



Brookland Junior School

History Curriculum Overview

Intent

At Brookland Junior School, our history curriculum is designed in a largely chronological way, to inspire pupils' curiosity about the past and develop a coherent knowledge and understanding of Britain's history and that of the wider world. We aim to equip pupils with the skills to think critically, ask perceptive questions and understand that history is an interpretation of the past shaped by evidence. Through studying a diverse range of societies, pupils gain an appreciation of similarities and differences across cultures and time periods and understand how historical change has shaped the world they live in today. Our curriculum reflects the diversity of our community and promotes respect, inclusion, and equality, supporting pupils to become thoughtful, informed, and responsible citizens. Diversity is celebrated through whole school focus weeks like Black and Asian History Month.

We aim to create strong cross curricular links with other subjects, such as Geography and PSHE and we ensure learning is secure, broad and deep. 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, the Blitz during World War Two and the life of a poor Victorian child. Our History units are also linked to books studies such as: Y4 Oliver Twist (Victorians); Y3 Ug (Stone Age); Y6 Letters from a Lighthouse (World War 2) – this makes learning memorable and gives added depth to our history curriculum.

We intend for all children, including those with SEND and disadvantaged backgrounds to access a high-quality and ambitious curriculum, enabling them to develop as curious, reflective learners who can think critically about the past, ask questions and interpret evidence with confidence. Our curriculum builds key history knowledge and skills throughout the key stage.

History knowledge (substantive knowledge): Ensuring children build a substantive knowledge of the past by mastering key facts, history specific vocabulary, key events, significant individuals, societies and periods of time.

History skills (disciplinary knowledge): Chronological understanding, historical Enquiry, historical Interpretations (compare and contrast and change over time), historical concepts and abstract terms.

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.

Through systematically placed recap and retrieval activities at the start of every unit and every lesson, we ensure that pupils have opportunity to embed historical



knowledge and skills into long term memory.

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, 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 (enrichment) that the pupils use to expand their knowledge and develop their historical skills, such as:

- The Verulamium Museum in Year 3, to focus on the Romans/Boudicca’s revolt
- Gunnersbury Park 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, adapting 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. Our history vocabulary map ensures key progressive vocabulary, including historical skills, are taught throughout ks2. This is implemented as 3 key words per lesson to enable pupils to focus in on the key vocabulary they need to know.

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. Book monitoring and pupil book work provide evidence of pupils learning and application of key skills and knowledge. Identified key skills in the planning are deep marked each term and half termly assessments record the attainments of each child in history. Subject leader data at the end of each year allows the subject leader to identify groups to support going forward and action plan accordingly. Class teachers provide a written report statement on history at the end of the year. Recaps and retrieval activities are built into the start of each lesson so children have opportunity to embed learning and know more and remember more over time. Recaps are also built into the start of each unit so pupils can see where the unit fits in to the learning in prior year groups and units.



Key knowledge and skills highlighted in yellow

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



	Compare and contrast life in the past with modern life through the examination of a specific feature Explain the difference between settlement and invasion Concept of: Settlement		answer specific questions Place some historical periods in a chronological framework Concept of: Poverty	made an impact on the age Explain democracy in relation to Ancient and modern times Concept of: democracy Understand the significance Ancient legacies and relate to Modern times	
Year 5	Viking and Anglo-Saxon to Edward the Confessor Describe the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. Use dates to order and place events on a timeline Examine in depth how a significant figure made an impact on the age Compare sources of information available		Ancient Civilizations - The Ancient Egyptians Make comparisons between aspects of periods of history and the present day including Ancient civilisations. Understand that the type of information available depends on the period studied. Select the most useful and accurate resource for answering an historical question. Evaluate the usefulness of a variety of sources. Explain how belief systems influence every day life		



	for the study of different times in the past. Gain historical perspective by justifying the economic, social and political reasons behind an historic event Concept of: cause and consequence		Concept of: civilisation Continuity and change	
Year 6	Battle of Britain Use evidence to support arguments Gain historical perspective by justifying the economic, social and political reasons of multiple countries behind an historic event Address and sometimes devise historically valid questions about change, cause, similarity and difference and significance. Construct informed responses that involve thoughtful selection and organisation of relevant historical information. Understand how our knowledge of the past is constructed from a range of sources. Make confident use of a variety of sources for independent research.			The Kingdom of Benin Describe a non-European society that provides contrasts with British history - The Kingdom of Benin. Describe a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods studied. Note connections and trends over time and show developing appropriate use of historical terms. Concept of: civilisation



History Key Skills from the National Curriculum			
A	-Know and understand the history of these islands as a coherent, chronological 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	-Know and understand significant aspects of the history of the wider world : the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind		
C	-Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'		
D	-Understand historical concepts 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		
E	-Understand the methods of historical enquiry , 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		
F	-Gain historical perspective by placing their growing knowledge into different contexts , understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.		
		I can describe an aspect or theme in British history that extends their chronological knowledge beyond 1066	
		Concept of: cause and consequence significance	



KEY SKILL THREADS FOR YEAR 3			
Chronological Understanding A	Historical Enquiry E	Historical Interpretations (Compare and contrast and change over time) F D B concepts of change over time, causality, context, complexity, and contingency,	Historical Concepts and abstract terms C
Use timelines to find periods of history	Use sources of information and simple observations to answer questions about the past. Devise questions about the era and to sort fact from fiction. Use a variety of resources to find out about aspects of life in the past.	Describe changes in Britain from the Stone age to the Iron Age. Describe the Holy Roman Empire and its impact on Britain Gain historical perspective by understanding the political/social reasons behind a historic event Compare and contrast life in the past with their own Examine the cause of significant events in British history. Understand the significance of an Ancient legacy and relate to Modern times	Explain the concept Empire orally in the context of the time period



KEY SKILL THREADS FOR YEAR 4			
Chronological Understanding A	Historical Enquiry E	Historical Interpretations (Compare and contrast and change over time) F D B	Historical Concepts and abstract terms C
Place some historical periods in a chronological framework	Use sources of information in ways that go beyond simple observations to answer questions about the past. Understand that sources can contradict each other. Use a variety of resources to find out about aspects of life in the past and answer specific questions	Describe Britain's settlement by Anglo-Saxons and Scots. Describe a local history study - Victorians Describe a study of Ancient Greek life and achievements and their influence on the western world. Gain historical perspective by understanding the economic, social and political reasons behind a historic event Understand the significance of Ancient legacies and relate to Modern times Examine how significant figures made an impact on the age.	Explain the difference between settlement and invasion Explain democracy in relation to Ancient and modern times Relate the concept of Empire across periods of time.
KEY SKILL THREADS FOR YEAR 5			
Chronological Understanding A	Historical Enquiry E	Historical Interpretations (Compare and contrast and change over time) F D B	Historical Concepts and abstract terms C
Use dates to order and place events on a timeline.	Compare sources of information available for the study of different times in the past.	Describe the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.	Explain how belief systems influence everyday life.



	Evaluate the usefulness of a variety of sources. Select the most useful and accurate resource for answering an historical question.	Describe the achievements of the earliest civilisations – an overview of where and when the first civilisations appeared and a depth study of Ancient Egypt. Make comparisons between aspects of periods of history and the present day. Understand that the type of information available depends on the period studied Gain historical perspective by justifying the economic, social and political reasons behind an historic event Examine in depth how a significant figure made an impact on the age	
KEY SKILL THREADS FOR YEAR 6			
Chronological Understanding A	Historical Enquiry E	Historical Interpretations (Compare and contrast and change over time) F D B	Historical Concepts and abstract terms C
Describe a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods studied.	Address and sometimes devise historically valid questions about change, cause, similarity and difference and significance. Construct informed responses that involve thoughtful selection and organization of relevant historical information.	Describe a non-European society that provides contrasts with British history – Kingdom of Benin Note connections and trends over time and show developing appropriate use of historical terms. Use evidence to support arguments	I can describe an aspect or theme in British history that extends their chronological knowledge beyond 1066



	Understand how our knowledge of the past is constructed from a range of sources. Make confident use of a variety of sources for independent research.	Gain historical perspective by justifying the economic, social and political reasons of multiple countries behind an historic event	
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