

### Levels expected at the end of EYFS

The Early Learning Goals that link most closely to the History National Curriculum are shown below. For more detail about linked subject progression within the EYFS Framework, please refer to EYFS documents.

#### **Understanding the World (People and Communities)**

Children talk about past and present events in their own lives and in the lives of family members. They know about similarities and differences between themselves and others, and among families, communities and traditions.

#### **Understanding the World (The World)**

Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another.

### Key Stage 1 National Curriculum Expectations

Pupils will 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 [for example the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries such as Bonfire Night and Remembrance Sunday.
- 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 [for example Christopher Columbus and Neil Armstrong, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell].
- significant historical events, people and places in their own locality.

### Key Stage 2 National Curriculum Expectations

Pupils will 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 Vikings;
- 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 of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China;
- 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 –Mayan civilization

## Essential Knowledge

Children should build secure knowledge of the following:

- a. how the present has been shaped by the past, through developing a sense of chronology, exploring change and continuity over time, and understanding why and where things happened
- b. how and why places and environments develop, how they can be sustained and how they may change in the future
- c. how identities develop, what we have in common, what makes us different and how we organise ourselves and make decisions within communities
- d. how people, communities and places are connected and can be interdependent at a range of scales.

### Why this area of learning is important

Historical and social understanding fires children's curiosity and imagination about who we are, where we come from, where we live and where we might be going next. It connects Britain's past with the present and the future, helps children make sense of our place in the world and is central to their development as informed, active and responsible citizens.

The study of history encourages children to investigate the world around them, from the local to the global. They learn about the impact of their actions and understand the importance of developing a future that is sustainable. Through exploring cultures, beliefs, values, human rights and responsibilities, children develop a deeper understanding of themselves and others, and a sense of belonging. They see how societies are organised and shaped by people's values and actions, and how communities can live and work together. Children learn about diversity and interdependence, fairness, justice and democracy. They begin to understand how events that happened in Britain long ago, or in other countries, can affect our lives today and how our actions can shape the future.

### Implementation

Brundall School's History Curriculum ensures that there is continuity and progression of the skills and concepts required in the National Curriculum which will equip children for future learning. These key historical skills and concepts are: Historical Interpretations; Historical Investigations; Chronological Understanding; Knowledge and Understanding of Events, People and Changes in the Past; Presenting, Organising and Communicating.

For KS1, we have designed a **2 year rolling program which will be taught in blocked units of 6hrs/week over two weeks every term**— this will ensure coverage and continuity whilst developing both substantive and disciplinary knowledge.

The intent in lower KS2 is that children work in chronological order from Pre History and include a study of a significant historical site in the locality. These units will be taught in two week blocks made up of 6hrs per week every term. The units will relate back to and build upon previously learning.

Upper KS2 allows children to embed this sequence of chronology and include a study of changes in society e.g. the monarchy, and the study of a non-European Society.

Through revisiting and consolidating skills children can build on prior knowledge alongside introducing new skills and challenge. The key vocabulary should be built into each lesson and included in display materials and additional resources to ensure that children are allowed opportunities to, revisit, repeat and revise this knowledge. This will be taught in the same 2 week blocks (totaling 12 hours every term).

Throughout the school current affairs will be regularly discussed and where appropriate these discussions will build on areas studied and linked to historical events.

### Impact

The impact of the development of our History curriculum will be seen across the school with an increase in the profile of history. We want to ensure that history is loved by teachers and pupils across school. Impact can also be measured through key questioning skills built into lessons, child-led assessment such as success criteria grids, jigsaw targets and KWL grids and summative assessments aimed at targeting next steps in learning.

The subject leaders will audit and report on curriculum impact in this area to Governors, colleagues and interested external parties.

