



# HISTORY

## INTENT

At The Queenswell Federation, it is our aim to instil a love of History in all our children. We aim to provide a history curriculum with appropriate subject knowledge, skills and understanding as set out in the National Curriculum History programmes of study. We aim to provide an interesting and varied curriculum that interests and intrigues our children while meeting the needs of all backgrounds, cultures and abilities.

From EYFS up to the end of KS2, the children will be taught about various historical events, where they take place within a historical timeline and famous historical figures, some of which have shaped the world today. We will, where possible, link History to other subject areas.

## IMPLEMENTATION

As a school, we maintain strong links to the National Curriculum guidelines to ensure all aspects, knowledge and skills of History are being taught across all year groups.

We use progression grids to ensure there is clear skills, knowledge and vocabulary progression throughout school.

Our enquiry-led approach to learning encourages all children to develop their curiosity by questioning what we are learning, why we are learning it and how it affects the world in which we live. We want these skills to allow our children to pursue their own passions and interests, using their growing knowledge of the past to form their own opinions.

Our pupils will confidently identify trends in behaviour and events over time, drawing conclusions on their impacts on the world we live in today.

We offer different ways for children to pursue an interest in history through the use of historical texts in our whole class reading lessons as well as encouraging children to write creatively about the knowledge they have acquired. We have a broad selection of history books in our school library that children are free to choose and many of our learning journeys are history based.

We use historical artefacts, visitors, workshops and visits to excite and intrigue our children to find out more about events and people from the past.

Every year group takes part in a history off the page day long workshop which allow the children to immerse themselves in a specific chosen history topic –

by the end of The Queenswell Federation they will have experienced 6 different historical time periods

## LINKS TO EYFS

### Understanding the World

#### Intent

It is important to us that all children have the opportunity to make sense of the world around them through first hand experiences. This includes their physical world as well as their community. Children begin to gain an understanding of the past, and present by exploring the lives of themselves and those around them. We are a culturally diverse school and we aim to educate children about and celebrate what is important to the children and families that we serve. Our physical environment at Queenswell allows children to connect with nature through our Environmental Education and Forest School approach. These first-hand experiences help to enrich and widen the children's vocabulary, supporting communication and Language; and later reading comprehension as well.



# History Overview and learning questions

Including History off The Page Immersive Workshops

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<b>EYFS</b>	<ul style="list-style-type: none"> <li>● Begin to make sense of their family's history and their place within it</li> <li>● Compare and contrast characters from stories (including figures from the past)</li> <li>● Talk about people in society and the role that they play</li> <li>● Discuss similarities and differences between things from the past compared to now</li> <li>● Understand the past through settings, characters and events encountered in books and storytelling</li> </ul>					
Year 1 Queen Victoria and other Famous Female Victorians	<b>Chronological Understanding</b> what is history? What is my history?	Similarities & Differences How are VICTORIAN TOYS different from today's? What was the most popular toy in the Victorian times? What games did they play? <b>HOTP Florence Nightingale</b>	Historical Interpretation Who was Scott of the Antarctic? What were his successes and disappointments?	<b>Causation</b> What did Mary Anning discover that changed the way we look at our past?		<b>Chronological Understanding</b> What was the purpose of the lighthouse throughout history?
Year 2	<b>Chronological Understanding</b> How do we find out about the past?  <b>Historical Interpretation</b> Who was Neil Armstrong?		<b>Causation</b>  What impact did The Great Fire of 1666 have on London? <b>HOTP Great Fire of London</b>		<b>Chronological understanding</b> How did the Sweets Way get its name?  <b>Similarities &amp; Differences</b> How did two girls in 1917 convince the world that fairies exist? (The Cottingly fairies)	
Year 3			<b>Continuity &amp; Change</b> What do you think 'The stone Age' means? What changed from the Stone Age to the Iron Age?	<b>Similarities &amp; Differences</b> How different is the Stereotypical Viking from the Reality? What can we learn from the Vikings? <b>HOTP – Life in Saxon / Viking Britain</b>		
Year 4	<b>Causation</b> Why did the Ancient the Egyptians mummify their dead?		<b>Similarities &amp; Differences</b> How did Ancient Greek Beliefs differ from Ancient Egypt?  <b>HOTP Ancient Greeks</b>			<b>Continuity &amp; Change</b> From 2023 -The Romans  What have we learned from the Romans?
Year 5			<b>Continuity &amp; Change</b> <b>The Tudors</b> How has the role of the monarch has changed from Tudor times to today? <b>HOTP Life in Tudor England</b>		<b>Causation</b> <b>The Mayans</b> Who were the Mayans and what have we learnt from them?	
Year 6	<b>Similarities and differences</b> How did peoples live change from before to during World war 11? <b>HOTP Life in 1940s</b>		<b>Continuity &amp; Change</b> How did the Windrush migration change Britain for the better?	<b>Causation</b> How did Darwin change the world?	Reflect and consolidate previous learning through the text <b>The Viewer</b> (show what a what a view master is and use their awareness of problems in the world)	

