

History at Yarm Primary

At Yarm Primary, we aim to provide children with a broad and balanced curriculum, which builds on children's needs and prepares them for the future. We use a project based learning approach to provide an engaging and purposeful context for learning where pupils are encouraged to apply the skills and knowledge in a range of subjects. We place emphasis on mastering key skills to provide a solid foundation for lifelong learning.

Within the national Curriculum

In EYFS children should be taught to talk about past and present events in their own lives and in the lives of family members.

Key Stage 1 pupils should be taught:

- 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

Key Stage 2 pupils should be taught:

- 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
- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- 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

To secure the offer we feel our children deserve and better reflect what is captured in curriculum maps, we will work on the following as short term priorities:

- Review the resources with all staff.
- Look at the existing plans in maps and explore the development of the intent as sequences as opposed to episodes, with teams.
- Promote the display of History in shared areas, to raise status within the curriculum.
- Promote visits to local History based attractions as permitted.
- Reinstate ½ termly famous people/places initiative in all classrooms, with at least one historical person and landmark to be included. This work to support regular general knowledge quizzing.

