north and Wales becoming prosperous due to the existence of deposits of coal and iron while the south lost some of its importance. Many more people began to live in towns rather than the country.

Demographic- relating to the structure of populations.

Invention- a new idea or method.

Colon- a country or area under the full or partial political control of another country.

Exhibition- a public display of works of art or items of interest.

Population- all the inhabitants of a particular place.

Migration- movement of people to a new area or country in order to find work or better living conditions.

Industrialisation- an extensive re-organisation of an economy for the purpose of manufacturing.

Empire- an extensive group of states or countries ruled over by a single monarch.

1825 First Public railway Stockton-Darlington opened.	1837 William IV dies and Victoria becomes Queen.	1838 Slavery is abolished in the British Empire.	1840 Queen Victoria marries Prince Albert.	1851 The Great Exhibition.	1861 It becomes illegal for children to work as chimney sweeps.	1870 The Education Act allows children to be schooled.	1878 Thomas Edison invents the light-bulb.	1886 First motor cars appeared on the roads.	1901 Queen Victoria dies.
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Our knowledge organisers are the reference point for each unit of work and work on the principle of backwards planning. A knowledge organiser specifies, in detail, the exact dates, events, characters, facts, concepts and definitions that children are expected to know by the end of teaching, and, most importantly, retain in their long term memory. A knowledge organiser acts as a planning, teaching and assessment tool, allowing teachers to prioritise certain learning and keep the lessons focused and sequenced in the best possible way to facilitate learning. They are given to children at the start of a unit of work so they know what they will be learning. The knowledge organisers also allow children to easily recap their previous learning by giving them the opportunity to continually revisit their previous learning, increasing the likelihood of the information being remembered in the long term.

Vertical Teaching Themes



Human-environment interaction

How have humans changed the environment and made life easier or more difficult?



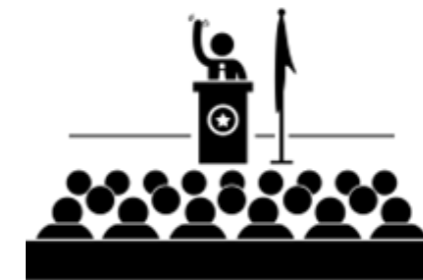
Belief Systems

How has religion changed lives?



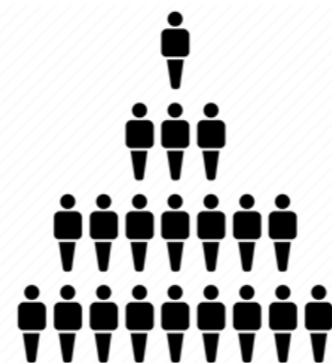
Migration and cultural exchange-

How has the movement of people changed our world?



Political power-

Did leaders influence the lives of their people for better or worse?



Social power-

How has social structure/hierarchy impacted our lives?

Key Enquiry Themes



Time: Change and Chronology

What changed?

What continued?

What may we see as progress?



Historical Evidence

What do we use to find out about our past?

How can we use the materials safely to produce the best history we can?

What are the problems when using historical sources?



Significance

How do we choose what is most important in history as we cannot choose everything?



Reasons and Results

How can we explain why things happened in history?

How did people make a difference to what had happened?



Interpretations

How and why does the way that history is produced differ?

Do we all understand the past in exactly the same way?

How do we show what the past was like?

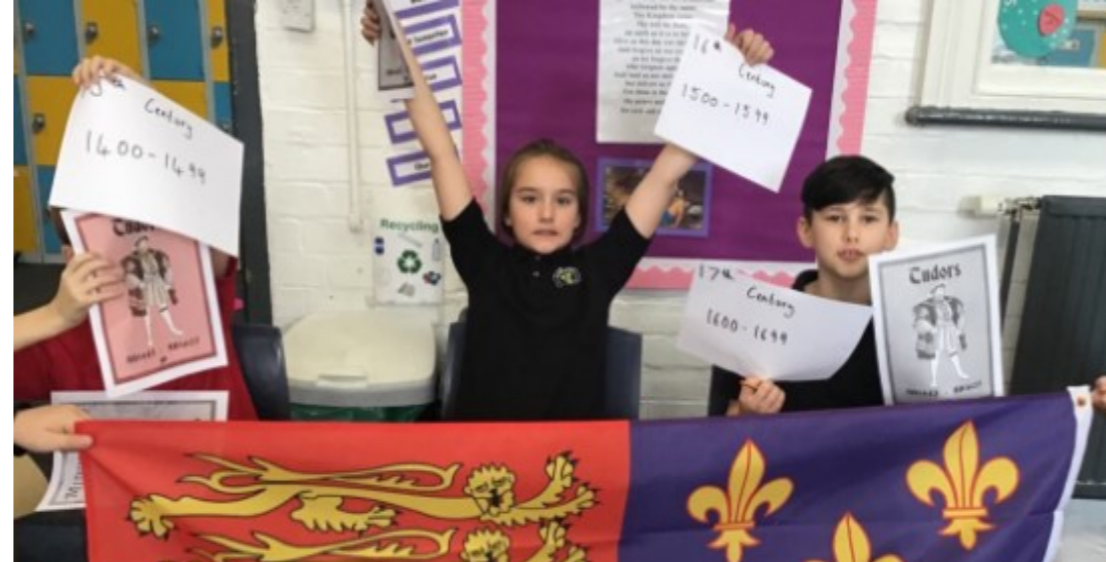
History SMSC Links

We promote <u>Spiritual</u> development	We promote <u>moral</u> development	We promote <u>social</u> development	We promote <u>cultural</u> development
<p>By helping children develop a sense of curiosity and the mystery of how and why events in the past happened and raises questions as to what could have happened if events had had different results.</p> <p>Artefacts are used to give learners a sense of the past and aid learners in understanding the people who produced and used these objects.</p> <p>Learners are encouraged to explore the role played by important individuals, for good or ill, in the shaping of the world we live in. Learners also reflect upon different interpretations of the past and how these interpretations have been arrived at.</p>	<p>By asking children to consider and comment on moral questions and dilemmas. Events and beliefs in the past will often be at odds with what we would consider unacceptable today (and were to some people in the past also)</p> <p>By encouraging learners to show compassion for people facing dilemmas and to empathise with decisions which people in the past made and the reasoning behind these decisions.</p> <p>Notions of right and wrong are explored in connection with events from the past, linking with the value of justice.</p>	<p>By exploring the similarities and contrasts between past and present societies and be made aware of how, in the main, we are very fortunate to live in 'the modern world' which links with the value of thankfulness.</p> <p>Learners will examine how other cultures have had a major impact on the development of 'British' culture. Learners will also be encouraged to build up their own social development through collaborative and team working activities.</p>	<p>By encouraging children to gain an understanding of and empathise with, people from different cultural backgrounds. They will examine how other cultures have had a major impact on the development of 'British' culture.</p> <p>Learners develop a better understanding of our multicultural society through studying links between local, British, European and world history</p>

British Values: At Gosberton Academy, we use strategies within the national curriculum and beyond to secure an understanding of British Values for learning. We weave the British Values throughout all of our History lessons. As part of our History Curriculum, learners learn about the importance of democracy throughout British History. Learners study periods of history where British Values have been tested and look at the impact and result of these times. Learners are encouraged to ask questions and challenge ideas and conceptions within an appropriate and safe class environment.



History at Gosberton



"We found out lots about the Norman Invasion. I didn't even know who William the Conqueror was and now I know lots!"
Year 2

"History is my favourite subject. You learn so much about the past and how life has changed."

Year 4

"When we move onto something new, we have trips or fun days. I loved dressing up as a Greek and living like one for a day!"
Year 5

What do we love about History at Gosberton?

"I want to be an archaeologist when I grow up. We learnt all about archaeologists when we learnt about the Stone Age. I want to travel to different sites and look for artefacts."

Year 4



"I enjoyed finding out about what life was like in the British Empire during the Victorian times. I would not have wanted to come to School back then!"
Year 6

"I love looking at artefacts from the past. We got to look at a Roman Soldier's helmet."
Year 3

**Exciting
Entry & Exit Points**

**Teaching Children about
inspirational people:** Mary
Anning, Thomas Barnardo,
Ernest Shackleton etc.

**Practical
lessons using
various
equipment**

**Inclusion for
all learners**

Home learning projects &

Use of Technology- See-
Saw,
Learning by Questions,
Historic Maps on Digi
Maps and iPads

Clubs

Engagement

First Hand experiences
Handling artefacts,
evaluating sources and
researching eras

Cross curricular links: Reading, Writing,
Maths, Science & PSHE

Trips-

Flag Fen, Lincoln
Castle, The Collection

**Theme Days & Work-
shops:** E.g. Roman Day



Assessments: Low stake
Quizzes, Questioning and Quick
fire challenges

Self Assessments and
Peer Reviews

Enquiry based
lessons

Progressive
Curriculum building on prior
knowledge

Retrieval based
activities

Capturing Our Knowledge

Application of knowledge
through cross curricular

Knowledge Organisers

Pre-Teaching

Transition preparation for
Secondary School and across
phases with Primary

Use of technology to
record learning

Learning by
Questions

