

History

- **At Mead we aim to enable pupils to achieve the highest standard possible. We :**
- **Provide pupils with a challenging and inspiring history curriculum**
- **Promote a positive attitude to history**
- **Teach key skills and knowledge**
- **Provide pupils with exciting enrichment opportunities such as trips and workshops**
- **Involve pupils in planning and evaluating their own learning**
- **Use skilled questioning to promote active learning**
- **Use marking to inform pupils' learning and move them forward**

National Curriculum Requirements of History at Key Stage 1

Pupils should develop an 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. They 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.

National Curriculum Requirements of History at Key Stage 2

Pupils should 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, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They 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.

Year group	Geography overview for the academic year.
Year R	In Reception, History is not taught as an explicit subject. Historical enquiry skills are practised through talk and play. Children experience traditional tales and discuss consequences of decisions made by fictional and non-fictional characters in History.
Year 1	In year 1, children begin their history studies by looking at Remembrance and relating this historical event to others commemorated through anniversaries. They then use their understanding of chronology to study Neil Armstrong and how his significance of landing on the moon has contributed to international achievements of others.
Year 2	In year 2, children study events beyond living memory and the significance of those events with focus on the Great Fire of London. They look at the lives of significant individuals in history such as Florence Nightingale and Mary Seacole before studying the lives of royals such as Elizabeth I and Elizabeth II.
Year 3	In year 3, history begins with the study of the Ancient Greeks. Children begin to understand the chronology of historical events b.c. Then, children study the Battle of Britain and its significance within the second world war. They are taught to empathise with those living during the war, and begin to gain an understanding of the effects of war on a country and on individuals.
Year 4	In year 4, children study the impact of the Roman Empire; how it came to be, who the key historical figures of that time were and the impact of technology, culture and beliefs of

	early Christianity in this era. They then study the Battle of Hastings in 1066 and how this has impacted on British history to this day.
Year 5	In year 5, children study the raid of the Vikings and Anglo Saxons. They focus on monarchy, laws and justice and understand the significance of the death of Edward the Confessor. Later in the year, children study historical figures of importance such as famous Seafarers and gain an understanding of their lives through the promotion of empathy.
Year 6	In year 6, children study the achievements of early civilisations and gain an overview of where and when the first civilisations appeared. They partake in an in-depth study of the Ancient Egyptians. Children then study the stone age, bronze age and iron age and discover how these civilisations impacted upon society today through the evolution of travel, farming, art and culture. To conclude their history studies in year 6, children focus on crime and punishment from the Anglo Saxon era to the present day.