

KS1



HISTORY TEACHING AND LEARNING AT ROBSON HOUSE

At Robson House, we have a topic based approach to the Curriculum. The children study two history-focused topics each year, chosen carefully to build on previous learning and consolidate key concepts year on year. Our corridor timeline is central to the teaching of chronology and is consistently referred to, explored and added to. Knowledge and skills are central to our history curriculum design and we teach children key concepts to support and frame future learning.

We have a rich programme of trips and expert visitors. We have links with the British Museum and the Museum of London. We subscribe to the Islington Artefacts and Books Loan Service and use their resources to support work and are displayed and used by the children as part of their topic work. We are also building our own bank of artefacts, books and other resources. We are introducing individual history boxes which will contain a time line and work the children have done which will go with them throughout the school.

Toys

Key Learning

- Recognise, describe and compare the features of toys through the 20th century and early 21st century.
- Reflect on their favourite toys and investigate those which were popular when their parents and grandparents were born.
- Explore how scientific inventions have influenced and changed the manufacture of toys over time.

Travel and Transport

Key Learning

- Investigate the ways in which transport and travel has changed throughout history, including the inventions of cars, trains and planes.
- Make comparisons between old and new forms of transport.
- Explore the contributions of significant individuals to the transport industry, including George Stephenson and the Wright brothers.
- Understand how developments in transport have influenced people and communities.

Key Skills

- Identify different sources we can use to find out about the past.
- Compare artefacts from different time periods.
- Use words and phrases relating to the passing of time e.g. old, modern, past, present, future.

KEY LEARNING YEAR 2

Kings and Queens

Key Learning

- Recognise the role of the monarchy in Britain and how it has evolved.
- Develop an understanding of the chronology of significant British kings and queens, including Elizabeth I and Queen Victoria.
- Investigate the role of the government and Prime Minister.

The Ancient Egyptians

Key Learning

- Develop an understanding of ancient Egyptian life including, practices and rituals.
- Explore the social structure of ancient Egyptian society, including the rights and responsibilities of the pharaohs.
- Investigate the inventions and achievements of the ancient Egyptian civilisation.

Key Skills

- Order dates and events from earliest to latest on simple timelines.
- Observe, handle and use artefacts to ask and answer questions about the past.
- Show and understanding of historical terms, e.g. monarch, parliament, government, civilisation.

KEY STAGE 1

Pupils are taught:

- To develop an awareness of the past, using common words and phrases relating to the passing of time.
- To 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.
- To ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.
- To understand some of the ways in which we find out about the past and identify different ways it is represented.

Enrichment

Transport Museum
Buckingham Palace
British Museum

KEY LEARNING YEAR 1



LKS2



Enrichment

Museum of London

Tower of London

Hampton Court

Pre-historic Britain

Key Learning

- Develop an understanding of life during the Palaeolithic and Mesolithic periods.
- Investigate the technological advances which occurred during the Neolithic period, including tool-making and farming, and recognise the impact and influence this had on society.
- Explore the changes which occurred during the Bronze and Iron Ages and compare this to the development of other ancient civilisations e.g. the Shang Dynasty.

Coming to England

Key Learning

- Explore the historical and current patterns of migration within, to and from the UK.
- Investigate the experiences of migrants prior to the 20th century, as well as those who have arrived in modern times.
- Explore the contributions migrants have made to the prosperity of Britain over time.
 - Recognise the changes which have taken place to protect migrants from discrimination.

Key Skills

- Understand the terms 'prehistory', BC (Before Christ) and AD (Anno Domini).
- Use a range of primary and secondary sources to find out information about the past.
- Describe connections and contrasts between aspects of history, people, events and artefacts studied.

The Romans

Key Learning

- Explore the development of the Roman Empire, including the invasion and conquest of Britain.
- Develop an understanding of the social structure and organisation of ancient Rome, including what daily life was like for Roman people.
 - Investigate the Romanisation of Britain, and how different aspects of life were influenced and shaped by Roman occupation.
- Develop an understanding of the British resistance, including the rebellion of Boudicca and construction of Hadrian's Wall.

The Tudors

Key Learning

- Investigate the War of the Roses and explore how the Tudor dynasty began.
 - Develop an understanding of daily life in Tudor times, including crime, punishment and medicine.
- Compare and contrast the experience of people from different social classes during Tudor times, including children.
- Explore the character and reign of Henry VIII, and understand the power of the monarchy.

Key Skills

- Sequence events, artefacts and historical figures on a timeline using dates.
 - Note key changes over a period of time and be able to give reasons for those changes.
- Explain how people and events in the past have influenced life today.
 - Use and understand appropriate historical vocabulary to communicate e.g. empire, invasion, conquer, democracy.

KEY STAGE 2

Pupils are taught:

- 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.
- 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.
- Understand how our knowledge of the past is constructed from a range of sources.

UKS2



KEY LEARNING YEAR 5

WWI – Role of Women

Key Learning

- Investigate the factors which led to the start of WWI.
- Develop an understanding of what life was like on both the Western Front and Homefront during WWI.
- Explore the roles and contributions women made to the war effort, including the position of women before the war, their changing roles during conflict time and their adjustment back to peacetime.
- Investigate the events which led to the end of WWI and the changes which happened in the years after the war, including how gender equality has progressed.

Ancient Greece

Key Learning

- Develop an understanding of the different periods of Greece.
- Explore daily life in ancient Greece, including what life was like for different people enslaved during ancient Greek times
- Develop an understanding of the different types of government in ancient Greece, including the development of democracy.
- Investigate the Greek legacy and explore how modern life has been influenced by the ancient Greeks, specifically later periods in British history.

Key Skills

- Use a wide range of different evidence to develop an understanding of the past.
- Understand and describe in detail the main changes to an aspect in a period in history.
- Examine causes and results of great events and the impact these had on people.

Enrichment

The Imperial War Museum

RAF Hendon

The Cabinet War Rooms

KEY LEARNING YEAR 6



WWII

Key Learning

- Develop an understanding of the events leading up to WWII and explore the key individuals and countries involved.
- Explore key turning points in the war e.g. the Battle of Britain, Blitz, Japanese attack on Pearl Harbour.
- Investigate the roles and contributions of black and non-white service people to the war effort and reflect upon the issues they faced.
- Explore the importance and significance of the role of women during WWII.
- Explore the events leading up to, and involved in, the end of the war, including the Battle of Berlin and death of Hitler.

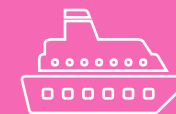
Windrush

Key Learning

- Explore the similarities, differences and links between the islands of the Caribbean and Britain, including what life was like for the men and women who travelled from the Caribbean to Britain.
- Explore the experiences of those onboard the Empire Windrush.
- Identify the challenges faced by migrants as they arrived and settled in Britain.
- Explore the contributions made by individuals of Caribbean and African descent to Britain.

Key Skills

- Begin to evaluate the usefulness of different sources, and select appropriate evidence to address questions and construct responses.
- Describe key features of the past, including attitudes, beliefs and their everyday lives of men, women and children.
- Develop a good understanding of historical vocabulary e.g. social, political, economic, cultural, religious.



INTENDED OUTCOME BY END OF KEY STAGE 2

Children will leave Robson House as keen historians with a strong knowledge about the history of this country and the wider world, and how events have influenced and still influence the world today.

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 confidence to challenge and re-interpret historical events.