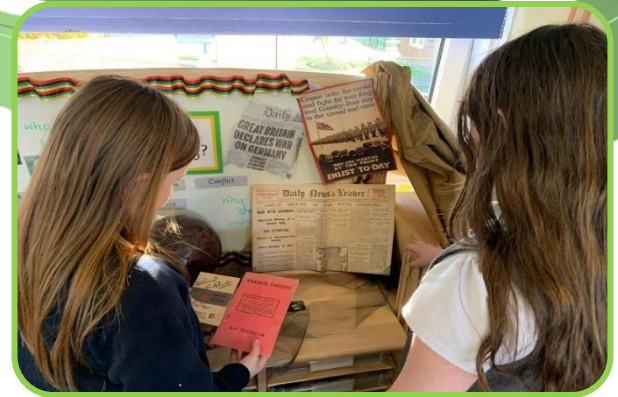


History is a subject that fires curiosity, spurring pupils to ask questions; to want to know more and think as a historian. By giving our pupils a clear, chronological framework we aim to support them to gain a coherent knowledge and understanding of Britain's past and that of the wider world. Topic based learning inspires and enables our pupils to make sense of new knowledge they acquire and how this relates to their own lives. High-quality teaching and opportunities to examine, interpret and evaluate sources allow our pupils to make deductions about the past; learn to ask perceptive questions; and to think critically. We want pupils to realise that history gives us an insight into the past and opens our eyes to the lives others may have led. But also, by learning from past experiences and the understanding we gain, we can help ensure the future is a better place.



Historical Strands



Time and Chronology

Identifying periods of the past and understanding a simple timeline; being able to place events, people and artefacts within time. Understanding of chronology and past/present to enable us to compare different historical eras.



Historical Significance

Understanding some significant eras, people, events and places within history. Understanding how we can compare eras and their impact or legacies on the world we live in today.



Investigating the Past

Using a range of sources to gather information, facts and evidence about the past. Explore how to ask questions and understand the difference between primary and secondary sources and the reliability of any source; considering what is fact and what is opinion. Understanding that by using a range of sources we get more information and difference versions of a past event.



Connections, Causes and Consequences

Making connections within historical knowledge is a vital concept when considering changes over time and the impact of these changes. Consider how events throughout history link and forge connections between these historical events to begin to understand why events might happen (causes) and the impact of these (consequences).

	History 1	History 2	History 3
Early Years	In EYFS we encourage children to talk about familiar experiences and whether these are in the present or past. We encourage the children to ask questions and explore answers for example what do they know about dinosaurs? We explore their own personal history such as their birth, birthdays, holidays and significant celebrations offering opportunities to organise these chronologically. We talk about important people from the past and significant events within and before our birth.		
Year 1	Gunpowder Plot <i>Guy Fawkes</i>	Space Travel <i>Neil Armstrong and Tim Peak</i>	The Railways <i>George Stephenson</i>
Year 2	Great Fire of London and Newcastle <i>Samuel Pepys</i>	Ship Building <i>Ships of the Tyne and The Titanic</i>	Nurses Who've Helped Us <i>Florence Nightingale and Mary Seacole</i>
Year 3	Stone Age	Life and Impact of the Tudors <i>Henry VIII</i>	Ancient Greeks
Year 4	Black British History <i>Walter Tull</i>	Ancient Egypt	Victorian Coal Mining



Support and Challenge



- A range of accessible, open ended tasks with a clear outcome.
- Small steps within each lesson ensure all children have an opportunity to make progress.
- Children with additional needs have targeted support in line with IEPs.
- All children are supported and challenged through targeted questioning and opportunities for talk.
- Precise and accurate definitions for new vocabulary and opportunities for application.
- High level of exploratory, active learning with hands-on experiences.