

SUBJECT OVERVIEW

History at Keevil At Keevil Church of England Primary Academy, we believe that high-quality history lessons inspire children to want to know more about the past and to think and act as historians. By linking learning to a range of topics, children have opportunities to investigate and interpret the past, understand chronology, build an overview of Britain's past as well as that of the wider world, and to be able to communicate historically



Intent. We aim to..

EYFS The intent is to begin to make sense of their own life-story and family's history and to be able to comment on images of familiar situations in the past. And compare and contrast characters from stories, including figures from the past Talk about the lives of people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.

The coverage of some history in KS1, such as 'Travel and Transport' and 'Significant Explorers', enables children to acquire an understanding of time, events and people within their own living memory as well as their parents' and grandparents' memories. For KS1, we have designed a curriculum that can be covered chronologically in each year group to allow a full opportunity for children to really grasp the difficult concept of the passing of time.

The intent in KS2 is that children work in chronological order from year 3 to year 6 on the core British history study units taken from the national curriculum, starting with 'Stone Age to Iron Age' in year 3 and then progressing onto more modern history in Y6 with the 'World War II' unit. This will be repeated for ancient history, starting with 'Ancient Egypt' in year 3, moving on to 'Ancient Greece' in year 5 and ending with 'Maya Civilisation' in year 6.

Implementation: How do we achieve our aims?

All lessons are from the curriculum maps ensuring all areas are covered this includes an overview of targets and shows progression in vocabulary . Over the course of study, teaching is designed to help learners to remember in the long term the content they have been taught and to integrate new knowledge into larger concepts.

Historical Enquiry

Historical Interpretation
Historical Investigations
Chronological
Understanding
Knowledge and
Understanding of Events
and People in the Past

Substantive concepts

Substantive concepts are concepts that children will come across repeatedly throughout their education in history. They are words that are hard to define in one definition as they mean slightly different things in different contexts and periods of time. As a child progresses through their education, they will learn a little more about the concept each time they come across it, slowly building a coherent understanding of the concept throughout history.

Vocabulary

Substantive concepts relate to substantive vocabulary. These are words and phrase that link generally to historical concepts and are ordered as a progression. This progression builds on previous years' work and recorded in the children's glossary

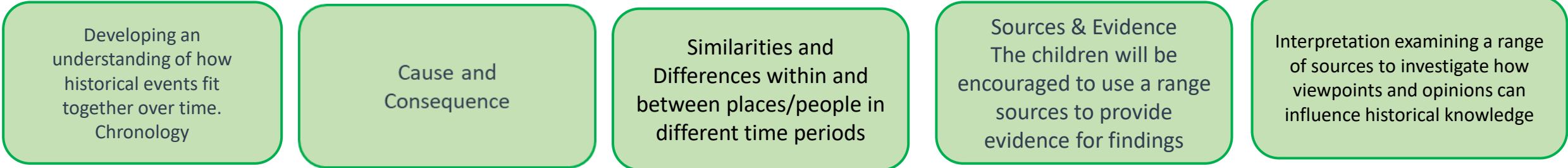
Disciplinary concepts

Continuity and Change
Cause and
Consequence
Similarities and
Differences
Historical Significance

Cross curriculum links

To encourage and excite children using cross curriculum links such as reading texts, DT construction, art, maths, geography etc. This helps embeds the learning and allows the progression and application of knowledge.

Skills to develop knowledge and understanding



Impact: how will we know we have achieved our intent?

