



History

Intent, Implementation and Impact

Intent

History has always been held in high regard at St John's CE Primary School. The history curriculum at St John's makes full use of resources within the immediate and wider local area enabling children to develop a deep understanding of the history of their locality.

Topics are informed by the national curriculum and are sensitive to children's interests, as well as the context of the local area.

The curriculum at St John's aims to ensure that all pupils: Gain a coherent knowledge and understanding of Britain's past and that of the wider world which helps to stimulate pupils' curiosity to know more about the past; Are encouraged to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement; Begin 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.

Implementation

- History is taught in blocks throughout the year, so that children achieve depth in their learning. Teachers have identified the key knowledge and skills of each topic and consideration has been given to ensure progression across topics throughout each year group across the school.
- By the end of year 6, children will have a chronological understanding of British history from the Stone Age to the present day.
- They are able to draw comparisons and make connections between different time periods and their own lives. Interlinked with this are studies of world history, such as the ancient civilisations of Greece and the Egyptians.

Cross curricular outcomes in history are specifically planned for, with strong links between the history curriculum and literacy lessons enabling further contextual learning.

- The local area, including St John's Church and the Ashdown Forest, is fully utilised to achieve the desired outcomes, with extensive opportunities for learning outside the classroom embedded in practice.
- Planning is informed by and aligned with the national curriculum.
- Outcomes of work are monitored to ensure that they reflect a sound understanding of the key identified knowledge. .

The Early Years Foundation Stage (EYFS) follows the 'Development Matters in the EYFS' guidance which aims for all children in Foundation Stage to have an 'Understanding of the World; people and communities, the world and technology' by the end of the academic year.

Impact

- Outcomes in 'topic' books, evidence a broad and balanced history curriculum and demonstrate the children's acquisition of identified key knowledge.
- Children review the agreed successes at the end of every session and are actively encouraged to identify their own target areas, with support from their teachers. Children are also asked what they have learned comparative to their starting points at the end of every topic.

Emphasis is placed on analytical thinking and questioning which helps pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world and are curious to know more about the past. Through this study, pupils learn to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement.

- Regular school trips provide further relevant and contextual learning.

Whole School Geography (G) and History (H) Overview

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
EYFS	Harvest Find out about Families (history) People who help us	Diwali Christmas St Andrew's day Bonfire night and Guy Fawkes Familiar situations in the past Remembrance Day (history) Basic timelines	Pancake day Chinese New Year St Patrick's Day Simple Maps Aerial photos Places of worship and places of local importance (geography)	Mother's Day Easter St David's Day Food around the world (geography) Uganda	St George's Day Exploring the natural world (geography)	Familiar plants and animals, minibeasts Different environments (geography) including observing the weather
1	Incredible Me - H Changes within living memory. Using timelines to discuss changes in our own lives.	Toys - H How toys have changed over time Great fire of London (Events beyond living memory)	Significant People - H Significant people Queen Elizabeth I compared with queen Victoria. Florence Nightingale and Mary Seacole	Weather - G Human and physical features of the area in which we live. Comparing our climate with another - Kenya	Woodlands - G Identifying continents and oceans. Countries and capital cities of the UK.	Seaside - G Field work - use simple compass directions (North, South, East and West). Using maps and directional language.
2	Where are we? - G Children learn to name, locate and	What came before us? - H Technology	Getting there - G Pupils explore how and why we use map. They learn map skills	Human and Physical Geography - G Pupils compare life in the Arctic to that in	Historical Figures - H Comparing the lives of local historical	Travel and Transport - H Pupils explore how And why transport

	identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas	Pupils explore the relevance and significance of Guy Fowlkes and William Caxton. They also assess the relevance and importance of Bonfire night and Remembrance day	to identify where they are and where they can go.	the UK. They explore the differences in climate and landscape and why this is.	figures: AA Milne and Charles Darwin How did Rosa Parks and Princess Diana change the world?	has changed through the years and how it has effected the lives of humans.
3	The Stone Age – H Children are taught about changes in Britain from the Stone Age to the Iron Age	The Iron Age and Bronze Age – H Children are taught about changes in Britain from the Stone Age to the Iron Age	The Romans - H Pupils are taught about the Roman Empire and its impact on Britain	Romans - G Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	Rainforests - G T5 - Map work locate and label the Equator and tropics on a map. Find and name countries with tropical Rainforests. Look at the climate and endangered species. T6 - Map work Grasslands Arctic Rainforest and desert. Locate and research. Look at contrasting climates.	
4	Egyptians - H The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt Egyptian life, Tutankhamun, Cleopatra, Egypt then and now.		Eastern Europe – G Locate the world's countries, using maps to focus on Europe (including the location of Russia) Focus on environmental regions, key physical and human characteristics, countries and major cities.	Crowborough – G/H Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, establishing clear narratives within and across the periods they study. Identify human and physical characteristics, key	Natural Disasters - G Describe and understand a variety of natural disasters and their effect on the human and geographical environment. Use fieldwork to observe, measure, record and present the human and physical features in	Anglo Saxons and Scots – H Children are taught about Britain's settlement by Anglo-Saxons and Scots Anglo-Saxon life, Hadrian, Battle of Hastings.

			topographical features (including hills and rivers), and land-use patterns; and understand how some of these aspects have changed over time.	the local area using a range of methods,	
5	Mayans - H Children are taught about a non-European society that provides contrasts with British history – Mayan Civilization c. AD 900	Rivers, Mountains and Water Cycle – G Children understand the physical geography aspects of rivers, mountains and the water cycle. Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time	The Vikings – H The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor Compass points and grid reference skills – G Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world Types of settlement and land use – G Children are taught about types of settlement and land use		
6	World War 2 – H Children are taught about a local history study (Newhaven Fort). A study of the key events of WWII and what life was like for different people during the war – including evacuees, rationing and the role of women.	Modern Greece (European Study)- G Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country Focus on Greece, concentrating on	Ancient Greece – H Pupils are taught about Ancient Greece – a study of Greek life, achievements and their influence on the western world	Brazil – G Understand geographical similarities and differences through the study of human and physical geography of a region within North or South America	Our Changing World – G Pupils are taught about distribution of natural resources including energy, food, minerals and water

		their environmental regions, key physical and human characteristics, countries, and major cities			
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