

### Purpose of study:

Purpose of study A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils 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.

### 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.

In planning to ensure the progression described above through teaching about the people, events and changes outlined below.

Pupils should be taught about:

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]
- the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]
- significant historical events, people and places in their own locality.



At Eversley Primary School we promote positive attitudes and enthusiasm for History by firing pupil's curiosity about the past in Britain and the wider world. We ensure children understand how the past influences the present and what past societies were like.

Our aim is for all children to leave Eversley Primary School with a range of skills and abilities, using historical terms to explain about the past and making comparisons to present day.

### Key questions:

What is history?

What role does history play in our lives today?

What are the most significant historical legacies of the subject we have learnt?

Key vocabulary: past, present, Samuel Pepys, Pudding Lane, River Thames, Bakery, Fire Brigade, Fire, Recording, Diary, King Charles II, buckets

### Cultural Capital:

Boat trip along the River Thames to identify key London landmarks and explore the history of London.

### Weekly spotlight time activity:

We will be using a range of sources to understand chronology. We will explore significant individuals who have contributed to the world that we live in today. We will be watching different clips and looking at pictures about the past.

### Home learning/ Whole school project

The children will research a landmark in London of their choice. Using a variety of media (paint, junk modelling, collage, writing) the children will have the opportunity to design and make a model of their chosen landmark.