

The Dingle Primary School History Subject Summary

The Dingle's History Curriculum aims to help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It teaches chronology of events, teach abstract terms such as empire and civilisation, explore concepts such as continuity and change, cause and consequence and frame historically valid questions about their learning. We will teach the children the methods of historical enquiry and how evidence has been used to interpret the past.

Children begin to learn about History in Reception. Here they learn vocabulary such as past and before and the concept of time. For example, they may learn about the Dinosaurs and know that this was 'a long time ago', or about the lives of members of their family and understand that this is relatively recent. They will learn about famous people and events, often through stories, discussions of pictures and identify historical facts and questions about the past, and make comparative links to the present day.

In Key Stage 1 children will learn the content of the National Curriculum. They will continue to develop their vocabulary and a chronology of the events and people they study. The curriculum identifies people and events which will fall within living memory for example when comparing their toys with those of their parents, and the lives of the Queen or famous explorers such as Neil Armstrong. Other events and people studied will be beyond living memory. At the Dingle children learn about the Great Fires of London and Nantwich, historical figures, famous artists, leaders and explorers and life in Victorian times.

In Key Stage 2 this historical knowledge of local, British and world history is further built upon. History is taught in a chronological sequence, with a particular focus on the time period of Ancient civilisations to 1066 and the Norman Conquest. In Years 3 and 4 children learn about The Stone age to the Iron Age, Ancient Egypt, The Roman Empire and the Anglo Saxons. Children are introduced to the concepts of empire, civilization and trade and question why invasions occur. They will also learn about significant historical figures as well as the lives of individuals, important inventions and developments, and make comparison to today.

In years 5 and 6 children revisit and develop their understanding of concepts such as civilization, empire and the importance of trade through studying the Ancient Greeks and Vikings. This enables children to further understand the chronological and sequencing of events to 1066. The curriculum also covers two critical periods of British History, post 1066: The Industrial Revolution and the World Wars of the 20th century. Again this allows children to compare and contrast life in these times to today, learn about significant people, and further see the impact of trade, new inventions and the expansion of both the British Empires and German Empires considering the cause and effect of both and the impact they had on civilizations across the World.

Throughout their studies, children will be told facts and learn dates but they will also look be taught how to look closely at evidence making judgements both on its quality as a source, and debate and hypothesis about what it tells us of the past and how historians have used such evidence to question, find answers and make conclusions.

We hope our curriculum will inspire our children's curiosity about the past; that it will teach them to think critically; to weigh evidence; and to sift argument to develop a perspective and make a

judgement. The teaching of History is intended to help children understand the complexity of people's lives, how and why changes have occurred, to contribute to the explanation of diversity in societies and the relationships between different groups as well as their own identity and the challenges of their time.

'The more you know about the past, the better prepared you are for the future.' Theodore Roosevelt, American President.



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