

# History at South Bersted

## What is History at South Bersted CE Primary?

Our learners are encouraged to achieve highly and embrace lifelong learning, underpinned by Christian values. We study the past in order to help us understand the present and become caring and responsible 21<sup>st</sup> century global citizens.

By learning about historical events through cross curricular teaching, our learners can understand how life has changed throughout the centuries and yet how some fundamentals remain the same.

Learners will study global events as well as being able to relate them to events and changes in our locality during different time periods. Local History is embedded in appropriate historical periods studied from Years 1-6.

## What do we learn?

Learners will discover the history of our world from the prehistoric Stone Age to the Iron and Bronze Ages; through the ancient civilizations of Egypt, Greece and Mexico; the changes in crime and punishment through the centuries; events of the 20<sup>th</sup> century and more modern developments in space exploration and technology.

They will begin their journey studying time periods within living memory and will build on this understanding as they grow in knowledge, skills and understanding throughout EYFS, KS1 and KS2.



## How is the History curriculum taught?

Learners are encouraged to work both collaboratively and independently to discover history. Historical sources will be used from EYFS to KS1 and KS2 in order to learn about the past and begin to use inference skills to interpret them.

Learners will revisit and compare different time periods and aspects of history throughout their journey from EYFS to Year Six. The pyramids of Ancient Egypt will be compared to pyramids built by the Maya. Local historical figures such as Mary Wheatland and Sir Richard Hotham will be studied in KS1 and further researched in KS2.

This spiral plan enables learners to re-examine ideas and draw conclusions based on a deeper, consolidated knowledge and understanding. In addition, it allows teachers to address misconceptions and further embed learning.

## Events and visits to support learning

History topics begin with an immersive 'Stunning Start', end with a 'Fabulous Finish' and include History Days to engage learners and aid understanding of the attitudes, beliefs and lifestyles of the past. They introduce or sum-up and celebrate pupils' learning.

Teachers/TAs take on the role of historical figures, enabling the children to see, feel and act out history. Events include: a Victorian School Day; sailing on the Titanic; meeting Howard Carter and discovering Tutankamun's tomb; WW2 evacuation.

Visits to historic locations are a valuable way to help learners visualise and empathise with past events. Learners will visit our local church; Hotham Park; the Ice House, Tangmere Aviation Museum, Arundel Castle, Chichester Cathedral, Fishbourne Roman Palace, Portsmouth Dockyard and the Mary Rose.

Learners will experience History days where they are able to re-enact aspects of the life of people from different periods of time: Victorians, the Titanic's fateful voyage, Ancient Greek Olympic games, Evacuation Day.

## By the end of each Key Stage every child will have had the opportunity to:

- Handle and investigate artefacts.
- Visit historical sites and gain 1<sup>st</sup> hand experience.
- Ask and answer questions.
- Place events in chronological order.
- Understand and place the historical period studied in a chronological context along with other aspects of history which they have studied.
- Compare and contrast their lives to those of people in the past and pose questions about the lives of people in the future.
- Know the chronology of world events before and after the birth of Jesus Christ; begin to understand, compare and contrast the ideas of faith and religion throughout history.