

These 5 intentions underpin our curriculum because we want our pupils to have a love of learning which they can share, a sense of understanding and pride of where they live, and be safe in different situations.

How to communicate using appropriate vocabulary

About Corsham and their local area

Through experiences inside and beyond the classroom

New knowledge and understanding appropriate to their age

How to keep themselves safe



These are the essential skills and knowledge that we want our pupils to learn by the end of:

EYFS	KS1
<p>ELG: Past and Present</p> <ul style="list-style-type: none"> Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings. 	<ul style="list-style-type: none"> changes within living memory. Where appropriate, reveal aspects of change in national life 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 events beyond living memory that are significant nationally or globally including, the Great Fire of London, significant historical events, people and places in their own locality.
EYFS Misconceptions	KS1 Misconceptions
<ul style="list-style-type: none"> Struggle to differentiate between yesterday, last year and 100 years ago [chronology]. The past was black and white. Technology appeared suddenly. People in history were all the same. 	<ul style="list-style-type: none"> Confusion with chronology and what/who lived when. Believing old objects are always broken or dirty. Mixing fiction and history. Confusing differences in time with differences in culture.
LKS2	UKS2
<ul style="list-style-type: none"> the lives of significant individuals in the past who have contributed to national and international achievements. Brunel 	<ul style="list-style-type: none"> Britain's settlement by Anglo-Saxons and Scots



<ul style="list-style-type: none"> • Some should be used to compare aspects of life in different periods • the Roman Empire and its impact on Britain • 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; • changes in Britain from the Stone Age to the Iron Age 	<ul style="list-style-type: none"> • the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor - a local history study • a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 • 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 Sumer; Ancient Greece – a study of Greek life and achievements and their influence on the western world • a non-European society that provides contrasts with British history – one study chosen from: Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.
LKS2 Misconceptions	UKS2 Misconceptions
<ul style="list-style-type: none"> • Not understanding that historical periods overlap. • Confusing primary and secondary sources. • Misunderstanding how long historical events/periods lasted for. 	<ul style="list-style-type: none"> • Oversimplification of causes and consequences. • Judging the past by modern standards. • Overgeneralising about groups or civilisations. • Confusing myths, legends and history.

Strong Foundations	Blocked Teaching
<p>In EYFS, understanding the world involves guiding children to make sense of their physical world and their community. Listening to a broad selection of stories our children's understanding of our diverse world develops.</p>	<p>This approach provides the children with an immersive experience for a term, where both knowledge and skills are explored and developed thoroughly. At the beginning of a term, knowledge organisers are shared with the children so that all understand the expectations of the learning ahead. These are in their topic books and referred to throughout each topic and revisited through weekly Topic Talk Time sessions to aid retention of knowledge as each year progresses.</p>



As a historian leaving Regis, every child will have the skills to:

Use the language of
chronology and
identify periods of
history on timelines.

Use primary and
secondary sources
including visits to find out
about the past.

Talk about people, events
and periods of history they
have learnt about, and
comment on how these
have had an impact.

Ask and answer
historically valid questions
about change, cause,
similarity and difference,
and significance.

