



## History

### Intent

We believe that history is important within the curriculum because it helps us to understand how the present has been shaped. It involves the important issues of human diversity and the differing beliefs, cultures and values of different people and societies. What we learn can influence our decisions, attitudes and values, and lead to a better understanding of ourselves as individuals and as members of society.

History is one of the National Curriculum Foundation subjects. This policy has been compiled by the teaching staff at St Mary's to promote a consistent approach throughout the school.

The following will be implemented by each member of staff with the co-ordinator, headteachers and Governing Body taking the overall responsibility.

### **Our aims**

We want our pupils to:

- make sense of and arouse interest in Britain's past and that of the wider world
- have a clearer understanding of the present, through learning about the past and as they mature to clarify their own attitudes and values in context
- appreciate the social, religious, political, cultural, and ethnic diversity of societies
- use a variety of sources and as the children mature to begin to critically question evidence
- develop the range and depth of their historical knowledge and understanding
- engage in the process of enquiry
- develop self-confidence through their own judgement

## History Topic and Skills Overview

EYFS:	Subject Rationale:	Skills:
	<p>History in the Early Years is embedded within the area of learning; Understanding the world. Children will gain an understanding of their role within their family, the wider community and the world.</p> <p><b>This helps prepare them for being able to talk about themselves with more confidence in Year 1 and how to relate what they think about themselves to what they find out about the past.</b></p>	<p><b>Early Learning Goals:</b></p> <ul style="list-style-type: none"> <li>To talk about past and present events in their own lives and in the lives of family members</li> <li>To know about similarities and differences between themselves and others, and among families, communities and traditions.</li> </ul> <p>As part of Black History Month, children will be introduced to this concept, specifically regarding the Windrush generation.</p>
Year One:	Subject Rationale:	Skills:
<p><b>Autumn:</b></p>	<p><b>Toys: Past and Present</b> Pupils begin to understand changes within living memory. Find differences between toys, past and present.</p> <p><b>This helps prepare them for Year 2, where they think about the Victorians and comparing it from the past to the present.</b></p>	<ul style="list-style-type: none"> <li>Place events and artefacts on a simple timeline.</li> <li>Label timeline with words such as past, present, older, newer</li> <li>Use phrases such as ‘a long time ago’ and ‘recently’</li> <li>Observe and handle evidence to ask questions and find answers</li> <li>Use artefacts to find out about the past.</li> <li>Use and describe first hand sources of evidence.</li> <li>Recognise reasons why people in the past acted as they did.</li> <li>Identify similarities and differences between historical figures and events.</li> </ul>
<p><b>Spring:</b></p>	<p><b>How people lived in the past.</b> Pupils begin to develop their awareness of the past. Compare homes and home life, past and present.</p> <p><b>This helps prepare them for Year 3, where they begin to learn about the Stone Age people and their houses.</b></p>	
<p><b>Summer:</b></p>	<p><b>Holidays in the past</b> Pupils begin to develop their awareness of the past by reference to their own holidays as well as holidays in the past.</p> <p><b>This helps prepare them for Year 2, where they begin to develop an awareness of people in the past.</b></p>	
Year Two	Subject Rationale:	

<b>Autumn:</b>	<p><b>Notable events and famous people: nationally and globally</b> Pupils continue to develop their awareness of the past including events beyond living memory. They understanding how certain individuals contributed to national and international achievements.</p> <p><b>This helps prepare them for when they will later learn about the Victorians and be able to prepare their life to the past.</b></p>	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Observe or handle evidence to ask questions and find answers to questions about the past.</li> <li>• Ask questions such as ‘What was it like for people? What happened? How long ago?’</li> <li>• Describe significant people from the past. Recognise that there are reasons people. In the past acted as they did.</li> <li>• To know where people or events fit within the chronology of history.</li> <li>• Identify similarities and differences between different historical figures and events.</li> <li>• Place events, artefacts and historical figures on a timeline using dates.</li> <li>• To know where people or events fit within the chronology of history</li> <li>• Understand the concept of change over time.</li> </ul>
<b>Spring:</b>	<p><b>Then and now (The Victorians)</b> Pupils continue to develop their awareness of the past including events beyond living memory. Compare school life past and present. Identify that people and events in the fit within a chronological framework.</p> <p><b>This helps prepare them for Year 3, where they learn about the Stone Age to Iron Age and they learn to develop a chronological understanding.</b></p>	
<b>Summer:</b>	<p><b>A pre-historic study (Dinosaurs)</b> Pupils begin to understand the methods of historical enquiry. Begin to understand some of the ways in which we could find out about the past.</p> <p><b>This helps prepare them for all the work they begin to do in Year 3 and deepen their methods of historical enquiry.</b></p>	
<b>Year 3</b>		<b>Skills:</b>
<b>Autumn:</b>	<p><b>Stone Age to Iron Age</b> In line with National Curriculum, pupils develop a chronological understanding of British history. The Stone Age introduces children to settlement, the structure of housing and lifestyles past.</p> <p><b>This helps prepare them for Year 4, to develop connections between the end of the Stone and Iron Age which leads onto the Roman Empire and its impact on Britain.</b></p>	<ul style="list-style-type: none"> <li>• Place events, artefacts and historical figures on a timeline using dates</li> <li>• Use dates and terms to describe events</li> <li>• Understand the concept of change over time, representing this, along with evidence, on a timeline</li> <li>• Describe changes which happened in the locality through a period in history.</li> <li>• Suggest causes and consequences of some of the main events and changes in history.</li> </ul>
<b>Local area study</b>		

<p><b>Spring:</b></p>	<p>In line with the National Curriculum – an aspect of history dating beyond 1066 that is significant in the locality. To give children an understanding of the important individuals and buildings in their locality. The historical significance of Eltham to the Royal family and the local literature and artistic portfolio.</p> <p><b>This helps to prepare children for the changing uses of the River Thames through the ages and its impact on the infrastructure of London and the location of other Roman cities.</b></p>	<ul style="list-style-type: none"> <li>• Describe the characteristic features of the past, including ideas, beliefs attitudes and experiences of men, women and children.</li> <li>• Give a broad overview of the changes in the period studied</li> </ul>
<p><b>Summer:</b></p>	<p><b>Ancient Egypt</b> As suggested in the National Curriculum – An overview of where and when the first civilisations appeared and an in depth study of the achievements of the earliest civilisations</p> <p><b>This helps children to understand the ancient civilisations and that there are histories that are different to those of Britain.</b></p>	
<p><b>Year Four</b></p>		<p><b>Skills:</b></p>
<p><b>Autumn:</b></p>	<p><b>Roman Empire</b> In line with National Curriculum, pupils develop a chronological understanding of British history. The Roman Empire introduces children to the modernisation of Britain and its impact on life today.</p> <p><b>This helps to prepare children for their study of the arrival of the Anglo Saxons when they invaded Roman Britain.</b></p>	<ul style="list-style-type: none"> <li>• Describe different accounts of historical events explaining why they vary.</li> <li>• Place event artefacts and historical figures on a timeline using dates.</li> <li>• Suggest causes and consequences of some of the main event and changes in history.</li> <li>• - Describe the characteristic features of the past including ideas beliefs and attitudes.</li> </ul>
<p><b>Spring:</b></p>	<p><b>Ancient Mayans</b> As suggested in the National Curriculum- A non- European society that provides contrasts with British history.</p> <p><b>This helps children to understand the ancient civilisations and that there are histories that are different to those of Britain. This follows on from the study of Ancient Egypt in Year 3.</b></p>	<ul style="list-style-type: none"> <li>• Use dates and terms to describe events</li> <li>• Give a broad overview of the changes during period studies.</li> <li>• Use evidence to ask questions and find answers to questions.</li> </ul>

<b>Summer:</b>	<p><b>Local Area Study</b> In line with the National Curriculum, an aspect of history dating beyond 1066 that is significant in the locality. To introduce use of rivers and their use for transportation and industrialisation over time. The construction of waterways, bridges, and their effect on infrastructure over time, with a focus on contrasting areas of London.</p> <p><b>This helps children to understand their industrial revolution study in Year 5 and builds upon the study of Eltham in Year 3.</b></p>	<ul style="list-style-type: none"> <li>• Understand the concept of change over time with evidence on a timeline.</li> <li>• Use more than one source of evidence for historical enquiry.</li> </ul>
<b>Year Five</b>		<b>Skills</b>
<b>Autumn:</b>	<p><b>Anglo Saxons</b> In line with the National Curriculum, pupils develop a chronological understanding of British history. Children learn about how the Anglo- Saxon invasion affected place names, religion, art and culture.</p> <p><b>This helps to prepare children for the study of Viking invasion in Year 6 and builds upon the study of the Romans in Year 4.</b></p>	<ul style="list-style-type: none"> <li>• Know and sequence key events on a time studies</li> <li>• Use relevant terms and period labels</li> <li>• Make comparisons between different times in past</li> <li>• Study different aspects of different people - differences between men and women, class</li> <li>• Compare accounts of events from different sources</li> <li>• Offer some reasons for different versions of events.</li> <li>• Begin to identify primary and secondary sources</li> <li>• Use evidence to build up a picture of a past event</li> <li>• Use the library and internet for researching with increasing confidence.</li> </ul>
<b>Spring:</b>	<p><b>Ancient Greeks</b> As suggested in the National Curriculum, a study of Greek life and achievements and their influence on the western world.</p> <p><b>This helps children to understand the ancient civilisations and that there are histories different to those of Britain. This follows on from the study of Ancient Egypt in Year 3.</b></p>	
<b>Summer:</b>	<p><b>Local Area Study – Industrial Revolution</b> In line with the National Curriculum, a study over time tracing how national history is reflected in the locality (beyond 1066).</p> <p><b>This builds upon the local area topics of Year 3 and Year 4. This will be built upon by the changing industry to supply WWII arms.</b></p>	
<b>Year Six</b>		

<p><b>Autumn:</b></p>	<p><b>World War 2</b> In line with the National Curriculum, an aspect of history dating from a period beyond 1066 that is significant in the locality. Children learn about British involvement in the war, significant individuals and its impact on society today and the landscape of London.</p> <p><b>This builds upon the local area topics of KS2 and prepares children for KS3 and significant historical events and celebrations such as Remembrance Day and VE Day.</b></p>	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• To use dates and terms accurately to describe events</li> <li>• To devise historically valid questions about significance</li> <li>• To use sources of evidence to deduce information about the past</li> <li>• To understand the concepts of continuity and order to justify claims</li> <li>• To show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.</li> <li>• To summarise the rapid change in history during WW2</li> <li>• To describe the characteristic features of the past</li> </ul>
<p><b>Spring:</b></p>	<p><b>Vikings</b> In line with the National Curriculum, pupils develop a chronological understanding of British history. Children learn about the battling between the Vikings and the Anglo-Saxons and how it affect the people of Britain and the movement of people and language at the time.</p> <p><b>This follows on from the study if the Anglo Saxons in Year 5 and is built upon in KS3.</b></p>	
<p><b>Summer:</b></p>	<p><b>Rainforest Civilisations (Incas)</b> In line with the National Curriculum, a study of the civilisations of the world with a focus on the rainforest with a focus on Macchu Picchu and the Incas.</p> <p><b>This links closely to the rainforest geography unit and this builds upon the understanding of ancient civilisations through the KS and similarities with the study of the Mayans in Year 4.</b></p>	

