

Curriculum Intent - History's Place in our curriculum

We are historians

We study people, places and events that happened in the past.

We think it is very important to know when and in what order things happened in the past. We call this **chronology** and in KS1 and KS2 we use the correct words and terms to show our growing chronological awareness.

We are aware that some of the topics we study in history deal with events which lasted for a short time (Great Fire of London) whilst others topics deal with events and developments which went on over hundreds of years (the Anglo-Saxon and Vikings). We are aware that historians divide time gone by into periods or ages which have their own historical names, e.g. the Stone Age, the Romans, the Stuarts, the Victorian era.

We think like historians

We study the history of Britain and the wider world, from the Stone Age to modern times.

We strengthen our knowledge of the past by thinking about differences and similarities between people, places and events in the past and our own world. We also think about similarities and differences between different periods of history such as the Ancient Greeks and the Anglo-Saxons.

We think about **change** and recognise that it can come about at different speeds, sometimes quickly and suddenly and at other times gradually or not at all (continuity). We try to explain what caused these changes to occur and what the consequences were.

We also think about the **significance** of people, places and events in history. We ask ourselves why it is important to know about certain people, places and events in the past. What makes them interesting? What did they do or achieve? What can we learn from them? Have views changed about them over time?

We behave like historians

Another very important word for historians is **enquiry**. It is a word used to describe how historians go about their work and it involves thinking up lots of questions about what went on in the past. Historians find out what happened in the past by studying **sources** such as diaries, paintings, photographs, letters and artefacts. These sources can provide valuable clues (evidence) to help us work out what happened and why. Sometimes sources are missing, broken or incomplete and this can make it very challenging to work out what went on. Sources can also be **interpreted** in different ways and so it is not unusual for historians to disagree!