



# History Procedure

## 2021-2022

*Desire to Learn, Learn to achieve*

## **Intent**

**“The more you know about the past, the better prepared you are for the future.”**

**Theodore Roosevelt**

When teaching history, we endeavour to ensure that children have a firm grasp on chronology and an understanding of legacy. We teach all essential elements of the national curriculum but through topics which through the years, build upon core knowledge building concepts over time. We give opportunities for children to study significant people from a range of cultures and countries. We endeavour to create historically curious children who seek to find answers about the present from the sources of the past.

## **Implementation**

KS1

Pupils develop an awareness of the past, using common words and phrases relating to the passing of time. They will be taught to 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 will use a wide vocabulary of everyday historical terms. They will 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 will understand some of the ways in which we find out about the past and identify different ways in which it is represented.

Pupils will be taught about:

- changes within living memory
- 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.
- significant historical events, people and places in their own locality.

At Key stage 2

Pupils will 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 will note connections, contrasts and trends over time and develop the appropriate use of historical terms. They will regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They will construct informed responses that involve thoughtful selection and organisation of relevant historical information. They will 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
- 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

### **Impact**

Children will understand that the history of their local area, national and global history. They will understand the legacies which remain due to the significant people, actions and events of the past. They will be able to question and search for answers rooted in their curiosity.

