

## **History**

### **Our Vision**

At Summerville we believe history is a valued part of our curriculum which allows our children to gain knowledge and understanding of the past in Britain and in the wider world. History is about real people who lived, and real events which happened in the past. History is concerned with sequence, time and chronology and is the study of evidence about the past; it gives us a sense of identity, set within our social, political, cultural and economic relationships.

History fires the children's curiosity about the past and plays an essential part in preparing us for living and working in the contemporary world. As historians, pupils consider how the past influences the present, what past societies were like, how these societies organised their politics, and what beliefs and cultures influenced people's actions. Our history curriculum will equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement – skills which are prized in adult life.

History helps pupils 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. By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

## **History Curriculum Overview**

### **Early Years**

In the Early Years Foundation Stage, history comes under the curriculum area 'Understanding the World'. The children learn through experiences that introduce the concept of time and change. They begin to learn that as they grow up they are increasingly able to do more things for themselves independently. Many children within the EYFS will have younger and/or older siblings who they will see being involved in activities at a different level. This emerging knowledge and understanding can be used to explore crucial early historical skills.

They will begin to explore the concepts of past, present and future and talk about what past and present looks like in their own lives, their families' lives and the lives of people around them. They take part in celebrations that link the past and the present such as Bonfire Night, Christmas and Eid.

By the time children are in Reception they will be increasingly aware of the changes in routines during different times of the day and seasons of the year. They will explore the festivals and symbols associated with these times. These changes in times have an impact on what activities they can do (sleep, eat, play, home, holidays etc) as well as what they wear and what they celebrate.

## **Key Stage 1**

In Key Stage 1 we begin to look in more detail at developing an awareness of the past, using common words and phrases relating to the passing of time.

The children will begin by exploring their own family history in order to understand changes within living memory. They will then explore events beyond living memory that are significant nationally, looking at the Great Fire of London. The children will also explore significant figures of the past to further embed their chronological understanding of the lives of significant individuals in the past who have contributed to national and international achievements. They will compare aspects of life in different periods through our 'Explorers' and 'Kings, Queens and Castles' topics. They will then go on to look at significant historical events from the UK and understand some of the ways in which we find out about the past and identify different ways in which it is represented.

As they develop their historical skills, the children will learn to use a wide vocabulary of everyday historical terms. They will begin to ask and answer questions, choosing and using parts of stories and other historical sources (primary and secondary) to show that they know and understand key features of events.

## **Key Stage 2**

In Key Stage 2 the children will continue to extend their historical knowledge and skills. They will develop a chronologically secure knowledge and understanding of British history from the Stone Age to the time of Edward the Confessor. They will also develop their understanding of local history through the 'History of Manchester' and 'Local Victorians' units. Explorations into topical units such as 'Plagues' allow the children to study of an aspect or theme in British history that extends their chronological knowledge beyond 1066. Looking further afield, the children learn about early civilisations including Ancient Egypt, Ancient Greece and Benin.

As they continue to learn about history, they establish clear narratives within and across the periods they study, drawing upon similarities and differences in various topics. They also learn how to make connections, contrasts and trends over time and develop the appropriate use of more complex historical terms.

As they continue their historical journey, they extend their knowledge and historical understanding by constructing informed responses that involve thoughtful selection and organisation of relevant information. While exploring areas of world history and local history, the children begin to understand how our knowledge of the past is constructed from a range of sources. The children continue to develop their historical skills by using a wider variety of sources (including primary and secondary).

At Summerville we want our children to pose historical questions and use their knowledge of primary and secondary sources to question its reliability. They will learn how to explore sources in order to develop an understanding of events from the past.