



# Brookland Junior School

## History Curriculum Overview

### **Intent**

At Brookland Junior School, we are passionate about history. We believe that, through the study of history, children make sense of their world and enrich their understanding of it. The school sees history is an interpretation of the past. It is the chronicle, investigation and explanation of the past, which develops an understanding of people, events and how the past has shaped the present. Through this curriculum, children will understand the similarities and differences between societies and cultures, and the impact of changes on people and place. We value our diverse community and Brookland children enjoy celebrating their differences within history lessons and focus weeks. We recognise the important role history plays in preparing pupils with wider life skills such as being responsible citizens, understanding change and societal development, raising aspirations and providing a context to understand themselves and the world around them.

The history curriculum is carefully planned progressively in line with the National curriculum 2014. The units are sensitive to children's interests as well as the rich history of the local area, such as the focus on Victorian and Roman London and the Blitz during World War Two. The Brookland curriculum reflects the diversity of the area and lessons may be linked through the PHSE and equalities policy for example in life as a Victorian child.

### **Brookland Junior School's aims in history are:**

- To develop children's confidence, curiosity and interest in the past and to foster an understanding that enables children to be motivated and enthusiastic about history;
- To enable children to understand that people of other times and places in the past may have had different values and attitudes from ours;
- To build children's knowledge and understanding of events (including British and world History);
- To develop a deep knowledge and understanding in order to ask questions, think critically and explore their own opinion about Britain's past and the wider world;
- To develop a sense of chronology placing historical events in order of time
- To develop the children's knowledge, skills and understanding of concepts in history by regularly revisiting to aid memory and building progressively across the key stage;
- To inspire pupil's curiosity to think critically, explore a range of evidence and opinions and make connections between the past, the present and their own identity;
- To develop methods of historical enquiry, including the ability to ask perceptive questions, think critically, analyse arguments and discussion and to develop judgement skills.



## Implementation

History is taught in blocks throughout the year, so that children can achieve depth in their learning. Teachers have identified the key knowledge and skills of each blocked topic in consultation with the KS1 Infant curriculum, and these are mapped across the school, ensuring that knowledge builds progressively and that children develop skills systematically. Existing knowledge is checked at the beginning of each topic, as this ensures that teaching is informed by the children's starting points. Tasks are selected and designed to provide appropriate challenge to all learners, in line with the school's commitment to inclusion. Pupil voice plays a large role at Brookland and pupils feedback each term on their learning in history during whole school meetings, groups of pupils are also often selected to answer questions about the curriculum and their comments can lead to change or adjustments within planning.

We bring history alive by offering a variety of experiences within lessons, for example, using by examining replica artefacts, photographs and other primary and secondary historical sources, exploring places through virtual visits and video, holding focus days such as Ancient Greek Day in year 4 and focus weeks such as our annual Black History Month focus week, as well as debating opportunities to discuss issues relating to history so that history is as stimulating and interesting as possible. We focus on developing historical skills as well as knowledge:

“We looked and analysed artefacts and used analysis on famous people and events.”

“We improved our comparing skills when we did coding in World War II, we also learnt about the reasons for events, the chronology and thought about what could've happened if something didn't happen.’

The school provides a number of museum trips that the pupils use to expand their knowledge and develop their historical skills, such as:

- The Museum of London in Year 3, to focus on the Stone Age to the Iron Age and the Verulamium Museum to focus on the Romans/Boudicca's revolt
- The Ragged School Museum in Year 4, to focus on the Victorians
- The British Museum in Year 5, to focus on the Ancient Egyptians
- The Lincolnshire Trip in Year 6, to focus on World War Two/the Battle of Britain

The history curriculum continues to evolve building diversity in the significant figures that children learn about. Teachers cater for the varying needs of all learners, differentiating activities where necessary and as appropriate, and ensuring an appropriate level of challenge. Outcomes of work are regularly monitored to ensure that they reflect a sound understanding of the key identified knowledge.

## Impact

**How do we know how well our children are learning more and remembering more in history during their time at Brookland?**

Alongside quality assessment for learning in class teachers, pupils evaluate their learning each lesson through the use of green pen comments which reflect on the key skill or content during the lesson. Identified key skills in the planning are deep marked each term and half termly assessments record the attainments of each child in history.



Class teachers provide a written report statement on history at the end of the year.

Key skills highlighted in yellow

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3			<p><b>Stone Age to Iron Age</b></p> <p>Describe changes in Britain from the Stone age to the Iron Age.</p> <p>Use timelines to find periods of history</p> <p>Use a variety of resources to find out about aspects of life in the past</p> <p>Compare and contrast life in the past with their own.</p> <p>Explain how implements and techniques of building change over time</p> <p>Concept of: Difference and significance Similarity</p>			<p><b>Roman Empire-</b></p> <p>Describe the Holy Roman Empire and its impact on Britain.</p> <p>Gain historical perspective by understanding the political/social reasons behind a historic event</p> <p>Explain the concept Empire orally in the context of the time period</p> <p>Give reasons for changes and developments in history</p> <p>Understand the significance of an Ancient legacy and relate to Modern times</p> <p>Concept of: Empire</p>
Year 4	Anglo -Saxons and Scots		Victorians Describe a local	Ancient Greece		



	<p>Describe Britain's settlement by Anglo-Saxons and Scots.  <b>Gain historical perspective by understanding the economic reasons behind a historic event</b></p> <p>Compare and contrast life in the past with modern life through the examination of a specific feature</p> <p>Explain the difference between settlement and invasion</p> <p>Concept of: Settlement</p>		<p>history study - Victorians</p> <p>Use a variety of resources to find out about aspects of life in the past and answer specific questions</p> <p><b>Place some historical periods in a chronological framework</b></p> <p>Concept of: Poverty</p>	<p><b>Understand that sources can contradict each other.</b></p> <p>Examine how significant figures made an impact on the age</p> <p>Explain democracy in relation to Ancient and modern times          Concept of: democracy</p> <p>Understand the significance Ancient legacies and relate to Modern times</p>	
<p>Year 5</p>	<p><b>Viking and Anglo-Saxon to Edward the Confessor</b></p> <p>Describe the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</p> <p><b>Use dates to order and place events on a</b></p>		<p><b>Ancient Civilizations - with Key Study - The Ancient Egyptians</b></p> <p><b>Make comparisons between aspects of periods of history and the present day including Ancient civilisations.</b></p> <p>Understand that the type of information available depends on the period studied.</p> <p>Select the most useful and accurate resource for answering an historical</p>		



	<p><b>timeline</b></p> <p>Examine in depth how a significant figure made an impact on the age</p> <p>Compare sources of information available for the study of different times in the past.</p> <p>Gain historical perspective by justifying the economic, social and political reasons behind an historic event</p> <p>Concept of: cause and consequence</p>		<p>question.</p> <p>Evaluate the usefulness of a variety of sources.</p> <p>Explain how belief systems influence every day life</p> <p>Concept of: civilisation Continuity and change</p>	
<p>Year 6</p>	<p><b>Battle of Britain</b></p> <p>Use evidence to support arguments</p> <p>Gain historical perspective by justifying the economic, social and political reasons of multiple countries behind an historic event</p> <p>Address and sometimes devise historically valid questions about change, cause, similarity and difference and significance.</p>			<p><b>The Kingdom of Benin</b></p> <p>Describe a non-European society that provides contrasts with British history - The Kingdom of Benin.</p> <p>Describe a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods studied.</p> <p>Note connections and trends over time and</p>



	<p>Construct informed responses that involve thoughtful selection and organization of relevant historical information.</p> <p>Understand how our knowledge of the past is constructed from a range of sources.</p> <p>Make confident use of a variety of sources for independent research.</p> <p>I can describe an aspect or theme in British history that extends their chronological knowledge beyond 1066</p> <p>Concept of: cause and consequence significance</p>		<p>show developing appropriate use of historical terms.</p> <p>Concept of: civilisation</p>
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<b>History Key Skills from the National Curriculum</b>	
<b>A</b>	-Know and understand the history of these islands as a coherent, <b>chronological</b> narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
<b>B</b>	-Know and understand significant aspects of the <b>history of the wider world</b> : the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
<b>C</b>	-Gain and deploy a historically grounded understanding of <b>abstract terms</b> such as 'empire', 'civilisation', 'parliament' and 'peasantry'
<b>D</b>	-Understand <b>historical concepts</b> such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
<b>E</b>	-Understand the <b>methods of historical enquiry</b> , including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
<b>F</b>	-Gain historical perspective by placing their growing knowledge into different <b>contexts</b> , understanding the <b>connections</b> between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.



**KEY SKILL THREADS FOR YEAR 3**

<b>Chronological Understanding</b> <b>A</b>	<b>Historical Enquiry</b> <b>E</b>	<b>Historical Interpretations</b> <b>(Compare and contrast and change over time)</b> <b>F D B</b> concepts of change over time, causality, context, complexity, and contingency,	<b>Historical Concepts and abstract terms</b> <b>C</b>
<p>Use timelines to find periods of history</p>	<p>Use sources of information and simple observations to answer questions about the past.</p> <p>Devise questions about the era and to sort fact from fiction.</p> <p>Use a variety of resources to find out about aspects of life in the past.</p>	<p>Describe changes in Britain from the Stone age to the Iron Age.</p> <p>Describe the Holy Roman Empire and its impact on Britain</p> <p>Gain historical perspective by understanding the political/social reasons behind a historic event</p> <p>Compare and contrast life in the past with their own</p> <p>Examine the cause of significant events in British history.</p> <p>Understand the significance of an Ancient</p>	<p>Explain the concept Empire orally in the context of the time period</p>





		legacy and relate to Modern times	
<b>KEY SKILL THREADS FOR YEAR 4</b>			
Place some historical periods in a chronological framework	<p>Use sources of information in ways that go beyond simple observations to answer questions about the past.</p> <p>Understand that sources can contradict each other.</p> <p>Use a variety of resources to find out about aspects of life in the past and answer specific questions</p>	<p>Describe Britain's settlement by Anglo-Saxons and Scots.</p> <p>Describe a local history study - Victorians</p> <p>Describe a study of Ancient Greek life and achievements and their influence on the western world.</p> <p>Gain historical perspective by understanding the economic, social and political reasons behind a historic event</p> <p>Understand the significance of Ancient legacies and relate to Modern times</p> <p>Examine how significant figures made an impact on the age.</p>	<p>Explain the difference between settlement and invasion</p> <p>Explain democracy in relation to Ancient and modern times</p> <p>Relate the concept of Empire across periods of time.</p>
<b>KEY SKILL THREADS FOR YEAR 5</b>			
Use dates to order and place events on a timeline.	<p>Compare sources of information available for the study of different times in the past.</p> <p>Evaluate the usefulness of a variety of sources.</p>	<p>Describe the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</p> <p>Describe the achievements of the earliest civilisations - an overview of where and when the first civilisations appeared and a depth</p>	<p>Explain how belief systems influence everyday life.</p>



	<p>Select the most useful and accurate resource for answering an historical question.</p>	<p>study of Ancient Egypt.</p> <p>Make comparisons between aspects of periods of history and the present day.</p> <p>Understand that the type of information available depends on the period studied</p> <p>Gain historical perspective by justifying the economic, social and political reasons behind an historic event</p> <p>Examine in depth how a significant figure made an impact on the age</p>	
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**KEY SKILL THREADS FOR YEAR 6**

<p>Describe a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods studied.</p>	<p>Address and sometimes devise historically valid questions about change, cause, similarity and difference and significance.</p> <p>Construct informed responses that involve thoughtful selection and organization of relevant historical information.</p> <p>Understand how our knowledge of the past is constructed from a range of sources.</p> <p>Make confident use of a variety of sources for independent research.</p>	<p>Describe a non-European society that provides contrasts with British history - Mayan civilisation.</p> <p>Note connections and trends over time and show developing appropriate use of historical terms.</p> <p>Use evidence to support arguments</p> <p>Gain historical perspective by justifying the economic, social and political reasons of multiple countries behind an historic event</p>	<p>I can describe an aspect or theme in British history that extends their chronological knowledge beyond 1066</p>
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