



History

Vision (intent)

History at Sonning engages and enthuses children to learn about the past. It provides the children with opportunities to use an enquiry based approach to their learning. Children should understand different methods of historical enquiry, including use of evidence.

In Key Stage One the children are taught to ask and answer questions and use sources to learn about key events in History. As well as developing knowledge about historical events or people, the children will develop their skills and vocabulary so that they are confident to discuss changes over time.

In Key Stage Two pupils build on the enquiry skills they have developed in KS1 to enable them to devise and answer historical questions and construct informed responses, which they have developed themselves. They will have knowledge of how to use a range of sources and think critically about drawing conclusions from them.

To complement the curriculum, there are visiting workshops, themed class events and educational visits, which enhance pupils understanding and provide varied learning experiences.

Curriculum (implementation)

Curriculum Map



Sonning Church of England Primary School

History

Term	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn Term			Roman Empire ‘How did the arrival of the Romans change Britain?’ (Roman Empire and impact on Britain)			Britain since 1900’s World War and local Study ‘Who were Sonning’s War heroes?’ (A local History study)
Spring Term	Heroes and Villains of Sonning ‘Was Dick Turpin a hero or a villain?’ (significant historical events, people and places in their own locality)	The Great Fire of London ‘Why did the GFOL spread so quickly?’ (events beyond living memory)	Anglo Saxons ‘Who were the Anglo Saxons and how do we know what was important to them?’ (Britain’s settlement by Anglo Saxons and Scots)	Egyptians ‘How can we discover what Ancient Egypt was like over 5,000 years ago?’ (Ancient Civilisations)	Stone Age ‘How did the lives of ancient Britons change during the stone age?’ (Changes in Britain from the Stone Age to the Iron Age)	Mayan Civilisations ‘How can we solve the riddle of why the ancient Mayan empire ended so suddenly?’ (1000 European study to contrast with Britain)
Summer Term	Time traveller ‘What was my Great Grandparents childhood like?’ (changes within living memory)	Neil Armstrong ‘Did people really land on the moon?’ (significant individuals)	Vikings ‘How did the Vikings raid and invade?’ (Viking and Anglo Saxon struggle)	Ancient Greece ‘What was life like as an Ancient Greek?’ (Greek life and achievements and influence)	Tudors ‘How has the role of the Monarch changed from Tudor times to today?’ (extended chronological study)	

‘Building Strong Foundations for the Years Ahead’

The curriculum is structured to enable children to build their historical enquiry skills by basing each unit on a key question. Subject specific vocabulary is taught and we aim to deepen understanding through questioning.

Within EYFS the children are introduced to the concept of the past and changes over time. This is built upon in Year 1 by linking learning about the past to the local area and changes within living memory. Year 2 children then move to learn about changes beyond living memory.

In KS2 the focus is then to develop their knowledge of a range of different periods of history, developing their understanding of chronology and through the use of an enquiry based approach. Modules of learning provide a clear outline of the knowledge, skills and vocabulary embedded within each topic of learning.

Lesson delivery (Pedagogy)

Each module is based upon a key question which forms the basis of the learning. This question is then broken down into smaller questions, which are the focus of each lesson. The children are taught key vocabulary at the start of the unit and begin with familiar, moving to the unfamiliar throughout the rest of the unit. High quality teaching ensures the children are provided with a range of sources/resources with which they can engage with to help pose and answer questions. Using the enquiry process allows the children to have some ownership of their learning and rather than giving them information, the children have the opportunity to discover it for themselves.

Curriculum enhancement

The History curriculum is enhanced further through the use of educational visits such as The Natural History Museum and Upton Court. This provides children with hands on opportunities to engage with learning such as through re-enactments. In class, the children may have module specific events such as the 'The Big Burn', which is a re-enactment of the Great fire of London. In addition, where possible, visitors are arranged such as an archaeologist from TVAS (Thames Valley Archaeologist Services).

Outcomes (Impact-How do we measure and evaluate)

- Pupil Tracker (PITA grids)
- Book scrutiny
- Monitoring of lessons and planning
- Pupil conferencing

Partnerships

Key Stage History Subscription