

# Beaucroft School History Overview

**Rationale:** At Beaucroft School, it is our vision for every student to engage, enjoy and achieve, developing self-esteem and resilience in preparation for adulthood. We want our Beaucroft community to **THRIVE** and be **Thoughtful** and caring **Happy** and **Safe** **Resilient** **Independent** **Valued** **Empowered**.  
At Beaucroft, we want our pupils to explore the past at a level appropriate to them including through sensory activities, through artifacts, photos and symbols and through researching and questioning events from the past that have shaped our present and influence our future.

*'The more you know about the past, the better prepared you are for the future.'* Theodore Roosevelt.

	Topic Knowledge	Skills Progression	Curriculum Sequence
Early Years	<p>Talk about the lives of the people around them and their roles in society;</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	<p>Pupils identify members of their own immediate and extended families - show awareness of generations. Pupils recognise their class group and department and progression up through the school.</p> <p>Identify different roles in society.</p> <p>Answer simple questions about events from the past e.g. What happened in morning- afternoon – evening. Yesterday, today, tomorrow.</p> <p>Sequence own history from babyhood to school.</p> <p>Explore items from own past e.g. clothing /toys.</p> <p>Extend vocabulary (using preferred means of communication) about past and answer questions from stories e.g. using 'reasons for reading'.</p>	<p>Myself and my family</p> <p>People that help us</p> <p>Toys</p> <p>Stories</p> <p>Pirates</p>
Juniors	<p>Pupils develop an awareness of the past, using common words and phrases relating to the passing of time. They 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 what they know about key features of events. They should understand ways in which we find out about the past.</p>	<p>Pupils can communicate about past events in their own and families lives. Identify differences between past and present.</p> <p>Experiences ways in which the past was different. Develop an awareness of the past. Use common vocabulary related to the past.</p> <p>Ask and answer questions using preferred method of communication. Find out about the past in different ways e.g. artefacts, symbols, photos, books.</p>	<p>The Gunpowder Plot</p> <p>Great Explorers</p> <p>The Great fire of London</p> <p>Florence Nightingale</p> <p>Houses and Homes</p> <p>A time walk in Dorset ( local study)</p>
Middle	<p>Pupils continue to develop their knowledge and understanding of British, local and world history. They note connections, contrasts and trends over time and develop the appropriate use of historical terms. They ask and answer questions about change, cause, similarity, difference and significance. They construct informed responses that involve selection of and organisation of historical information. They use a range of sources of information.</p>	<p>Pupils continue to develop their experiences and knowledge of history. Develop the appropriate use of historical terms. Answer and ask historically valid questions.</p> <p>Understand that information about the past is constructed from a range of sources.</p> <p>Constructing informed responses by selecting and organising information – pictures, symbols, words, phrases.</p>	<p>Stone Age to Iron Age</p> <p>The Romans and Anglo Saxons</p> <p>The Vikings</p> <p>A local study linked to British areas of study above.</p> <p>Ancient Egypt</p> <p>Ancient Greece</p>
Seniors	<p>Pupils should extend and deepen their knowledge and experiences of British, local and world history so that it provides a well-informed context for wider learning.</p> <p>Pupils should explore significant events within periods over time.</p> <p>Pupils should use historical terms using their preferred method of communication.</p> <p>Pupils should find out about events in history and record information using either symbols, photos or words.</p>	<p>Pupils extend and deepen their experiences and knowledge of history.</p> <p>Use appropriate historical terms in an increasingly complex way.</p> <p>Ask historically valid questions and answer questions using evidence.</p> <p>Use different sources of information to find out about the past.</p> <p>Constructing informed responses by selecting and organising information – pictures, symbols, words, phrases</p>	<p>Medieval Britain</p> <p>The development of the Church, state and society in Britain, 1509-1745.</p> <p>Ideas, political power, industry and empire in Britain, 1745-1901.</p> <p>Challenges for Britain, Europe and the wider world, 1901-present (</p> <p>A local history study linked to an area above</p> <p>A study of societies</p>