

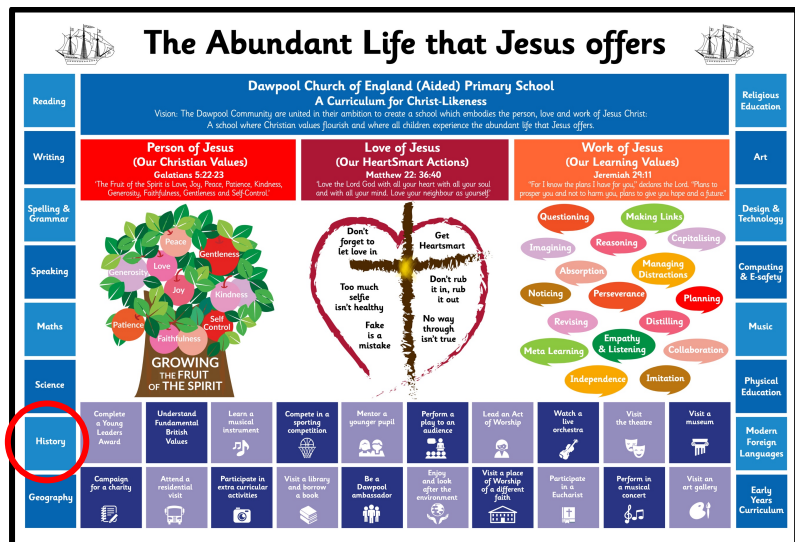


# Dawpool C.E. (Aided) Primary School

DAWPOOL

History

## A Dawpool Historian



### Vision Statement

'The Dawpool community are united in their ambition to create a school which embodies the **person, love and work of Jesus Christ**: a school which enables **Christian values to flourish** and where all children may experience the **abundant life that Jesus offers**.'

*'The Fruit of the Spirit is Love, Joy, Peace, Patience, Kindness, Generosity, Faithfulness, Gentleness and Self-Control' (Galatians 5: 22-23).*

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@DawpoolCofE



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## **Why is History Important?**

History fires pupils' curiosity about the past in Britain and the wider world. Pupils consider how the past influences the present, what past societies were like, how these societies organised their politics, and what beliefs and cultures influenced people's actions. As they do this, pupils develop a chronological framework for their knowledge of significant events and people. They see the diversity of human experience, and understand more about themselves as individuals and members of society. What they learn can influence their decisions about personal choices, attitudes and values.

In history, pupils find evidence, weigh it up and reach their own conclusions. To do this they need to be able to research, sift through evidence, and argue for their point of view – skills that are prized in adult life.

## **Dawpool's Vision for History**

On completion of the History curriculum at Dawpool, pupils will have developed:

- *A good knowledge and understanding of people and events from a range of historical periods.*
- *The ability to think carefully about history and communicate their ideas to an audience.*
- *The ability to use historical sources and evidence and make use of it to support their explanations.*
- *The ability to reflect upon, discuss and evaluate the past.*
- *An enthusiasm for history which develops their sense of curiosity about the past.*
- *An ability to recognise the impact of history on today and consider how we can learn from it.*

## **National Curriculum for History**

The National Curriculum for History at Key Stages 1 and 2 can be downloaded from the 'Curriculum' tab of the Dawpool school website.

## **Early Years Understanding the World**

The frequency and range of children's personal experiences increases their knowledge of the world around them – from visiting parks, libraries and museums to

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meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. And enriching and widening their vocabulary will support later reading comprehension.

## **Early Learning Goal (ELG): Understanding the World**

### **ELG Past and Present**

Children at the expected level of development in the Early Years will:

- Talk about the lives of the people around them and their roles in society;
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;
- Recall some important narratives, characters and figures from the past encountered in books read in class.

### **ELG People, Culture and Communities**

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.



## **A Year 1 Historian at Dawpool**

- I can use words and phrases like: old, new and a long time ago.
- I can recognise that some objects belonged to the past.
- I can explain how I have changed since I was born.
- I can explain how some people have helped us to have better lives.
- I can ask and answer questions about old and new objects.
- I can spot old and new things in a picture.
- I can explain what an object from the past might have been used for.
- I can recognise significant historical events, people and places in my own locality.

## **A Year 2 Historian at Dawpool**

- I can use words and phrases like: before, after, past, present, then and now.
- I can recount the life of someone famous from Britain who lived in the past. I can explain what they did earlier and what they did later.
- I can give examples of things that were different when my grandparents were children.
- I can find out things about the past by talking to an older person.
- I can answer questions using books and the internet.
- I can research the life of a famous person from the past using different sources of evidence.

## **A Year 3 Historian at Dawpool**

- I can explain where the first civilizations were located.
- I can describe key features of ancient civilizations.
- I can recognise the achievements of ancient civilisations.
- I can describe hunter gatherers and early farmers, for example Skara Brae
- I can explain how our locality has changed over time.
- I can describe events from the past using dates when things happened.
- I can use a timeline within a specific period of history to set out the order that things may have happened.
- I can use my mathematical knowledge to work out how long ago events happened.
- I can use research skills to find answers to specific historical questions about Ancient Egypt.
- I can research in order to find similarities and differences between two or more periods of history.

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- I can summarise how Britain may have learnt from other countries and civilizations (historically and more recently).

### **A Year 4 Historian at Dawpool**

- I can plot events on a timeline using centuries.
- I can use my mathematical skills to round up time differences into centuries and decades.
- I can explain how the lives of wealthy people were different from the lives of poorer people.
- I can explain how historic items and artefacts can be used to help build up a picture of life in the past.
- I can explain some of the times when Britain has been invaded.
- I can explain how an event from the past has shaped our life today.
- I can research two versions of an event and explain how they differ.
- I can research what it was like for children in a given period of history and present my findings to an audience.
- I can describe a key event from Britain's past using a range of evidence from different sources.

### **A Year 5 Historian at Dawpool**

- I can draw a timeline with different historical periods showing key historical events or lives of significant people, including Ancient Greece
- I can summarise how Britain may have learnt from other countries and civilizations (historically and more recently).
- I can compare two or more historical periods; explaining things which changed and things which stayed the same.
- I can explain how Parliament affects decision making in England.
- I can test out a hypothesis in order to answer questions.
- I can use research skills to find answers to specific historical questions about Ancient Greece.
- I can describe a key event from Britain's past using a range of evidence from different sources.

### **A Year 6 Historian at Dawpool**

- I can place features of historical events and people from the past societies and periods in a chronological framework.
- I can summarise the main events from a period of history, explaining the order of events and what happened.

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- I can summarise how Britain has had a major influence on the world.
- I can identify and explain differences, similarities and changes between different periods of history.
- I can identify and explain propaganda.
- I can describe a key event from Britain's past using a range of evidence from different sources.
- I can describe the features of historical events and way of life from periods I have studied; presenting to an audience.
- I can explain some of the times when Britain has been invaded.