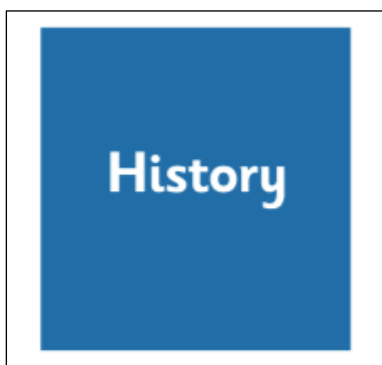




# Dawpool C.E. (Aided) Primary School

DAWPOOL

## A Dawpool Historian



**The Abundant Life that Jesus offers**

Dawpool Church of England (Aided) Primary School  
A Curriculum for Christ-Likeness  
Vision: The Dawpool Community are united in their ambition to create a school which embodies the person, love and work of Jesus Christ. A school where Christian values flourish and where all children experience the abundant life that Jesus offers.

Reading	<p><b>Person of Jesus (Our Christian Values)</b> Galatians 5:22-23 "The Fruit of the Spirit is love, Joy, Peace, Patience, Kindness, Generosity, Faithfulness, Gentleness and Self-Control."</p> <p><b>GROWING THE FRUIT OF THE SPIRIT</b></p>			Religious Education							
Writing	<p><b>Love of Jesus (Our HeartSmart Actions)</b> Matthew 22:36-40 "Love the Lord God with all your heart with all your soul and with all your mind. Love your neighbour as yourself."</p>			Art							
Spelling & Grammar	<p><b>Work of Jesus (Our Learning Values)</b> Jeremiah 29:11 "For I know the plans I have for you, declares the Lord. 'These are to prosper you and not to harm you, plans to give you hope and a future'."</p>			Design & Technology							
Speaking				Computing & E-safety							
Maths				Music							
Science				Physical Education							
<b>History</b>	Complete a Bronze Leader's Award	Understand Fundamental British Values	Learn a musical instrument	Compete in a sporting competition	Mission & evangelist pupil	Perform a play to an audience	Lead an Act of Worship	Watch a live orchestra	Visit the theatre	Visit a museum	Modern Foreign Languages
Geography	Complete for a charity	Attend a residential visit	Participate in extra-curricular activities	Visit a library and borrow a book	Be a Dawpool ambassador	Enjoy and look after the environment	Visit a place of Worship of a different faith	Participate in a Eucharist	Perform in a musical concert	Visit an art gallery	Early Years Curriculum

### 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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*‘For I know the plans I have for you,’ declares the Lord. ‘Plans to prosper you and not to harm you, plans to give you hope and a future.’ (Jeremiah 29:11)*



## **How does History contribute to the 'Abundant Life'?**

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.



## A Foundation Stage Historian

<b>A Foundation Stage Historian</b>	
<b>Class</b>	<b>Development Matters Statements Understanding the World – Past and Present</b>
<b>Foundation 1</b>	<ul style="list-style-type: none"> <li>• Begin to make sense of their own life-story and family's history</li> <li>• Use a wider range of vocabulary (<i>Communication and Language</i>)</li> </ul>
<b>Foundation 2</b>	<ul style="list-style-type: none"> <li>• Compare and contrast characters from stories, including figures from the past.</li> <li>• Use new vocabulary in different contexts. (<i>Communication and Language</i>)</li> <li>• Describe events in some detail. (<i>Communication and Language</i>)</li> </ul>
<b>Early Learning Goals</b>	<ul style="list-style-type: none"> <li>• Talk about the lives of the people around them and their roles in society.</li> <li>• Know some similarities and differences between things in the past and now, drawing on 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>

<b>Term</b>	<b>Topic</b>	<b>Activities which may be included. Please note the nature of the EYFS means planning changes daily.</b>
<b>Autumn Term</b>	<b>Getting to Know You</b>	<ul style="list-style-type: none"> <li>• Sequence the school day and learn the structure and order of events.</li> <li>• Sequence familiar events e.g. The order of actions when brushing teeth or getting dressed.</li> <li>• Look at families and family structures to understand who family members are.</li> <li>• Using stories and photographs, discuss how they have changed from when they were a baby.</li> <li>• Share weekend news - Can they recall events from the weekend in the correct order.</li> <li>• Can they re-call events from the previous day/last week.</li> <li>• Discuss how old they are and when their birthday is. How do they celebrate birthdays?</li> <li>• Discuss different cultures and how they celebrate because of events and stories from the past</li> </ul>

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<b>Spring Term</b>	<b>Superheroes</b>	<ul style="list-style-type: none"> <li>• Discuss adults in school and their roles. Do they remember their names and how they can help us?</li> <li>• Have an RNLI focus and discuss the importance of the crew. Talk about how Hoylake Lifeboat Station is one of the oldest in the UK</li> </ul>
<b>Summer Term</b>	<b>Disney Around the World</b>	<ul style="list-style-type: none"> <li>• Good Dinosaur – Discuss dinosaurs and Mary Anning</li> <li>• Treasure Planet – Space – Talk about how they can get into space and look at Neil Armstrong and Tim Peake</li> <li>• Peter Pan – Pirates – Compare Captain Hook and Blackbeard</li> <li>• Pocahontas – Talk about how people used to explore and travel the world before aeroplanes. Link Pocahontas and Sacagawea.</li> </ul>

## A Year 1 Historian at Dawpool

All topics must begin with chronological knowledge, identifying the period of history on the corridor timeline.

<b><u>Toys</u></b>
<ul style="list-style-type: none"> <li>• I know how toys are different and how they are the same.</li> <li>• I know how to describe an artefact (toy) and ask questions.</li> <li>• I know what toys my parents and grandparents used to play with.</li> <li>• I know about new toys and their components.</li> </ul>
<b><u>Titanic</u></b>
<ul style="list-style-type: none"> <li>• I know the difference between 1<sup>st</sup> and 3<sup>rd</sup> class passengers.</li> <li>• I know how to write a postcard as a passenger of the Titanic.</li> <li>• I know the main events that happened during the Titanic.</li> <li>• I know the different parts of the Titanic (Cross-Section).</li> </ul>
<b><u>Seaside</u></b>
<ul style="list-style-type: none"> <li>• I know features of the seaside in the past and present.</li> <li>• I know the importance of the RNLI.</li> </ul>

- 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.

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- 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.

### Year 1 Historical Vocabulary

past	present	future	long ago
artefact	sources	research	toy
Titanic	captain	iceberg	Bruce Ismay
passengers	lifeboat	unsinkable	resort
tragedy	holidays	class	maiden voyage
voyage	survivor	transport	tourist
promenade	RNLI	coast	harbour
pier	wreck	Hoylake	sea bathing

### A Year 2 Historian at Dawpool

All topics must begin with chronological knowledge, identifying the period of history on the corridor timeline.

<b><u>The Great Fire of London/Antarctica</u> Lives of significant individuals / events</b>
<ul style="list-style-type: none"> <li>• I will learn about Ernest Shackleton and his expeditions to Antarctica and how they influenced other explorers.</li> <li>• I will be able to use books and the internet to find out about Ernest Shackleton and his crew and their expeditions.</li> <li>• I will know about how Samuel Pepys wrote a diary that tells us about the events of The Great Fire of London and The Plague but also that there were other sources that provided information.</li> </ul>

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- I will know that the Great Fire of London influenced the design of London today and how houses were built and streets laid out.
- I will be able to use The National archives evidence to answer questions and make deductions about Samuel Pepys and The great fire of London.
- I will be able to understand where and when the Great Fire of London started, and make deductions about what London was like in 1666.
- I will be able to take the role of significant figures at the time of the Great fire of London and answer questions from others ie Thomas Farriner, Samuel or Elizabeth Pepys, King Charles.
- I will use different sources to find out why the fire spread so quickly and stayed alight for so long.

- 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.

### Year 2 Historic Vocabulary

Explorers, South pole, Antarctica, navigate, encounter, pioneer.	Chronological order, era/period, travel, impact, significant	past, present, before, after, then, now
The Great Fire of London, Samuel Pepys diary, Christopher Wren, St Paul's Cathedral,	memorial, investigate research, Historians, experts, letters, newspapers, websites, detective, opinion, artefact, What...?	Timeline, ancestor, modern, recent, similar, decade, century, evidence, discovery, research,

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	When...? Where...? Why...? How?	
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### **A Year 3 Historian at Dawpool**

All topics must begin with chronological knowledge, identifying the period of history on the corridor timeline.

<b><u>Ancient Egypt</u></b> <b>In depth study</b>
<ul style="list-style-type: none"><li>• I know where Egypt is located and when Ancient Egypt took place.</li><li>• I know why people chose to live by the River Nile and the importance of farming.</li><li>• I know what life was like in Ancient Egypt and how it differs to modern life.</li><li>• I know what clothes Ancient Egyptian people wore and understand the difference between rich and poor clothing and men and women's clothing.</li><li>• I know why mummification was used and understand the process of mummification.</li><li>• I know who Tutankhamun was, who discovered him and understand the importance of the discovery.</li></ul>
<b><u>Europe</u></b>
<ul style="list-style-type: none"><li>• I know the countries which make up Europe and their capital cities.</li><li>• I know rivers and mountains in Europe and understand the journey of a river.</li><li>• I know the arguments for and against leaving the European Union.</li><li>• I know a famous European composer and can recognise their work.</li><li>• I know about different climate zones and know about the weather in different European countries.</li><li>• I know about art from different European cultures and can identify the techniques used.</li></ul>

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### The Stone Age

- I know when the Stone Age took place and understand what life was like during the Stone Age.
- I know how humans in the Stone Age collected their food, what they would eat and the meaning of hunter gatherers.
- I know what life was like for people living in the Stone Age including what they ate, where they lived and what their houses were like.
- I know the tools which Stone Age people used, what they were used for and how they were developed.
- I know the type of homes Stone Age people lived in depending on the time period and what they were made of.
- I know the instruments which Stone Age people played, what they were made of and the difference between instruments then and today.

- 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 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. (Internet, books, museum trips)
- I can research in order to find similarities and differences between two or more periods of history.
- I can summarise how Britain may have learnt from other countries and civilizations (historically and more recently).

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**Year 3 Historical Vocabulary**

Pyramid	Canopic jars	Mummification	After life
Howard Carter	Shaduf	Tutankhamun	Hieroglyphs
Pharaoh	River Nile	Irrigation	Gods and goddesses
Amulets	Egypt	Tribe	Neolithic
Mesolithic	Neanderthal	Sabre-toothed	Hand-axe
Skara Brae	Palaeolithic	Isolation	Community
BC	AD	Cartouche	Scribe
Rosetta Stone	Mammoths	Seasons	Sacrifice
Tribe	Roundhouse	Hillforts	Settlements
Homo Sapiens	Site	Artefact	Era/Period
Winter Solstice	Summer Solstice	Hunter-gatherer	Nomadic people
Excavation	Sarcophagus		

**A Year 4 Historian at Dawpool**

All topics must begin with chronological knowledge, identifying the period of history on the corridor timeline.

<b><u>The Romans</u></b>
<b><u>The Empire and its impact on Britain (Boudicca)</u></b>
<ul style="list-style-type: none"> <li>• I know how to find Rome on a map and show the position of Rome in context of Europe.</li> <li>• I know when the Roman invasion of Britain took place and put key events on a timeline.</li> <li>• I know the reasons the Romans invaded Britain.</li> <li>• I know who resisted the Roman invasion and the consequences of this resistance.</li> <li>• I know the effects of the Roman invasion on life in England.</li> </ul>

- I can explain how the lives of wealthy people were different from the lives of poorer people.

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- 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 what it was like for children in a given period of history
- 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 research two versions of an event and explain how they differ.
- I can present my findings to an audience.
- I can describe a key event from Britain's past using a range of evidence from different sources.

### Year 4 Historical Vocabulary

<b>Pantheon</b>	<b>Basilica</b>	<b>barbarian</b>	<b>chariot</b>
<b>slave</b>	<b>Villa</b>	<b>soldier</b>	<b>invasion</b>
<b>Caesar</b>	<b>dominate</b>	<b>legacy</b>	<b>democracy</b>
<b>numerals</b>	<b>mosaic</b>	<b>victory</b>	<b>Boudicca</b>
<b>Iceni</b>	<b>Tribe</b>	<b>defeat</b>	<b>centurion</b>
<b>Pompeii</b>	<b>Rome</b>	<b>capital</b>	<b>empire</b>
<b>gladiator</b>	<b>Sword</b>	<b>tunic</b>	<b>amphitheatre</b>
<b>myth</b>			

### A Year 5 Historian at Dawpool

All topics must begin with chronological knowledge, identifying the period of history on the corridor timeline.

<b><u>Ancient Greece</u></b>
<ul style="list-style-type: none"> <li>• I know when and where the Ancient Greeks lived and how we know from evidence.</li> </ul>

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- I know the Democratic system was created by the Ancient Greeks. I can compare it to our modern day democracy and who has the right to vote in our country.
- I know about Greek gods and goddesses.
- I know about the Ancient Greeks created the Olympic games and can compare them to the modern games.
- I know about Pheidippides and the Battle of Marathon.
- I about the legacy of Ancient Greece.

- 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.

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

All topics must begin with chronological knowledge, identifying the period of history on the corridor timeline.

<b><u>The Vikings</u></b>	
<b><u>The Viking and Anglo-Saxon struggle for the kingdom of England</u></b>	
<ul style="list-style-type: none"> <li>• I know when and where the first invaders came from</li> <li>• I know where they settled and the Anglo-Saxon kingdoms</li> <li>• I know about Anglo-Saxon settlements and daily life (homes, justice system).</li> </ul>	<ul style="list-style-type: none"> <li>• I know and be able to locate the Viking homelands</li> <li>• I know about Viking culture and daily life, including their beliefs</li> <li>• I know why the Vikings were such successful explorers, raiders and settlers (Knowledge of longships and warriors)</li> </ul>

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<ul style="list-style-type: none"> <li>• I know about Anglo-Saxon beliefs and their conversion to Christianity</li> <li>• I know about key archaeological finds such as Sutton Hoo and how we can learn about the past</li> </ul>	<ul style="list-style-type: none"> <li>• I know about Viking raids on Britain (Lindisfarne)</li> <li>• I know about the Viking and Anglo-Saxon struggle for Britain including Danelaw, Danelaw and key kings.</li> </ul>
<b>WW1: A turning point in British and world history</b>	
<ul style="list-style-type: none"> <li>• I know the situation in Europe and the wider world in 1914 (including maps).</li> <li>• I know the long and short-term causes of WW1: Militarism, Alliances, Imperialism, Nationalism and the assassination of Archduke Franz Ferdinand.</li> <li>• I know about Trench warfare and the conditions experienced by soldiers.</li> <li>• Personal study on individual soldiers and those awarded the VC.</li> <li>• I know about Propaganda (vs truth) through studying posters, artwork and war poets.</li> <li>• I know key events of WWI such as the Christmas Truce of 1914 and the Battle of the Somme.</li> <li>• I know the outcome of the war and the key points of the Treaty of Versailles</li> </ul>	

- 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. (Vikings and Anglo-Saxons and WW1)
- 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.
- I can explain historical sources
- I can recognise how place names can inform us of past settlements

**Year 6 Historical Vocabulary**

Historical	A-Ss & VIKINGS	WW1	WW1
primary source	territory	militarism /naval	POW
secondary source	settlement /settlers	imperialism	western front
tertiary source		/empire	eastern front
timeline	invaders	colonies	theatres of war
Artefact	longboat / drakaar	nationalism	assassination

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Chronology	longhouse	alliance	Trench & parts
Evidence	chieftain	treaty /truce	gas mask
archaeology	Danegeld	entente	ammunition
<b>CHINA</b>	Danelaw	recruitment	artillery -shell etc
Dynasties	monastery/ monk	propaganda	duckboard
Terracotta warriors	raiders	ensorship	frontline
Great Wall	Thing / Althing	annexation	dugout
Emperor empire	Jarls/ karls/ Thralls	revolution	No-man's land
Forbidden City	names of gods	refugee	VC -Victoria Cross

## Archived (2021-22): Education Recovery in History

In response to the COVID-19 pandemic, we have identified 3 overarching improvement priorities for education recovery:

- *Reading across the curriculum*
- *Teachers' subject, pedagogical and pedagogical content knowledge*
- *Quality First Teaching*

A focus on these 3 priorities will ensure that all pupils can access the full curriculum which is central to the '**Abundant Life that Jesus offers.**'

In addition to these 3 priorities, we have taken a **subject-specific approach** when prioritising what to teach.

In determining what to prioritise in the **History** curriculum, we have focused on our **vision for History** which outlines our aspirations for pupils in this subject. We have also considered the [guidance](#) produced by the DfE. The main aim of education recovery at Dawpool is to teach pupils what they need in order to make sense of later work in the curriculum. We have therefore identified the following priorities for the History curriculum.

Pupils will:

- *Use a topic-based approach to maximise engagement and kindle curiosity about the past*
- *Consolidate their knowledge and understanding of historical periods.*
- *Use the timeline in the main school corridor to situate their knowledge.*
- *Use artefacts and 'hands on' resources to explore people and places from historical periods.*
- *Understand how historians study the past.*

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