

# History Overview

The history subjects provide a coherent scheme to develop children's historical knowledge and skills. Key aspects such as significant people, cause and effect and chronology are revisited throughout all subjects and developed further in each year group. Each subject develops historical skills based on evidence, historical enquiry, range and depth of historical knowledge, interpretations of history, chronological understanding and substantive concepts which run throughout every scheme of work taught.

We follow the national curriculum and cover periods of time that the guidance suggests. The children will develop a chronologically secure knowledge and understanding of local, British and world history across the periods of time they study. Each historical period regularly revisits key vocabulary which is built on throughout the year, as well as substantive concepts such as settlements, empire and buildings. We use a published history scheme to base our topics and lessons on which meets all National Curriculum statements, which is also supplemented by teachers own knowledge and planning. Cross curricular links are made throughout school where there is the opportunity to and some of our assembly's address themes from the past such as remembrance.

Through our history curriculum, we endeavour to inspire curiosity about the past and to know more about the historical events visited. Our curriculum provides children with opportunities to ask questions, think critically, consider evidence and develop perspective and judgement. We teach children to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time. We believe that teaching History in this way is important in broadening children's horizons, challenging preconceived ideas and developing life skills in order to prepare for the future.

## EYFS

The skills taught across EYFS which feed into the national curriculum are taken from the learning area, Understanding the world. Communication and Language underpin all areas of learning and development and therefore is key in helping children to develop their knowledge of the past and present.

Children in F1 will learn through Understanding of the World to make sense of their own life- story and family's history. They will remember and share recent events they have been part of and talk about events in personal history and present lives using relevant vocabulary when discussing interests and experiences. Focus is on family and recalling events the children can remember about their own personal lives. They will demonstrate and understanding that different people perform different roles in the immediate and wider community. E.g. police, doctors, nurses and dentists. Role play areas will help the children to understand these roles within their own community with photographs of these places around to help them recall times when they would have visited the doctors for example and re-enacting those events through play. The children will be able to discuss their experiences and use the communication and language skills to convey their own narrative alongside peers and adults using historical vocabulary such as yesterday, later, old and new. Communication and Language skills are key to helping the children to understand the past and present. They will respond to questions and refer to things in the past using more descriptive language. They will be able to tell their own story and show understanding of an experience or event.

Children in F2 will be developing the skills in both these areas to help them to comment on images of familiar situations in the past and compare and contrast characters from stories, including figures from the past. Children will be able to compare similarities and differences between themselves and other families through the celebration of themselves. Children will be recalling shared experiences of visits to local places or visitors from the local community where they are able to discuss similarities and differences. They will be able to talk about the lives of immediate people around them and their roles in the wider community

with discussions about their own community looking at people who help us and their own families. They will know some similarities and differences between things in the past and now drawing on personal experiences, books that have been read to them. Communication and Language skills move on as the children will be able to use past and present tenses appropriately, asking questions about events that have already happened or are about to happen in the future using historical vocabulary such as past, last year, at the weekend and before. They will be able to add explanations for events and understand why. There will be opportunities in role play where children can extend their historical vocabulary using past and present tenses. As children make progress through Early Years they will be able to reach the Early Learning Goals- Past and Present:

- Talk about the lives of 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.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

### **Key Stage 1 (KS1)**

In Years 1 and 2 children build on from the skills learnt in EYFS through carefully selected topics such as toys. Children will study a two-year rolling cycle of subjects within history. In cycle one children will study Florence Nightingale in the autumn term, Intrepid Explorers in spring term and Seaside Holidays in the summer term. On cycle 2 children will study, Guy Fawkes and the gun powder plot in the autumn term and Toy past and present in the spring term. Each topic studied allows children to build on their enquiry skills developed on the EYFS and question times of the past. The children will learn about significant people who have greatly influenced our history. They will learn about the power our early monarchs had over our country when studying Guy Fawkes and how people were forced to live. They will use research and information to help them to understand this period of time and look at images of the past which show a significant change in times of the past and now.

In the topic Intrepid explorers, the children will learn about Christopher Columbus and how he changed the views of others about the world we live in and Neil Armstrong and the race to the moon. Children will compare these explorers and discuss how the times have changed and what we know now about our world. In the topic Seaside holidays children will find out what seaside holidays were like in the past, looking at photograph from 100 years ago. In the topic Toys children will learn about what their parents, grandparents and great grandparents would have enjoyed playing with when they were children just like them. They will be able to use their own families to help them to understand how times and trends in the toy world has changed. They will be able to see the toys on a timeline of decades from the 1950's to the present day. Each new topic will revisit the children's past experience from EYFS and enable them to use their own personal knowledge. This will help them to use these skills as they move into KS2. Children will have opportunities to experience practical activities and also hands on looking at artefacts from the past.

As well as this, children will develop their historical enquiry skills throughout the topic (e.g. sequencing and researching), a range and depth of historical knowledge (e.g. understanding differences, recounting episodes from their lives, beginning to recognise why events happened and what happened as a result), and build upon their interpretations of history (e.g. use stories, compare versions of past events). These will be incorporated throughout the teaching of history in KS1.

### **Lower Key Stage 2 (LKS2)**

In children will build on from the knowledge and skills they have acquired in KS1. Children will be learning Prehistoric Britain and the Romans. In cycle 2 they will be learning about Early Civilisations and Mayans.

They will be exploring the timelines of prehistoric Britain and early humans. They will learn how to use chronology to help them to use a timeline to plot events in BC and AD periods.

Children will investigate how times moves on through the Bronze and Iron ages and how people lived and survived. They will then build on this knowledge as they learn about the Romans and how they changed the world. Looking at how they invaded and settled in different places around the world including Britain understanding their way of life. They will then move onto the early Civilisations topic where children will begin to understand ancient civilisations and their achievements, including the Egyptians, Sumerians, Greeks, Romans and Shang Dynasty. They will discover their writing systems, trade, way of life, architecture and inventions. They will finally learn about the Mayans which builds on from the work on Christopher Columbus in KS1, where children will use their historical enquiry skills to plot this period in time on a timeline. They will study the significance of their culture and beliefs, examining their everyday lives and how this compares to the ancient civilisations we have previously studied.

As well as this, children will develop their historical enquiry skills (e.g. developing research into specific historical questions, using a range of sources to answer questions), a range and depth of historical knowledge (e.g. comparing to every day life today, identifying key features of time periods studied, looking for links and effects, offering explanations for events), and build upon their interpretations of history (e.g. looking at different representations of the period, beginning to evaluate the usefulness of sources). These will be incorporated throughout the teaching of history in LKS2.

## **Upper Key Stage 2 (UKS2)**

In Upper Key Stage 2 children will build on from the skill they have previously been taught in KS1 and LKS2 and build on their knowledge of ancient civilisations with an in-depth analysis of ancient civilisations including the Ancient Greeks, Shang Dynasty and the Vikings and Anglo Saxons. In cycle one they will discover the influence of ancient China in the Shang Dynasty and what everyday life was like. They will learn how this links to the Bronze Age, which was previously visited in LKS2. Children then continue their historical research in the topic WW2 and Britain since 1948. This topic enables children to visit wartime Britain and discover the role the war has played in Britain's history and the turning points in British history. In cycle 2 children will study the more complex historical issues that build on from the previous years teaching of the Vikings and Anglo Saxons. They will rediscover this civilisation and study in depth, their invasions and way of life for both and how this changed Britain. UKS2 completes their history journey in cycle 2, revisiting the Ancient Greeks with an analytical enquiry about their impacts on the modern world, exploring life and influences they had. They will learn about; Greek warfare and how they used a variety of weapons to attack the enemy.

By the end of KS2 our children will have the skills and knowledge of the past and significant event in history that have shaped our lives today. They will understand how time has evolved with technology and inventions that have changed our way of living which stem from ancient times. They be able to ask critical questions and will have a wide range of vocabulary that they will use as they move on to higher education. Our children will have the skills and knowledge to help them to understand changing times of the future and understand why. Throughout this scheme of learning there is complete coverage on the National Curriculum programmes of study which builds on the skills the children have built on from EYFS right through to Year 6.

As well as this, children will have continued to develop their historical enquiry skills (e.g. using evidence from a variety of sources, primary and secondary, to create an account of a period of history, begin to consider what else may historians need to discover to create a fuller understanding), a range and depth of historical knowledge (e.g. examine causes of great events in detail and recognise consequences and

impact, compare life across periods studied, examine the lives, behaviours and characteristics of people in more detail, write a piece explaining the causes of an event using a variety of sources to aid explanation), and build upon their interpretations of history (e.g. offer reasons for different versions of events, considering ways to check the accuracy of interpretations, be aware that different evidence will lead to different conclusions). These will be incorporated throughout the teaching of history in LKS2.