

History 2016/17

The National Curriculum for History aims to ensure that all pupils:

- Know and understand the history of these islands as a coherent chronological narrative, from the earliest times to the present day.
- Know and understand significant aspects of the wider world.
- Gain and deploy a historically grounded understanding of terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'.
- Understand historical concepts such as continuity and change.
- Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims.

Throughout the school, our aim is to ensure that we foster a love for History. We strive to develop a deeper understanding of chronology by providing opportunities for children to critically analyse different sources and draw their own conclusions about the past. We are passionate about enabling such learning through cross-curricular means. Key terms such as 'chronology', 'artefact', 'evidence', 'primary source' and 'secondary source' are used and explored throughout the school.

In Key Stage 1, children are introduced to their study of History by looking at the events of 'then' and 'now'. Pupils focus on developing a chronological understanding of occurrences within living memory, such as Granny's childhood. A study of The Great Fire of London, as an event beyond living memory, provides children with the opportunity to extend their understanding of chronology further back in time. The impact of significant individuals made during the Victorian era, such as Florence Nightingale, is also explored and compared to nursing of modern times.

In Key Stage 2, children continue their historical enquiry by studying changes in Britain from the Stone Age to the Iron Age. This promotes an understanding of Britain's ancient past and how it sets the foundations for subsequent historical events, such as the Roman Empire and its impact on Britain, also studied in lower Key Stage 2. Investigating the Anglo-Saxons and Vikings in Britain gives an awareness of how British society was shaped by the movement and settlement of different peoples. A study of Ancient Egypt provides an opportunity to appreciate the achievements of the earliest civilizations. Similarly, a study of a non-European society, such as the Mayans, provides children with an insight of where the first civilizations appeared. While an analysis of the legacy of Greek Culture, looking at art and literature, enables the children to understand the influence of the Greeks on the western world. A local history study will also allow children to develop their understanding of the past within a context closer to home. Learning about Britain since 1930, including the Second World War and in particular the Battle of Britain, gives the opportunity to explore the social and technological changes that have taken place and the effect of these on modern day society.

Years 1 and 2:

- Castles, knights and dragons
- Nurturing nurses
- Seaside holidays over time

Year 3:

- Stone Age Britain
- Bronze Age Britain
- Iron Age Britain and the Celts
- Roman Britain

Year 4:

- Ancient Egyptians
- Anglo-Saxons
- Vikings

Year 5:

- Vikings and Alfred the Great
- Mayans
- Local history study

Year 6:

- Battle of Britain
- Ancient Greeks
- Local history study (Hatfield House and the Tudors)