

LEGACY

DIVERSITY

ENQUIRY

History

Intent- We aim to...

provide opportunities for children to visit places of historical significance to enhance their understanding of the past and develop a deep understanding of the rich history of their locality.

inspire critical thinking skills with children asking questions about the past and showing a keen interest in finding answers.

ensure children understand the complexity of people's lives, including those of the present, the process of change, the diversity of societies and beliefs, whilst celebrating these differences .

develop in children the ability to interpret and evaluate primary and secondary sources of evidence.

ensure children are aware of their rights and responsibilities in society to prepare them for the wider world.

Implementation- How do we achieve our aim?

EYFS	KS1
<ul style="list-style-type: none"> -Know the difference between long ago and now -Know that a clock/watch tells us what time it is/when to do things -Begin to measure time with timers and calendars -Know the days of the week, months of the year and about New Year -Know 'my life' is different from the lives of people in the past -Order modern and old objects or events using everyday language related to time 	<ul style="list-style-type: none"> -The lives of significant individuals (Mary Anning, David Attenborough, Neil Armstrong, Mae Jemison, Bernard Harris Jr and Tim Peake) -Changes within living memory -Events beyond living memory- The Great Fire of London -Historical events, people and places in own locality
LKS2	UKS2
<ul style="list-style-type: none"> -Changes in Britain from Stone Age to the Iron Age BC and AD -The Roman Empire and its impact on Britain -Britain's settlement by Anglo-Saxons and Scots -The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor -Achievements of the earliest civilisations- Ancient Egypt 	<ul style="list-style-type: none"> -Ancient Greece- a study of Greek life and achievements and their influence on the western world -A non-European society that contrasts with British history -Battle of Britain -Local History Study- How did conflict change our local area in WW2? -The Wind rush Generation - Study of five monarchs from 1066

Key Knowledge

- To know and understand the history of these islands as a coherent narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.
- To know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- To gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'.

Key Skills

- To understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses.
- To understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.
















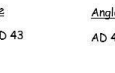

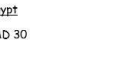


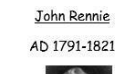


Strong Vocabulary Development

All classrooms display historical vocabulary, and these words are explored with children to strengthen their understanding.

Cross Curricular Links

History links well with other subjects in particular, English, geography, art, music and religious education. Through these subjects, children have opportunities to draw upon their historical knowledge, thus learning how knowledge in history is transferable. In addition, ICT is also used in history lessons for research and watching videos.

Implementation (continued)

<p><u>Pre - historic</u> 245 million years ago to 66 million years ago</p> 	<p><u>Bronze Age</u> 3,000BC to 800BC</p> 	<p><u>Romans in Britain</u> AD 43 to 410</p> 	<p><u>Vikings</u> AD 793 to 1066</p> 	<p><u>Magna Carta</u> Signed AD 1215</p> 	<p><u>Ancient Greece</u> 776BC to 146BC</p> 	<p><u>Christopher Columbus discovers America</u> AD 1492</p> 
<p><u>Stone Age</u> 15,000BC to 3,000BC</p> 	<p><u>Iron Age</u> 800BC to AD 43</p> 	<p><u>Anglo-Saxons</u> AD 449 to 1066</p> 	<p><u>Ancient Egypt</u> 7500BC to AD 30</p> 	<p><u>Ancient Maya</u> 1100BC to AD 1502</p> 	<p><u>Tudors</u> AD 1485 to AD 1603</p> 	
<p><u>The Great Fire of London</u> AD 1666</p> 	<p><u>John Rennie</u> AD 1791-1821</p> 	<p><u>World War I</u> AD 1914 to 1918</p> 	<p><u>First Moon Landing</u> AD 1969</p> 	<p><u>Present Day</u></p> 		
<p><u>Gunpowder Plot</u> 1605 AD</p> 	<p><u>Tsambarid Kingdom- Brunel</u> AD 1806 to 1859</p> 	<p><u>Victorians</u> AD 1873 to 1901</p> 	<p><u>World War II</u> AD 1939 to 1945</p> 	<p><u>Queen Elizabeth II</u> Coronation AD 1953</p> 		

Strong Foundations

In EYFS, understanding the world involves guiding children to make sense of their physical world and their community. Listening to a broad selection of stories, non-fiction, rhymes and poems enhances our children's understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains.

Blocked Planning

This approach provides children with an immersive experience for 2-3 weeks, where both skills and knowledge are explored and developed thoroughly. At the beginning of a block, knowledge organisers are shared with the children so that all understand the expectations of the learning ahead, as well as the desired outcomes; children become extremely familiar with these throughout a block, self-assessing against the new knowledge and skills acquired.

Studying Key Historical Figures and Events

The children have the opportunity to explore the work of historical figures as well as key historical events. We ensure that the historical figures and events included in our curriculum reflect our diverse world.

Impact- How will we know we have achieved our aim?

As a historian leaving CREATE, every child will:

use the language of chronology and identify periods of history on timelines.

confidently talk about people, events and periods of history they have learnt about, and comment on how these have had an impact.

use primary and secondary sources and can make inferences about the past from these, understanding that perspective can affect the evidence.

ask questions in lessons and follow lines of enquiry as part of their learning about the past, showing keenness to find answers to questions.

visit a number of places of historical significance.