



History

Intent:

At King Edwin Primary School the teaching of History:

- Enables children to gain a strong knowledge and understanding of Britain's past, and that of the wider world.
- Inspires curiosity to know more about the past.
- Enables children to ask perceptive questions, think critically, evaluate evidence, and develop their judgement and perspective.
- Teaches children to understand the complexity of people's lives, the process of change, the diversity of societies, and relationships between different groups of people.
- Helps children to understand their own identities and the challenges of the times we live in.

Implementation:

We follow the National Curriculum for history in Key Stages 1 and 2, which can be found here: [KS1 and 2 history curriculum](#). Our curriculum is mapped out to be progressive across the school to ensure a broad and in depth understanding of our history and that of the wider world. We ensure full coverage of the history curriculum through focused half term history topics across the year.

At King Edwin Primary School we enjoy making links with our history locally as well as with the wider world to develop our knowledge and understanding of the past. Children learn history through three key studies each year, which are progressive and allow for reflection of learning. Pupils are encouraged to think critically in their history lessons raising questions to support their learning and using evidence to help answer them. We inspire our pupils through first hand experiences using a variety of resources.

Impact

It is our aim that children will retain knowledge and skills taught within each unit of work, remember these and understand how to use and apply these in their own work, whilst beginning to understand what being an 'historian' means.

At King Edwin Primary School, we are able to measure the impact that History has had for all children by:

- Determining the extent to which objectives are met within each lesson and overall, at the end of each unit.
- Reviewing images of the children's practical learning.
- Talking to the pupils about their learning (pupil voice).
- Holding moderation staff meetings where pupil's books are discussed and there is the opportunity for a dialogue between teachers to understand their pupils' work.
- Annual reporting of standards across the curriculum.

By the time children leave King Edwin Primary School, we want them to have developed a deep knowledge and understanding of history, working both independently and collaboratively to answer questions and to learn from the past. They will have grown in confidence when using a range of observation and questioning skills, becoming historians that can apply the skills and knowledge that they have developed throughout the years and presenting these in a variety of ways.

History Whole School Overview

<u>Year Group</u>	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
EYFs	<p>Throughout the year children cover the key knowledge and understanding of the world statements through a range of topics.</p> <p>Children will:</p> <p>Comment on images of familiar situations in the past</p> <p>Compare and contrast characters from stories, including figures from the past.</p> <p><i>Talk about the lives of the people around them and their roles in society.</i></p> <p><i>Know some similarities and differences between things in the past and now.</i></p> <p><i>Understand the past through settings, characters and events encountered in books read in class and storytelling.</i></p>			<p>Children will cover these statements through a combination of adult led and child initiated activities throughout a range of topics over the year.</p> <p>Children will have the opportunity to:</p> <p>Discuss changes in their own lives and personal history from being a baby to a young child.</p> <p>Explore toys from the past and how these have changed</p> <p>Explore holidays in the past - both their own, parents and grandparents and how these have changed</p> <p>Learn about the history of Bonfire Night.</p>		
1	<p><u>My History</u></p> <p>Children will sequence events in their life as well as ordering objects and artefacts from different ages. They will begin to recognise the difference between the past and the present in their own and others lives.</p>		<p><u>Travel and Transport</u></p> <p>Children will learn about the development of travel and transport throughout history. Alongside consolidating the children's understanding of chronology through using timelines and making comparisons between old and new forms of transport. They will focus on early travel methods of the Vikings, through to the invention of cars, trains and aeroplanes. It also looks at the significant individuals George Stephenson and the Wright brothers.</p>		<p><u>Kings and Queens</u></p> <p>Children will learn about the significant British monarchs in history. They will get a more in-depth study of Richard III as well as asking them to draw comparisons between Elizabeth I and Queen Victoria. Consolidation of children's awareness of the past and significant individuals is made through using timelines and making comparisons between various periods in history.</p>	

2	<p><u>Great Fire of London</u></p> <p>Children will learn about the key events of the Great Fire of London and help them to develop an understanding of the ways in which we can find out about the past. They will have the opportunity to increase their awareness of the past by learning about what London was like in the 17th century. They compare life in the 17th century to the present day and consider how some problems, such as the lack of an organised fire brigade and the type of buildings, caused the fire to spread. Children then focus on how and why some things changed as a result of the fire, in order to be safer. They begin to learn how historical sources can tell us about what happened in the past and how some sources are more useful than others.</p>	<p><u>Toys</u></p> <p>Children will learn about popular toys through the 20th century and the early 21st century. Firstly, children will think about their favourite toy from today before moving on to look at toys which were popular when their parents and grandparents were children. They will develop a range of historical skills such as: asking and answering questions, identifying and interpreting different sources and recognising change and exploring how this influences them today.</p>	<p><u>Nurturing Nurses</u></p> <p>Children will learn about the influential nurses Florence Nightingale, Mary Seacole and Edith Cavell. They will establish what makes a person significant by exploring and comparing the lives and work of these nurses and considering how these individuals have influenced nursing today.</p>
3	<p><u>Stone Age to Iron Age</u></p> <p>Children will learn how prehistoric people migrated to Britain and eventually settled here after the last ice age. They will learn about how early humans survived as hunter-gatherers, living a nomadic life - in order to eke out an existence - and they will begin to consider the evidence that tells us this. The lessons use a range of archaeological evidence to look in more detail at the lives of prehistoric people. This includes the changes and developments that occurred in the Stone Age, the technological advances in tools, the</p>	<p><u>Romans</u></p> <p>Children will learn about the spread of the Roman Empire out of Italy and across large parts of Europe, parts of North Africa and West Asia. They will learn how Britain changed after the invasion and conquest by the Roman army in AD 43 and about the impact on daily life. Children will learn about the Roman legacy and will explore key historical terms such as 'empire', 'invasion' and 'conquest'. children in identifying similarities and differences, in using historical sources of evidence and will help them to develop the skills</p>	<p><u>Local History Study - Mining</u></p> <p>Children will learn about one of the biggest industries in Northumberland and its surrounding areas. They will focus on its local historical links and its impact on their local area. Using historical maps they will study the development of Amble and how people lived making comparisons with life today. They will learn how local events can have a national impact through the Hartley Pit Disaster.</p>

	<p>establishment of permanent settlements like Skara Brae and the growth of agriculture. Children will recognise the end of the Stone Age into the Bronze Age and explore how metals were first used, measuring the impact of this advance. Finally, they will look at the Iron Age, the uses for this new, stronger metal (iron) and its impact on the way of life of people called Celts.</p>	<p>to ask and answer historical questions. Finally, this unit will help the children to understand how the Roman Empire influenced and shaped the world and that the Romans left a lasting legacy on the 'Britain' that we know today.</p>	
4	<p><u>Ancient Egyptians</u></p> <p>Children will learn in depth about the achievements of this ancient civilisation. They will learn about how and where the ancient Egyptians lived, what was important to the daily lives of ancient Egyptians, who Tutankhamun was and how mummies were made. The children will also learn about how Egyptian people used hieroglyphics to communicate and compare the powers of different gods.</p>	<p><u>Anglo-Saxons</u></p> <p>Children will learn about the invasions of the Scots and Anglo-Saxons in the 5th century. They will find out where the invading troops came from and where in Britain they managed to settle and then they will go on to investigate how life in Britain changed as a result. They will have the opportunity to learn how the Anglo-Saxons influenced the English language, with an emphasis on the origins of some English place names, examining and analysing artefacts from the period and drawing their own conclusions about what they can teach us about life in Anglo-Saxon Britain. Children will also learn what life was like in a typical Anglo-Saxon village, what jobs people did and what the houses were like. They will also explore the Pagan beliefs of the early Anglo-Saxons and learn about the many gods they worshipped. Finally they will investigate how and why the Anglo-Saxons were largely</p>	<p><u>Local History Study - Lindisfarne Gospels</u></p> <p>Children will learn about the development of religion in Northumberland through an in depth study of Holy Island and the Lindisfarne Gospels. They will develop their knowledge of British history through a local study of religion and the growth of Christianity. As part of their study they will learn about the importance of the Lindisfarne Gospels and those who created it.</p>

		converted to Christianity by the early 7th century.	
5	<p><u>Ancient Greece</u></p> <p>Children will gain an understanding of where and when some key events during the ancient Greek period took place. They will explore and develop their understanding of the terms 'trade', 'civilisation' and 'empire' and explore how, towards the end of the ancient Greek period, Alexander the Great grew an empire resulting in the Greek civilisation spreading more widely. Children will explore daily life in Greece and what life was like for different people who were enslaved during ancient Greek times. Children will also explore the differences between life in ancient Athens and ancient Sparta. Children will use primary sources to help them gather evidence about the ancient Greek Olympics and make comparisons between the ancient Games and the modern Olympics.</p>	<p><u>Vikings</u></p> <p>Children will learn about the raids and invasions by Vikings in Anglo-Saxon Britain, who the Vikings were as well as when and where they raided and settled. They will learn about significant events from the period and order these chronologically on a timeline. Children will find out about the Anglo-Saxon kings who ruled during the 'Viking Age' and examine their influence and significance in British history. In addition to this, they will learn about the justice system and compare and contrast crimes, punishments and laws with their modern day equivalents. The children will also have the opportunity to learn about different aspects of everyday Viking life, exploring the types of houses that the Vikings lived in, what clothes they wore and even what types of food they ate.</p>	<p><u>World War II Significant Events</u></p> <p>Children will learn about the cause of World War II and use key significant events that took place during it to understand the effect it had. They will use evidence to develop their inference skills to identify the significance of Dunkirk in the war. They will evaluate the cause and effect of events like the D-Day landings and how the outcomes have had an impact long term.</p>
6	<p><u>World War II Impact on People</u></p> <p>Children will learn all about the impact and significance of World War II on the different people and nations involved. They will do this by raising questions and making inferences of key evidence from the time. They will discover the impact it had on children and women in Britain as well as Jewish children's experiences of the</p>	<p><u>Magnificent Maya</u></p> <p>Children will learn all about the ancient Maya civilisation, who the ancient Maya people were and where and when they lived. They will use maps and atlases to locate Maya cities and identify countries in Mesoamerica. In addition to this they will learn about the religious beliefs and rituals of the ancient Maya people</p>	<p><u>Leisure and entertainment</u></p> <p>Children will develop their knowledge of modern British history and understanding of changes over time. They will be encouraged to think about the impact of leisure and entertainment on society and people's everyday lives. They will learn about how changes to working hours and pay gave people more capacity to afford</p>

	<p>Holocaust. They will investigate the Blitz and the bombings on other countries and how this has had a lasting impact.</p>	<p>and find out more about some of the many gods they worshipped. Children will also learn about the Maya number system and have the opportunity to read and write Maya numbers and solve number problems. The children will learn about the work of the explorers John Lloyd Stephens and Frederick Catherwood and have the opportunity to analyse historical pictures of the cities they discovered. They will also learn about the types of food eaten by the ancient Maya people and they will find out about the significance of corn and chocolate.</p>	<p>holidays, more time to play sport and follow their musical interests. Children will also come to understand how changes over time in technology improved access to music, movies, television and gaming in the 20th century. When learning about holidays, children will explore primary and secondary sources to understand people's experiences at the seaside, at holiday camps and on holidays abroad, making links with holidays in our local area.</p>
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