

#### 640 Der Rlug

#### Spruche 15. 16

Litte ber Menfchen Ber-Serrn: wie steb 20, 0, bebet nicht nicht, ber ihn hehet nicht au den Weisen. fredsliches 5, 10. 5 ftraft

Y frohliches Sers macht ein frohliches . . t; aber wenn bas gerz befummert fällt auch ber Muth. 14. Ein fluges herz handelt bedächtig-ich; aber die fühnen Narren regieren

Ein Betrübter hat nimmer feinen

#### Der Menfchen Thun

lofen; aber ber Gerechten Gebet erboret 30. Freundlicher Unblid erfreuet bas Ders.

ein \* gutes Gerücht macht bas Gebeine fett. 31. Das Dhr, bas ba boret bie Strafe bes Lebens, wird unter ben Weifen wohnen. 32. Der fich nicht ziehen läßt, ber machet

fich felbit zu nichte; wer \* aber Strafe boret, 

Spruche 16. 17. regieret Ou ein Bote 14. Des Rinigs Gring bes Kobes; aber ein weifer n wird

16. Samm an vie 200enspen, venn fie beffer weber Gold, und Berftand haben

edler, benn Suber. 17. Der Frommen Weg meibet das Frige; und wer feinen Weg bewahret, ber behält

fein Beben. su Gri

#### 15. Cent Bertheiter von Aussen einen aus einen aus einen die Gren tommt, uten Zag; aber ein \* guter Muth ift num man zuvor leiben. · 18. 12. 91. 18. 30. 14. Ses Boblieber · 17. 25 ift beijer em Gericke traut mit 17. Es ift beijer em Gericke traut mit 17. Es ift beijer em Gericke traut mit 18. Bert folt 19. Bert folt 19. Bert folt 10. Der Menick folt 10. Der Menick folt 10. Der Bertick 5. net beilt bleiben. 6. Der Derm verläht. vergen; aber vom herrn kommt, was bie und ber

Boeth

18. Ein zorniger Mann richtet Saber an; ein Gebuldiger aber ftillet ben Bant.

19. Der Weg bes Faulen ift \* bornig; aber ber Weg ber Frommen ift wohl ge-° c. 24, 30,

20, Gin \* weifer Sohn erfreuet ben Bater; und ein narrischer Mensch ift feiner Mutter \* c. 10, 1 tc.

21. Dem Thoren ift bie Thorheit eine Freude; aber ein verständiger Mann bleibt auf bem rechten Bege.

22. Die Anschläge werben zu nichte, wo nicht Rath ift; wo \* aber viele Rathgeber befteben fie, \*1.11.14. 23. Es ift Einem eine Freude, wo man

ihm richtig antwortet; und ein Wort zu feiner Beit ift fehr lieblich. Der Weg bes Lebens \* gehet uber

warts flug zu machen, auf bag man meit tie Solle untermarts. \* Gel. 3. 1 25. Der herr wird bas \* Saus ber hoffa

gen zerbrechen, und bie Grenze ber Bittmen 12 7. 1 Betr. 5.5

Die \* Infchlage bes girgen find bem ein Greuel; aber trofflich reben bie "1 2006, 27, 19, 20. Beigige verstört \* sein eigenes aber \* Geichenke ballet, der \*. 11, 29. + 91. 15. 5.

2. ju an. Cierriefen Der herr th

Bunge reben foll.

Einen Jeglichen bunten feine Bege rein fein; aber allein ber Sperr macht bas

Art genoif. 3. Beficht \* bem Derrn beine Berte, fo werben beine Unschlage fortgehen. \*91. 37. 5. 4. Der Herr macht Alles um fein felbft willen, auch ben Gottlofen zum bofen Lage

Ein ftolges berg ift bem herrn ein 5. Greuel, und wird nicht ungestraft bleiben, wenn fie fich gleich alle an einander hängen.

6. Durch \* Gute und Treue wird Miffes that verjohnet; und burch bie Furcht bes herrn meidet man bas Boje. \*c. 10, 12,

7. Benn Jemandes Bege bem Serm wohlgefallen; fo \* macht er auch feine Feinbe

# History

10. Beiffagung ift in bem Munde bes Ronigs, fein Mund fehlet nicht im Gericht. 11. Rechte \* Bage und Gewicht ift vom herrn; und alle Pfunde im Gad find feine

12. Bor ben Konigen Unrecht thun, ift ein Greuel; benn \* burch Gerechtigteit wird ber Thron bestätiget. \*c. 20. 28. c. 25 5 13. Recht rathen gefällt ben Königen; und wer gleichgu rath, wird geliebet. ein weifen Mann, und liebliche Reben

Klugheit ist ein lebendiger Brunnen ber fie hat; aber bie Bucht ber Marren ren wohl.

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ret wohl. Die Reden des Freundlichen find gfeim, troften bie Geele, und erfrifchen

eine. gefällt ein Weg wohl anchem gefällt ein Weg wohl ishtes ielcht dum Tote. \*. 14, 15 ishtes fraumbod großem Unglius in her Mann. \*2 Sam. 1, 16 peine.

burd fe Ein lo 27. und in feinem 28. Ein vertehrter Dien

und ein Berleumber macht Furften

29. Ein Frevler lodet feinen Rachfte uneins. und führet ihn auf feinen guten 2Beg. 30. 2Ber \* mit ben Augen winft, nichts Gutes; und wer mit ben beutet, vollbringet Bofes. . . 31. \* Graue Saare find et ne ber

rechtigfeit Ehren, bie auf bem Wege 0. Betab. 4, 9. effer, benn ein gefunden werben. 32. Ein Gedulbie Starfer, und ber .co Muths Serr ift, servinnet.

33. Loos wird geworfen in den Schooß; aber es fällt, wie der Herr will. Das 17. Capitel. Ben ungeitigen Bant und Sal 1. So ift ein trodner Biffen, baran tan fich genigen lågt, befer benn en Saus U Selchlachteres mit Gaber. •. 15. 16. 17 Ein \* fluger Stnecht wird berrichen über föge Erben, und wird unter ben Brit

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erer Mensch trachtet er es wird ein graufa

ift beffer, einem Barer Jungen geraubet find, en in feiner nartheit. Ber "Gutes mit Bofem t

1 Daufe wird Boles nicht 1 Eter 5, 15 1. + Str. 33, 2Ber Haber anfängt, ift 9

bem Baffer ben Damm aufr vom Haber, ebe bu barein gen Ber bem Gottlofen und ben Gerechten verbamn beide bem herrn ein Greuel 16. Was foll dem Marrer Hand, Weisheit zu kaufe

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# History Handbook

### Vision for History

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Our History Curriculum is knowledge-rich and coherently sequenced. The curriculum is designed to inspire a curiosity of the past. Our children at St Wilfrid's will become critical explorers by being exposed to a rich, complex and diverse set of historical people and places."

### Our History Curriculum

History is all about people. The study of people of different types from different times and different places is the most important aspect of our work. 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.

# Our History Curriculum Will Enable Pupils to:

- Develop a sense of time (chronology), recognising how time is measured and that some things change and some things stay the same;
- Investigate how and why events happen and how they may be linked;
- Consider what it was like to live in different periods and what motivated the people who lived then and that we cannot think in the way they thought;
- Recognise that there are some things we can never know about the past and that history has to be constructed from the bits of the past that have survived:
- Understand that people interpret the past differently and use different ways to present their ideas;
- Make thoughtful use of a variety of sources to find out about the past;
- Communicate their ideas in a variety of ways and with clarity and independence.

ger Mann richtet Haber an;

er aber ftillet ben Bant bes Faulen ift \* bor

## Intent

Pupils are inquisitive about their own past and that of the world around them. They become critical thinkers and discerning learners whilst gaining knowledge and a deeper understanding of the people and places in their locality, in Britain and the wider world. Our History Curriculum is engaging and inclusive including the relevant subject knowledge and key disciplinary concepts set out by the National Curriculum. We aim to develop and nurture our pupils to be young historians.

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### Implementation

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History, as a subject, will be taught within a topic from the relevant key stage, enhanced within a theme of subject specific and contextual reading materials. History is planned as a sequence of lessons that builds upon consistently developing the subject's key concepts through 'as a historian I can' statements.

#### Investigate and interpret the past

This concept involves understanding that our understanding of the past comes from an interpretation of the available evidence. Build an overview of world history

This concept involves an appreciation of the characteristic features of the past and an understanding that life is different for different sections of society.

#### **Communicate historically**

This concept involves using historical vocabulary and techniques to convey information about the past.

Each history topic and period of study is planned to ensure relevant skills are being taught.

•Connections between periods of study, both within and throughout each year group and phase, are made.

·Diversity is taught alongside all topics and periods of study from EYFS to KS2.

•As a rights respecting school, we uphold the right that children should have access to a wide range of information, the right to form an opinion and to be heard.

•We do this by providing both primary and secondary sources that allow children to examine evidence, sift arguments and develop perspective and judgement.

### Impact

Progress, measured against skills and knowledge, will show children have the opportunity to reach an advanced and deep understanding of historical concepts.

When history is taught to high level, children will be ready for the next phase in education and will demonstrate this by eloquently articulating their knowledge and skills as young historians.

#### Pupils will know:

•that there are significant historical people and events in their local/family history

•that there are significant historical people and events in British history and

Spruche 15. 16.

c. 16. 8

\*c. 11, 14.

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•that there are similarities and differences between everyday lives in different chronological periods and can evidence. •that there are similarities and differences between 'rulers' in different chronological periods and can evidence.

•that there are similarities and differences between the 'ruled' in different chronological periods and can evidence with substantive knowledge.

•that there are a variety of types of evidence historians use to find out about the past including; archaeology, paintings, diaries and photographs

that there are a variety of different ways the past is represented including; the work of a historian, paintings and films

Der Menfchen 2bm

Beisheit; und \* ebe man zu Ebren tommt, muß man zuvor leiden. \*. 18, 12, \$1, 18, 30,

Das 16. Capitel.

Bon Gottes Borfebung und Regierung, und ber Denfden

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regieret Gott.

Spruche 16. 17.

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Children will review learning from previous lessons, days, units and years to consolidate learning and ensure children know more and remember more.

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bat nimmer keinen gutte 2019, ucer ein \* guter Muth ift ein tägliches Bohlleben. \*c. 17, 22. 1 xim. 6, 6, 16. Es \* ift beffer ein wenig mit ber großer Schatz,

#### **Direct Teaching (Let's** earn

Children are taught the key concepts they need to succeed in the lesson. The direct teaching will looking at primary and secondary sources and is designed to impart key vocabulary and knowledge the children need to succeed.

ift bie Thorheit eine uve; aver ein verständiger Mann bleibt auf bem rechten Bege. Die Unschläge werben zu nichte, mo viele Rathgeber

Ein ftolges berg ift bem herrn ein Greuel, und wird nicht ungestraft bleiben, wenn fie fich gleich alle an einander hängen. 6. Durch "Gute und Treue wird Miffe-that verschnet; und burch bie Furcht bes herrn meidet man das Bose. \*c.10, 12.

#### anchem "gefällt ein Weg wohl estes wicht jum Tote. arstem Unglui

oine.

Children are provided with a variety of independent, paired and group tasks to apply their knowledge and use new vocabulary in context. Kagan strategies will be used at this point to support understanding and mastery.

aber tröftlich reben bie beutet, vollbringet Bofes. 31. \* Graue Saare find eine Krone ber Der Geizige verstört \* fein eigenes 8; wer aber \* Geichenke hallet, ber \*. 11, 29. † 19. 15. 5. 11. Rechte \* Bage und Gewicht ift vom Ehren, bie auf bem Wege ber Gerechtigkeit herrn; und alle Pfunde im Gad find feine Berte. 12. Bor ben Konigen Unrecht thun, ift ein Greuel; benn \* burch Gerechtigfeit wird bes Berechten bichtet,

### Plenary

Children's understanding of the knowledge taught in the lesson is assessed and progress reviewed. Assessment for learning takes place throughout the History lesson and this is used to adapt future teaching and flash back questions.

### **Curriculum Overviews**

Curriculum overviews are available to inform planning. They identify which unit the object is covered within the curriculum with clearly defined end points.

	Autumn 1	Autumn 2	Spring	1 Spring 2	Summer 1	Summer 2					5005	3	ee.
Year 1	33	Discovering History	Shund	Kings, Queens, and Leaders		Parliament and Prime Ministers	R				6		J T
Year 2	69/	Romans in Britain	An Annu an	The Tudors		Powerful Voices					<u>'</u> ~		Y
Year 3	ear 3 Stone Age to the Iron Age		The Anglo S	axons, Scots, and the Vikings	Pe	Key S	tage 1 Hi	story a	nd the	d the National C		urriculum	
Year 4 Ancient Gr		reece Life in An Rome		and the part of the last of th		Year Group	Autu	mn		Spring		Summ	
Year 5	Year 5 Baghdad c.900 CE		The Frenc Revolutio	Transatlantic	r Na	Year 2 tional Curriculum Coverage		ing memory that donally or globally loans individue of e contributed so matignal Empire and ba	The fue     the part     t	Upit should be assift abold. The fues of ignificant, individuals in the spar who hile command to madeware the filter should be software himself events, people and pignes in the hown locality.		Achievements Changes within living me Where appropriate these	
	( bil	ls Progre	ccion in	Listory			Feulet ed in Year	2		-			X
r Group	Chronology	Events, and Ch	People	Interpretation, Enquiry and Sources	Communica	ind lesson	The Rom Brite	ain	1. Life in T	The Tudors	-	Powerful Vo	
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	<ul> <li>Marine Marine, and A. B. 2003.</li> <li>Main provide statements and therm "Spatial based and spatial ba</li></ul>	d value as into probability of the second se	ample derives or hand Fa out although a sequence of the employee of th	Pupils should de study fit within a They should use They should ask	velop an awareness chronological fram a wide vocabulary o and answer questio	History ulum for KS1 covered by the of the past, using common work and identify similarity of everyday historical terms, ins, choosing and using part ways in which we find out a	Nationa PKC History Currice words and phrases res and differences be to of stories and othe	ulum elating to the p etween ways of r sources to sh	assing of time. Tife in different ow that they kn	They should kr periods.	ks now where the tand key featur	people and ev	
and that	the start	• Der Guld Cen als subd Gereiteren Care and signer	Anad I have a	National Curri	iculum for KS1			PKC History Curriculum Year 1 Year 2					
	23. Es ift Einer	3. Es ift Einem eine Freude, wo man 7.			Pupils should be taught about:			Discovering History	Kings and Queens	Parliament and Prime Ministers	Romans in Britain	The Tudors	Powe Voio
	niner a fich	rtet; und ein r lieblich.	Bort ju	mit reveal as	within living memory spects of change in r	ry. Where appropriate, these national life	should be used to	1	1	1			~
		ter Weg bes Lebens * gehet übers ug zu machen, auf baß man meibe ber le unterwärts. * * set. s. 1. 2. er herr wird bas * haus ber hoffars brechen, und bie Grenze ber Wittwen			events beyond living memory that are significant nationally or globally     the lives of significant individuals in the past who have contributed to     national and international achievements. Some should be used to compare     aspects of life in different periods			1	1	1	~	~	~
	Le unterno	årt6. irb das * Hauf	* ast. 2, 1, 2. 3 ber Soffar:	the lives     national     aspects	and international ac	chievements. Some should b		~	~	~	~	~	~

### Progression

The progression maps carefully maps the development of key ideas within a strand from Y1 to Y6 ensuring that the learning journey is cohesive and that each new element builds on the appropriate conceptual components.

### Assessment

Assessment allows teachers to make live judgements about children's learning. Based on comprehensive knowledge and skills framework, teachers assess, monitor, track, and report history.

### Inclusion

All children access the History Curriculum. We teach to the top and scaffold down using resources, adaptations and adult support to ensure all learners make progress.

Within the representation stage there is a systematic approach to the introduction of new content which builds on prior learning and explicit links are made with the content that the children have previously acquired.

The use of practical resources to represent the concept or method is vital within the representation stage to ensure all children have conceptual understanding.

The use of resources also support pupils who are less confident but a reliance on the use of physical resources is to be avoided.

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benn ber Stabte gervinn

