## **Foundation Stage**

Within the Early Years Foundation Stage, history is included as part of Knowledge and Understanding within the world. The children are supported in developing the knowledge, skills and understanding that helps them to make sense of the world.

The children are encouraged to talk about their families and past and present events in their lives and begin to gain knowledge and understanding through photographs/artefacts, listening to stories and memories of older people, role play activities and sequencing events to gain a sense of time.

Foundation Stage records a lot of practical lessons through the online platform Tapestry.

## **National Curriculum Coverage**

We have a two-year planning cycle, which follows an interleaving curriculum in Geography. The curriculum is underpinned by our two key drivers; possibilities and initiative, which develops children’s understanding of the world around them, enriching vocabulary and improving knowledge.

**Key Stage 1**

During Key Stage 1, pupils will focus on developing their awareness of the past, using common words and phrases relating to the passing of time. They should 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. Children should use a wide vocabulary of everyday historical terms. They should 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 should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

During Key Stage 1, they should be taught:

* 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 (e.g *The Great Fire of London, first aeroplane flight or events commemorated through festivals or anniversaries).*
* 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 *(e.g Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, Rosa Parks and Emily Davison, Mary Seacole and Florence Nightingale)*
* Significant historical events, people and places in their own locality.

**Key Stage 2**

During 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 should note connections, contracts and trends over time and develop the appropriate use of historical terms. Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference and significance. Children should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

During Key Stage 2, they should be taught:

**Pre-Roman Britain**

**Pupils should be taught about changes in Britain from the Stone Age to the Iron Age**

**Roman Britain**

**Pupils should be taught about the Roman empire and its impact on Britain**

**Anglo-Saxons and Scots**

**Pupils should be taught about Britain’s settlement by Anglo-Saxons and Scots**

**Anglo-Saxons and Vikings**

**Pupils should be taught about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor**

**Local History**

**Pupils should be taught about an aspect of local history**

**Extended Chronological Study**

**Pupils should be taught a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066**

**Ancient Civilisations**

**Pupils should be taught about 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:**

1. **Ancient Sumer;**
2. **The Indus Valley;**
3. **Ancient Egypt; or**
4. **The Shang Dynasty of Ancient China**

**Ancient Greece**

**Pupils should be taught a study of Greek life and achievements and their influence on the western world**

**Non-European Study**

**Pupils should be taught about a non-European society that provides contrasts with British history - one study chosen from:**

1. **early Islamic civilization, including a study of Baghdad c. AD 900;**
2. **Mayan civilization c. AD 900; or**
3. **Benin (West Africa) c. AD 900-1300**

## **Links to developing Literacy and Maths**

History makes a significant contribution to the teaching of Literacy in our school because it actively promotes the skills of reading, writing, speaking and listening. We focus on the key vocabulary of the subject and use writing frames when appropriate. Children are provided with opportunities to write in history with the aim of showing consistency in writing across all subjects.

Developing a chronological awareness links to the development of map skills. The spatial dimension of map-work is mathematical too, through direction and locational work. Our map work develops the ability to understand and use coordinates.

## **How History supports the promoting of British Values**

The fundamental ‘British values’ defined by the DfE are:

• Democracy - respect for democracy and support for participation in the democratic

process.

• The Rule of Law - respect for the basis on which the law is made and applies in

Britain.

• Individual Liberty - support and respect for the liberties of all within the law.

• Tolerance and Mutual Respect - support for equality of opportunity for all and

respect and tolerance of different faiths and religious and other beliefs.

Here at Cambois Primary children are given the opportunities to:

**Democracy:**

* To explore and discuss injustices and inequalities (perceived or real) and challenge and debate these through the exploration of historical topics.
* To explore and consider different opinions and how voices are heard.

**The Rule of Law:**

* To follow rules in our classroom to protect the rights of all us to an education
* To uphold whole-school policies with regards to homework, uniform etc.