

History KS1

Throughout the year the children will cover a variety of aspects of the history curriculum using enquiry-based skills in order to recognise, identify, describe, observe, reason, recall and begin to explain in simple terms significant historical events and the actions of notable people in the United Kingdom.

Children will:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

SMSC

We promote spiritual development:

By considering how things would be different if the course of events had been different; for example what difference would it have made if the Romans had not invaded Britain or if the Normans had not been successful in 1066?
 By looking at the history of local village and its impact.
 Cold War, World War I and I
 By speculating about how we mark important events from history and the people who shaped them e.g. Guy

We promote moral development:

By exploring the results of right and wrong behaviour in the past e.g. wars.

 By considering some of the characteristics of people who have had a bad influence and caused suffering to others. What have others done to stop injustice? Are there examples of this in the local area?

We promote social development:

By giving the trigger for discussions about how groups and communities organised themselves in the past e.g. Romans.
 By considering questions about social structure in the past. for example, What might pupils say about the rights of children in Victorian times? Is it important that society looks after young children? Are there people in

We promote cultural development:

taking pupils on visits to heritage sites

 Flag Fen, Tattershall Castle
 Battle of Britain

 Explore history of our local area

 By investigating how culture is shaped by history, exploring the ‘cultural heritage’ – St Georges Day
 -This needs to be done

<p>Fawkes on the 5th November, Remembrance Day.</p> <p>Florence Nightingale Great Fire of London St Georges Day WOW Days</p> <p>Growth Mindset</p> <p>School productions based on History Themes</p>	<p>By going beyond the facts and asking pupils to make hypotheses and pose questions such as ‘what if...?’ ‘what would have turned a tragedy into a triumph?’ etc. Review as this needs addressing</p> <p>Debates KS2</p>	<p>the world who still don’t get a fair deal?</p> <p>By encouraging pupils to talk to their parents and grandparents; for example, when learning about war through exploration of Remembrance.</p> <p>This could be covered through the children’s day/take over day (Teachers/children swap over)</p>	<p>Hold 1 minutes silence for Remembrance Day and parade</p>
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<p>Autumn 2</p>	<p><u>How do our favourite toys and games compare with those of children in the 1960’s?</u></p> <ul style="list-style-type: none"> ▪ Why do historians divide time? ▪ What do people remember about the 1960’s? ▪ How do the most popular toys and games of the 1960’s compare with those of today? ▪ Why were there no smart toys and games in the 1960’s? ▪ How can we make sure we play with smart toys and games safely and securely? ▪ What do adults I know remember about the 1960’s?
<p>Spring 2</p>	<p><u>Has man ever been to the moon and how can we know for sure?</u></p> <ul style="list-style-type: none"> ▪ Why did the astronauts risk their lives to go to the moon? ▪ How were the spacemen able to get there and back safely? ▪ What did they do when they got to the moon and how do we know? ▪ Does everyone agree that we should continue to send men to the moon? ▪ How should we commemorate this great achievement? ▪ Why was Neil Armstrong’s small step also a ‘great leap’ forward? ▪ Are you the kind of person who could become a Mars explorer?
<p>Summer 2</p>	<p><u>Why is the history of my locality important?</u></p> <ul style="list-style-type: none"> ▪ What changes have happened within living memory? Where appropriate, these should be used to reveal aspects of change in national life ▪ What 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 – William Stukeley ▪ What significant historical events, people and places have happened in their own locality?