



History at Danbury Park Community Primary School

At Danbury Park Community Primary School we teach History following the Early Years Foundation Stage Framework and National Curriculum objectives.

History is taught from Early Years Foundation Stage through to Year Six and each class has their own termly topic which covers History and/or Geography. Whilst our topics would seem heavily History centred, there are as many links as possible to other subjects so that learning is cross-curricular, broad and connected. Often the following term focusses more on the Geography aspect of the topic with the History aspect being supplementary.

At Danbury Park Community Primary School we believe the children should be enthusiastic about History and enjoy learning about the past in various ways including trips out to places such as The British Museum as well as having specialists into school to ignite the children's learning. All objectives are covered and our mixed age classes are accounted for by a rolling programme. In Key Stage 2 the topics are carefully planned out so all children are exposed to all the relevant time periods and objectives are covered without repetition, but with effective progression.

History in Early Years Foundation Stage (EYFS)

History is taught through Understanding of the World, but also the language of History (today, yesterday, last week) are covered throughout everyday speaking and listening and learning within the classroom. The children begin to build up a sense of chronology and will begin to talk about significant events in their own lives and those of their family. This growing sense and understanding of chronology is covered in every area of learning as the children talk about seasons changing, birthdays, what they did yesterday, last week etc and how they and others have changed since a baby. This sense of chronology is developed throughout the children's time in EYFS and continued into Year 1 and beyond.

History in Key Stage 1

In Key Stage 1 the children follow a two year rolling programme and History becomes a focus of our topics. Alongside learning about significant events and people, the children also begin to develop their chronology and historical skills such as evaluating sources of evidence and beginning to make their own conclusions from a variety of evidence presented to them. The children have exposure to a range of evidence from pictures, written sources and, where possible artefacts. The children are taught to question sources of information and carry out research for themselves. Visits to places such as The Tower of London and The Museum of London help us bring the topics to life and allow the children to deepen their knowledge and see first hand evidence.

This developing sense of chronology in EYFS and Key Stage 1 ensures our children have a firm foundation for when they move into Key Stage 2 where they study time periods in much more depth.

History in Key Stage 2

The children's understanding and concepts of history are built upon and developed through a continued themed approach, linking a variety of subjects. Our delivery of a broad and rich curriculum is designed to engage children's genuine interest and historical enquiry. Their skills and knowledge of people's ideas, experiences and attitudes within the societies studied as well as some causes and consequences of main events is enriched through a variety of resources. Visits to historical sites and museums such



as Sutton Hoo, Maldon, Audley End, Colchester Castle and the Imperial War Museum, as well as investigations of artefacts and pictures engage learning in a meaningful and relevant way.

Children are world weavers, and in Key Stage 2 they study social, political and economic changes and how this impacts on life and subsequent events, thus making links between events and deepening their historical understanding.

The culmination of our History curriculum is in Year 6 when the children participate in a week long residential visit to an area rich in historical, geographical and technological links. In the past this has been to York and Ironbridge. From this the children are able to apply their historical knowledge and skills first hand and they return to school to follow up on personal lines of enquiry and to prepare a presentation to parents.