

History Learning Journey

EYFS

Understanding that people grow and change over time

Consider how places have changed e.g. seaside locations in the past and now

Kings and queens of the past and now

Year One

The impact of Explorers – Helen Sharman, Earnest Shackleton, Dwayne Field, Ranulph Fiennes

Castles

Africa – Nelson Mandela

Year Two

The Great Fire of London & how we learn about the past

Significant individuals such as Mary Anning

Saving the Planet – the impact of significant people such as Attenborough

Year Five

Understanding the impact of historical 'turning point' events.

World War 2 and the Battle of Britain

Apollo 11 and the moon landing

Similarities and differences between ancient civilisations in different areas of the world

In depth study of The Mayan civilisation

Year Four

Considering different sources of information, ordering events chronologically and talking about changes impacting Britain and events in the wider world.

The Vikings

Ancient Greece, democracy and the Olympics

World events - Pompeii

Year Three

Considering different sources of information, ordering events chronologically and talking about change.

Changes in Britain Stone age to Iron age

The British Empire: India & Gandhi

The Roman Empire and its impact on Britain

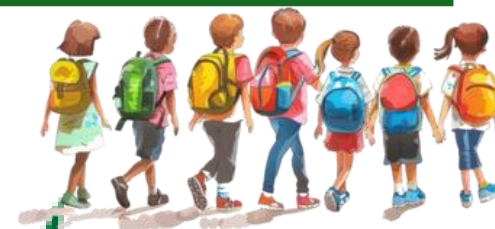
Anglo Saxons

Year Six

Turning points in British History – The Tudor period: The Battle of Bosworth, Francis Drake

Local History Project – Runwell over time

Being a researcher – how we know about life in Ancient Egypt



Intent

At St Luke's Park Primary School, we aim to stimulate the pupils' interest for learning about the past and help them gain a coherent knowledge and understanding of Britain's past and that of the wider world.

We endeavour to develop our pupils' understanding about the life of people who lived before us and also how our own lives have changed over time. We teach children a sense of chronology so that they can better understand when historical events happened around the world and how these events have influenced life today.

History complements Religious Education and PSHE as they also assist pupils in understanding other cultures. Through these subjects' children can appreciate and understand their place in a twenty-first century multicultural Britain and, by considering how people lived in the past, they are better able to make sense how we came to this point in time.

We teach our pupils to investigate historical events and, by so doing, help them to develop the skills of enquiry, selection, analysis and interpretation.

Implementation

The History curriculum at St Luke's Park Primary School is informed by the national curriculum 2014. It is carefully planned and structured to ensure that current learning is linked to previous learning and driven by the skills needed to equip the pupils to learn. In line with the national curriculum 2014, the curriculum aims to ensure that all pupils:

- Gain a coherent knowledge and understanding of Britain's past and that of the wider world which helps to stimulate pupils' curiosity to know more about the past
- Are encouraged to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement
- Begin to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.
- Develop a sense of chronology and to appreciate how things have changed over time for themselves, their families and the wider community
- Understand how events in the past have influenced life today
- Know about significant events and people in British history and in the local area
- Develop some knowledge and understanding of historical development in the wider world
- Understand society and their place within it, so that they develop a sense of their cultural heritage

Cross curricular outcomes in History are often planned for, with strong links between the history curriculum and English lessons, which enables further contextual learning. The local area is also utilised to achieve the desired outcomes, with opportunities for learning outside the classroom through visits to local historical places, museums and visitors coming to school.

The Early Years Foundation Stage (EYFS) follows the 'Development Matters in the EYFS' guidance which aims for all children in reception to have an 'Understanding of the World; people and communities, the world and technology' by the end of the academic year.

Impact

Emphasis is placed on analytical thinking and questioning which helps pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world and are curious to know more about the past. Through this study pupils learn to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. Outcomes in Topic and English books evidence a broad and balanced History curriculum and demonstrate the pupils' acquisition of identified key knowledge and skills.

