

History skills and knowledge taught through the topics identified on the curriculum design.

Progression skill grids created for all year groups identifying the key skills which need to be taught in each year group. This ensure that progression in skills and knowledge is embedded with children continually building on prior understanding.

At Key Stage 1, children may be asked to learn about specific people or events that are both within and beyond living history. Teachers are more free to choose who or what they would like to teach about so there is a lot more variation between individual schools. Popular choices often include people like Neil Armstrong or Tim Peake, Grace Darling, or Florence Nightingale. Events such as the Great Fire of London, the first aeroplane flight, or themes such as castles or toys lend themselves very well to learning about the past. There will often be a very strong link to a local event or person.

History topics for each year groups curriculum journey are used as a vehicle for children's writing activities.

Often there will be a **history day** at school. Children will learn so much more by getting more from being involved with the past, than just from writing about the past. These days also provide something to remember and a link with the history being learnt. about a period of history – for example, life before the internet.

Regular monitoring such as learning walks, book scrutiny, pupil voice is carried out by History lead and curriculum lead to ensure that progression of skills and knowledge is evident with the children knowing and remembering more. Feedback is shared with class teachers and Head teacher.

Through Curriculum Journey, children are provided with increased time in the timetable to complete History objectives at a deeper level.

History at St Joseph & St Theresa



Foundations of History knowledge are built upon from the Understanding the World area of learning in EYFS.

The early learning goals at EYFS are very much focused on the memories of the child. It may be that they are asked to remember a special event or routine or custom for their family. They may talk about differences between different family members or different generations.

Whole school History display displayed in the school. This allows for each class to display and showcase the work that children have completed based around their year groups History learning objectives. Timelines are evident in classrooms and in books (KS2) as a working document mapping out how history fits together.

At Key Stage 2, the curriculum is much more prescriptive. Your child will learn all about the following periods of British history over the 4 years in Key Stage 2:

Stone Age

Ancient Romans

Anglo Saxons and Scots

The Vikings

A local history unit

A period of history later than 1066 (e.g. World War 2, Victorians, Tudors, the 1960s).

Children will also be introduced to some world civilisations in history. There is some variation allowed for schools here as they can choose one of each section. It may depend on the period of history most relevant to the children themselves.

Ancient Greeks

Ancient Egyptians or Ancient Shang dynasty of China or the Indus Valley

The Mayans or Islamic Civilisation or Benin (AD 900-1300) to contrast with British history