



Sandfield Close Primary School – History

Vision Statement:

At Sandfield Close Primary School we aim to spark children's curiosity about the past, leading them to love the study of History as a subject. We encourage them to ask HOW and WHY questions about events, actions and the way people behaved, then to use their skills as a Historian to investigate possible answers.

Through our teaching of history, we aim to teach empathy for people in different situations to ourselves. Our carefully planned activities enable children to understand WHY people behaved in the way they did and WHAT it was like to experience life from this point of view and timeframe.

In addition, we plan to give children interactive and fun opportunities to develop skills in analysis of sources, placing events within a chronological framework, critical thinking, technical historical vocabulary and research, developing their skills as historians.

By studying History, we believe children will be better able to understand themselves and others and to appreciate the challenges faced by society in the modern world, constructing their own well- informed and thoughtful response.

National Curriculum Aims:

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: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- 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
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- 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

- 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
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

Curriculum Content:

Key Stage 1:

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time.

They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.

They should use a wide vocabulary of everyday historical terms.

They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.

They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

Pupils should be taught about:

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- events beyond living memory that are significant nationally or globally
- the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods
- significant historical events, people and places in their own locality

Key Stage 2:

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.

They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.

They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.

They should construct informed responses that involve thoughtful selection and organisation of relevant historical information.

They should understand how our knowledge of the past is constructed from a range of sources.

Pupils should be taught about:

- changes in Britain from the Stone Age to the Iron Age
- 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
- a local history study
- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study
- Ancient Greece – a study of Greek life and achievements and their influence on the western world
- a non-European society that provides contrasts with British history

Curriculum Overview:

	Unit 1	Unit 2	Unit 3
Year 1	<u>Changes in Living Memory</u> (changes within living memory)	<u>The Great Fire of London</u> (events beyond living memory that are significant nationally or globally)	<u>Big Questions:</u> Changes in Living Memory The Great Fire of London
Year 2	<u>The Victorians</u> (significant historical events, people and places in their own locality)	<u>Explorers</u> (lives of significant individuals in the past)	<u>Big Questions:</u> The Victorians Explorers
Year 3	<u>Stone Age to Iron Age</u> (changes in Britain from the Stone Age to the Iron Age)	<u>Richard III</u> (a local history study)	<u>Big Questions:</u> Stone Age to Iron Age Richard III
Year 4	<u>Ancient Egypt</u> (the achievements of the earliest civilisations) 6 lessons	<u>The Roman Empire</u> (the Roman Empire and its impact on Britain)	<u>Big Questions:</u> Ancient Egypt The Roman Empire
Year 5	<u>Vikings and Anglo-Saxons</u> (Britain's settlement by Anglo-Saxons and Scots / the Viking and Anglo-Saxon struggle for the Kingdom of England)	<u>Ancient Greece</u> (a study of Greek life and achievements and their influence on the western world)	<u>Big Questions:</u> Vikings and Anglo-Saxons Ancient Greece
Year 6	<u>Maya Civilisation</u> (a non-European society that provides contrasts with British history)	<u>World War II</u> (a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066)	<u>Big Questions:</u> Maya Civilisation World War II

