

History

At Tregoze Primary School, history forms an integral part of the curriculum. We believe that it inspires children's curiosity, encourages them to ask critical questions, and enables them to have a better understanding of the society in which they live and the wider world. Studying history gives children an introduction to the major events which have shaped Britain and provides them with a better understanding of historical global relations. Because of this, we teach history discretely as well as incorporating it within other curriculum areas, such as English, art, and music.

At Tregoze Primary School, children learn history in various ways:

- Using different sources — both primary and secondary — to understand the past.
- Holding 'history days' which provide children with hands-on experiences and a link to what is being taught.
- Visiting museums or historic houses.
- Through reading fiction, non-fiction, and picture books.

Tregoze History Yearly Overview - 2015

KEY STAGE AND SKILLS TO COVER		PROGRAMME OF STUDY
Key Stage 1	<p>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should 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 should use a wide vocabulary of everyday historical terms. They should 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 should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p>	<p>changes within living memory – where appropriate, these should be used to reveal aspects of change in national life</p> <p>events beyond living memory that are significant nationally or globally [The Great Fire of London, the First Space Landing or events commemorated through festivals or anniversaries]</p> <p>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 [Neil Armstrong, Isambard Kingdom Brunel, Florence Nightingale.]</p> <p>significant historical events, people and places in their own locality[Bolingbroke Family at Lydiard Park, Richard Jefferies]</p>

<p>Key Stage 2</p>	<p>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.</p>	<p>changes in Britain from the Stone Age to the Iron Age[Year4] the Roman Empire and its impact on Britain[Year 4] the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor[Year 5] a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066[Year 3][Year 6]</p> <p>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 Egypt[Year 3]</p> <p>Ancient Greece – a study of Greek life and achievements and their influence on the western world [Year 6]</p>
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