

# The History Curriculum across School

## Foundation Stage

In EYFS, we relate the history side of the children's work to the objectives set out in the Early Learning Goals (ELGs) that underpin the curriculum planning for children aged three to five. History will not have a discreet delivery, but instead towards the end of EYFS and moving to KS1, children will become more aware of the idea of past and present within their lifetime and learn about significant individuals who were alive during or before their lifetime. This will help to establish the meaning of new and old in relation to their own lives. This might include: Reading Stories about how things change around them or how they have changed; recounting personal memories; noticing seasonal changes; using language connected with the passing of time and role playing special events e.g. the Coronation. In Reception, the children will create timelines that they will add to as they progress through the year.

## Key Stage 1

In KS1, children begin to learn as historians: starting with history in their life time and how life has changed. This is followed by work on toys through the ages and the Great Fire of London. During the week of Remembrance, the children use the War Memorial in our school grounds to investigate names that match their own family as a local history link. The children finish the year learning about Alfred Wainwright as a painter and writer. The children consider how he was influenced by our local area.

Year 2 start by looking at what life was like for Victorian Children and how schools in the past were different. They go on to look at significant individuals in the past, learning about Guy Fawkes and his life and the key events in the gunpowder plot. They complete the year by focusing on the history of Space. The children learn about space travel in the past and explore how things have changed as space travel has developed.

**KS1 have opportunity to develop these skills, which are revisited and developed over the key stage:**

- Use vocabulary to describe passing of time (e.g. now, then, long ago, before and after)
- Describe changes in the local area during their own lifetime and that of their parents and grandparents.
- Describe how people, places and events in their own locality have changed over time.
- Ask and respond to simple questions about the past using sources of information.
- Sequence the story of a significant historical figure.
- Begin to describe similarities and differences in historical artefacts and pictures.
- Order events in a period of history studied and begin to recall the dates of important festivals and celebrations.
- Begin to understand cause and effect by looking at significant individual's actions and what happened as a result.

## Key Stage 2

***Although the topics are not taught chronologically across KS2, they are delivered chronologically within a year group. Throughout school, timelines are explored and analysed to help develop children's understanding of chronology.***

In KS2, pupils are taught to develop their historical skills; chronology, enquiry and research.

Year 3 start their historical research with the Stone Age and then they investigate the Romans, followed by Anglo Saxon Britain. Year 4 start their historical research with the Ancient Greeks followed by a look at key monarchs of Britain (Riotous Royalty) and a summer focus on World War II. This involves the investigation of local links and a mock 'evacuation day'.

Year 5 start their historical research with Ancient Egypt, followed by the impact of the Bronze and Iron Age on Britain. Year 5 is completed with work on the arrival of the Vikings and the subsequent Anglo Saxon struggle, building on learning from Year 3. There is opportunity to investigate the impact of the Vikings in the local area.

Year 6 take part in an in-depth focus and enquiry into The Mayan Civilisation; they link their Science work with a study of the significant scientist, Charles Darwin, and complete their historical study work in KS2 with research into how criminals were punished 800 years ago and how we know this.

### **In KS2, pupils will learn to:**

Show developing understanding of chronology, by beginning to realise that the past can be divided into different periods of time.

- Choose the most important source material for a task, showing awareness of a range of sources.
- Suggest, develop and improve useful research questions.
- Describe some of the main changes in Britain, resulting from an event.
- Express an opinion on whether a person or event had a positive or negative impact on life in Britain.
- Use labelled diagrams, recounts, stories, diaries and pictures to illustrate understanding about historical events and famous people.
- Use appropriate historical vocabulary to describe key features of a time period.
- Place different periods of time on a timeline and remember key historical facts and some dates from a period studied.
- Use a range of source materials to answer questions about the past that go beyond simple observations.
- Choose the best way to record a range of historical information, giving reasons for their choice.
- Ask and answer more complex questions through independent research
- Explain how significant historical figures contributed to national and international achievements in a variety of eras.
- Make connections, draw contrasts and identify trends in two or more periods of history, to improve historical perspective.