

History

Curriculum Statement:

Through our history curriculum, we aim to ensure that children develop a coherent knowledge and understanding of Britain's past and that of the wider world.

In KS1 children will learn about key events in British history such as The Great Fire of London and Remembrance Day. They will also learn about important historical figures such as Queen Victoria, Florence Nightingale and Christopher Columbus. They will also have the opportunity to study themes such as toys and home throughout history. The New national curriculum details the importance for children to learn about history in their own local area. Therefore the children in KS1 will get to learn about the Mary Rose and children in KS2 will learn about Portchester castle.

In KS2 the history curriculum is designed to allow children to develop a sense of chronology and duration, so all units of work are taught in a chronological order and placed in a historical context. Throughout each history topic, links will be made to children's previous learning i.e. Did this come before or after? How long after? What else was happening in the world at this time?

In KS2 children will learn about key events and periods in British history from the Stone Age to the Vikings and Anglo-Saxon conflict. They will also explore key historical events and periods from around the World i.e. Ancient Greece, Ancient Egypt and the Mayans. In Year 5/6 children will carry out a thematic study in order to further develop their sense of chronology and historical context.

Our history curriculum, whilst personalised to the school, draws heavily on the enquiry-based approach advocated by the Hampshire History Team. This approach sees children working through a series of steps to develop their knowledge and understanding of the chosen topic. These steps are as follows:

Step 1: The Hook - an exciting opening to the topic which allows children to pose questions to investigate

Step 2: Collecting information in a variety of ways.

Step 3: Making sense of the information.

Step 4: Drawing conclusions.

Step 5: Checking and refining understanding.

Step 6: Creating a final product.

Working through these steps provides the children with the opportunity to develop key historical skills such as posing questions, thinking critically, weighing evidence and looking at things from different perspectives.

Throughout the history curriculum we endeavour to bring history to life for the children by getting them to handle artefacts, use a variety of sources and visit areas of historical importance. Our history curriculum is designed to captivate our pupils and encourage them to 'think as historians'.

We will explore differences and similarities between events, people, places, cultures and environments through time, and the interconnectedness and interdependence of our world's history. Children will consider questions of power and privilege, and critically think about reasons why history is interpreted in different ways.

Children will consider the significance of individual and collective action and questions of civic and social responsibility.

We will explore themes such as inequality, prejudice, conflict and oppression and relating historical examples to contemporary events and experiences.

NEW CURRICULUM HISTORY TOPICS OVERVIEW

Cycle A

	Year 1 / 2	Year 3 / 4	Year 5 / 6
Autumn 1	Homes throughout history		Thematic Study - Crime and Punishment
Autumn 2	Remembrance Day	Vikings	
Spring 1			
Spring 2	Christopher Columbus, Neil Armstrong, Walter Riley		
Summer 1		Local Study - Porchester Castle	Legacy of the Greeks
Summer 2	Queen Victoria - Victorian Schools		

Cycle B

	Year 1 / 2	Year 3 / 4	Year 5 / 6
Autumn 1	Great Fire of London		Mayans
Autumn 2	Guy Fawkes Toys throughout history	Stone, Bronze and Iron Age	
Spring 1		Romans	
Spring 2	Florence Nightingale/Mary Seacole	Romans	
Summer 1			Ancient Egypt
Summer 2	Mary Rose, Henry V11	Anglo-Saxon + Scots	