

### Purpose of study:

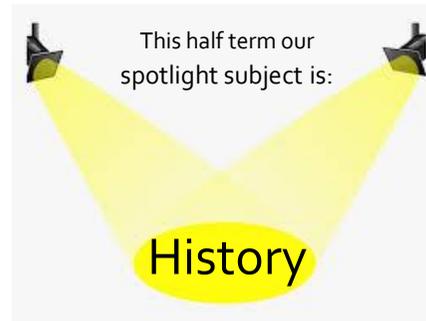
Purpose of study A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh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

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.

### Pupils should be taught about:

- changes in Britain from the Stone Age to the Iron Age
- the Roman Empire and its impact on Britain
- Britain's settlement by Anglo-Saxons and Scots
- a local history study
- a study of an aspect or theme in British history that extends pupils' chronological
- knowledge beyond 1066
- the achievements of the earliest civilizations – an overview of where and when the first
- civilizations appeared and a depth study of one of the following:  
Ancient Sumer; The
- Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China
- Ancient Greece – a study of Greek life and achievements and their influence on the western world; a non-European society that provides contrasts with British history – one study chosen from:  
early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300



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, future, evidence, artefacts, primary source, secondary source, historical source, observe, locality, evacuee, world war, democracy, dictator, home front, rationing, invasion, propaganda, Blitz, atomic, legacies, declaration, dispute.

### Cultural Capital:

Virtual online visits

Visits or visitors coming into school

### Weekly spotlight time activity:

Analysing pictures and photographs

On-line virtual tours

Questioning and reasoning about the past

### Home learning/ Whole school project

The children will be asked to carry out research about the bombs that fell in and around Enfield in the Second World War. This will include having to ask questions about the lasting effects of the bombings and what implications there were for the local population.