

The Primary History Curriculum at Rygaards School

Purpose of study

The Primary History Education at Rygaards School will help pupils gain a coherent knowledge and understanding of how and why the world is as it is today and aims to inspire pupils' curiosity to know more about the past. Pupils will be encouraged to ask perceptive questions, think critically and weigh evidence. The History Curriculum will help 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.

Aims

The Primary History Curriculum at Rygaards School broadly follows the English national curriculum for history which aims to ensure that all pupils:

- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; and achievements of mankind
- gain and deploy a historically-grounded understanding of abstract terms such as 'empire' and 'civilisation'
- understand historical concepts such as; continuity and change; and cause and consequence, and use them to make connections, draw contrasts, analyse trends, and create their own structured accounts and written narratives
- understand the methods of historical enquiry, including how evidence is used to make historical claims
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history.

Key Stage 1

By the end of KS1, it is aimed that;

- pupils should have developed an awareness of the past, using common words and phrases relating to the passing of time.
- they will know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.
- they can use a wide vocabulary of everyday historical terms.
- they have been encouraged to ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.
- they understand some of the ways in which we find out about the past and identify different ways in which it is represented.
- they will have been taught about changes within living memory, for example; Transport (Reception Class), Toys (Y1), Homes (Y2) and Seaside (Y2).
- they will have been taught about events beyond living memory that are significant nationally or globally, for example; Festivals (Reception Class), Dinosaurs (Y1), Castles (Y1), Chinese New Year (Y2) and Danish "Fastelavn" (Rec. to Y2)

- the lives of significant individuals in the past who have contributed to national and international achievements, for example; Explorer, Neil Armstrong (Y1) and Florence Nightingale (y2)
- significant historical events, people and places in their own locality, for example Advent and Christmas (Rec to Y2), The Family Tree (Rec) and the School's birthday and celebration of its founder, Sr. Marie Eugenie (Rec to Y2).

History Overview of Themes

Year 1

Toys; Then and Now

Dinosaurs

Castles

Explorers; eg. Neil Armstrong

Year 2

Homes

The Seaside

Famous People; eg. Florence Nightingale