

Vision

Our aim at The Grove Primary School is to encourage pupils to develop an appreciation and understanding of the past, by evaluating a range of primary and secondary sources. Our pupils will be able to explain clearly how these sources give us an insight about how people around the world used to live and how these interpretations may differ. Pupils will be taught to make links between these areas of learning, with the aim of developing engaged, motivated and curious learners that can reflect on the past and make meaningful links to the present day.

Implementation

Through our History Curriculum, we aim to inspire in pupils a curiosity and fascination about Britain's past and that of the wider world. In each year group, children will study three units of history across the school year. Often this unit will form the basis of that term's topic enabling the children to fully immerse in their history learning. In ensuring high standards of teaching and learning in history, we implement a curriculum that is progressive throughout the whole school for the development of history knowledge and skills. For younger children in Early Years and Key Stage 1, this incorporates changes in living memory, and learning about the lives of significant people and events of the past. In Key Stage 2, the focus broadens out to Britain's early history, how it has influenced and been influenced by the wider world, in addition to understanding the significant aspects of the history of the wider world through ancient civilisations and empires.

Our History curriculum has been designed to cover all of the skills, knowledge and understanding as set out in the National Curriculum so our pupils will:

- Become increasingly critical and analytical thinkers
- Possess a secure understanding of the chronology of the British Isles and other important periods of History
- Discover links and connections to the History they learn and the wider community and locality
- Further their knowledge and explanations of change and continuity over time
- Differentiate between source types and explain how interpretations in History may differ
- Draw on similarities and differences within given time frames and across previously taught History
- Enquire in to Historical themed questions and form their own opinions and interpretation of the past

Rationale for planning

To ensure there is an even range of locational knowledge, skills and progression throughout the year groups. Skills can be developed and grown upon each year by looking at a range of periods through history. The children will have a range of artefacts and resources to use to help develop their skills in constructing and sequencing the past, interpretation and using sources as evidence. The progression and skills document demonstrates what skills the children will develop at The Grove Primary School. It ensures an even coverage across the whole school to meet the skills set out in the national curriculum.

	Autumn	Spring	Summer
Year 1	<p><u>I'm making History</u> Changes within living memory (including Christmas in the past) -What is my history -Who was here before me? (interview with an older person)</p>	<p><u>History Detectives- spot the difference</u> Changes over time (local area)</p>	<p><u>People who have changed History</u> Significant person (Rosa Parks)</p>
Year 2	<p><u>Special places</u> Significant places in own locality (Tyne bridge, Durham Cathedral, Killhope lead mine, castles etc) -What did people build before I was born -Why are these places important? -History hunt in local area</p>	<p><u>Fantastic firsts</u> Events beyond living memory that are significant globally or nationally</p>	<p><u>Holidays now and then</u> Changes within and beyond living memory, significant places in our own locality</p>
Year 3	<p><u>Britain's first builders</u> Stone Age to Iron Age -Who lived in Britain before me timeline -Stone Henge -Maiden Castle</p>	<p><u>First civilisations- Ancient Egyptians</u> Why the Ancient Egyptians built pyramids and what artefacts can tell us about life in Ancient Egypt.</p>	<p><u>How the world was shaped by the Ancient Greeks</u> Ancient Greece achievements and influence</p>

<p>Year 4</p>	<p><u>Why did the Romans march through County Durham?</u> The Roman Empire and its impact on Britain Local History study -55 BC invasion -Development of features of Roman Britain -What was special about the Roman army?</p>	<p><u>When the Romans left Britain</u> Britain's settlement by Anglo-Saxons and Scots</p>	<p><u>Women through history (e.g. Victorian women, suffragettes, women in the war etc)</u> Aspect or theme beyond 1066</p> <p>Other options Changing power of Monarchs Heroes of British History Crime and punishment from Saxons to present</p>
<p>Year 5</p>	<p><u>Viking invasion of Britain</u> The Viking and Anglo-Saxon struggle for England to 1066</p>	<p><u>Ancient civilisations- The Mayans</u> A non-European society that provides contrast to British history</p>	<p><u>Life in Durham in WW1</u> A Durham family's life in WW1 (local history study)- Aspect or theme beyond 1066</p>
<p>Year 6</p>	<p><u>The impact of the Steel Works on Consett (or coal mining in Co Durham)</u> Local history study</p>	<p><u>Key historical figure- Joseph Swan</u> Key figure from the past (local history)</p>	<p><u>How leisure and pastimes have changed in the UK since the Romans left</u> An aspect or a theme since 1066</p>