

Broomfield Community Primary School History curriculum

Our intent

Our history curriculum is sequenced coherently so that children build on useful knowledge around various historical aspects and can develop their skills of critical thinking.

Through our History Curriculum at Broomfield, we are passionate about our children being: curious about the past, gaining a secure knowledge and understanding of Britain's past and that of the wider world, becoming critical thinkers and understanding the process of change. Our History curriculum teaches our children to appreciate the diversity of societies and to understand their own identity.

These skills are embedded within history lessons and developed throughout their journey of the history curriculum through deeper learning. By the end of their primary education, our children will have a chronological understanding of British history from Stone Age to present day. They will be able to draw comparisons and make connections between different time periods and their own lives through their understanding of world history.

We strive to create a supportive and collaborative ethos for learning by providing investigative learning opportunities. Emphasis is beginning to be placed on analytical thinking which helps children gain a coherent knowledge and understanding of Britain's past and that of the wider world.

Knowledge

In our History lessons, we aim to ensure that both our pupils' substantive and disciplinary knowledge is built upon year on year.

Substantive Knowledge: Knowledge and 'substance' of our curriculum.

Disciplinary Knowledge: Skills our children develop within their history lessons.

Substantive strands for learning

<p>Chronology Children develop a secure understanding of chronology throughout the curriculum.</p> <p>Key Questions:</p> <ul style="list-style-type: none"> - When was this period? - Where is it in time? - What came before/after? - How long ago was it? - Was any other historical period happening at the same time? 	<p>People and Power Children gain a better understanding of the changes in power throughout the years, learning about monarchy and how different leaders affected the time period.</p> <p>Key Questions:</p> <ul style="list-style-type: none"> - Who is the leader? - What did they enforce? <ul style="list-style-type: none"> • Rule of Law • Democracy - What was the impact of the enforcement? - Who were the significant people of that time? 	<p>Conflict (KS2 only)</p> <p>Key Questions:</p> <ul style="list-style-type: none"> - Was there any conflict? - Who was involved? - What was the cause of conflict? - What was the impact of the conflict? - How did people react/respond to the conflict? 	<p>Society Children learn more about how life has changed throughout the years, comparing it to their lives now/other time periods learned.</p> <p>Key Questions:</p> <ul style="list-style-type: none"> - How did people used to live? <ul style="list-style-type: none"> • Houses and Homes • Education • Food • Leisure • Travel - How has society changed or stayed the same? - What was life like for a child? (Links to Rights Respecting Schools)
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Disciplinary knowledge

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Historical Knowledge	Recognise the difference between past and present in their own and others' lives. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class	Recognise the difference between past and present in their own life and the lives of others. Know and recount episodes from stories about the past, knowing and understanding key events. Talk about simple similarities and differences between life at different times. Recognises and describes, in simple terms, some characteristic features of a person or period studied.	Recognise why people did things, why events happened and what happened as a result. Know and recount episodes from stories about the past, knowing and understanding key events. Talk about similarities and differences between ways of life in different periods.	I can find out about everyday lives of people in time I can compare with our life today I can identify reasons for and results of peoples actions I can show an understanding of why people may have had to do something I can study change through the lives of significant individuals .	I can use evidence to reconstruct life in time studied I can identify key features and events I can look for the links and effects in time studied. I can offer reasonable explanation for some events.	Study different aspects of different people – differences between men and women for example. Examine causes and results of great events and the impact on people. Compare life in 'early' and 'late' times studies. Compare an aspect of life with the same aspect in another period.	Find out beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings. Compare beliefs and behaviour with another time studied. Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation. Know key dates, characters and events of time studied.

		Increasingly uses period specific language.					
Chronological understanding	<p>Begins to understand language relating to the passing of time, e.g. now, then, today, yesterday, last week, last year, years ago, a long time ago, older younger</p> <p>Create a timeline of their year at school.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	<p>Sequence events in their life.</p> <p>Develop a simple awareness of the past.</p> <p>Sequence 3 or 4 artefacts from distinctly different periods of time.</p> <p>Match objects to people of different ages.</p> <p>Place events on a simple timeline.</p> <p>Confidently use vocabulary associated with the past e.g. old and new, now and then.</p> <p>Realises that historians use dates to describe events.</p> <p>Use phrases describing intervals of time e.g. before, after, at the same time etc.</p>	<p>Sequence artefact closer together in time. Check accuracy using books/ICT.</p> <p>Sequence photographs from different periods of their life.</p> <p>Place events on a simple timeline, adding times previously studied.</p>	<p>Place the time studied on a timeline, compare where this fits in to topics previously studied.</p> <p>Use dates and terms related to the study unit and passing of time.</p> <p>Sequence several events or artefacts.</p> <p>Begin to develop a chronologically secure knowledge and understanding of British, local and World History, establishing clear narratives within and across the periods studied</p>	<p>Place the time studied on a timeline, compare where this fits in to topics previously studied.</p> <p>Use terms related to the period and begin to date events.</p> <p>Use precise chronological vocabulary.</p> <p>Know and understand more complex Historical terms e.g. BC/AD/CENTURY</p> <p>Begin to develop a chronologically secure knowledge and understanding of British, local and World History, establishing clear narratives within and across the periods studied.</p>	<p>Place the time studied on a timeline, compare where this fits in to topics previously studied to provide a greater Historical perspective.</p> <p>Gain greater Historical perspective by placing their growing knowledge into different contexts. Use and relevant terms and period labels - Empire, civilisation, parliament and peasantry, continuity and change, Cause and consequence, similarity, difference and significance.</p> <p>Make comparisons between different times in the past.</p> <p>Develop a chronologically secure knowledge and understanding of British, local and World History, establishing clear narratives within and across the periods studied</p>	<p>Place the time studied on a timeline, compare where this fits in to topics previously studied to provide a greater Historical perspective.</p> <p>Use relevant dates and terms - Empire, civilisation, parliament and peasantry, continuity and change, Cause and consequence, similarity, difference and significance.</p> <p>Sequence previously studied topic on a timeline to gain greater Historical perspective.</p> <p>Develop a chronologically secure knowledge and understanding of British, local and World History, establishing clear narratives within and across the periods studied.</p>
Interpretation of History	<p>Know and recount episodes from their own and others' past, saying why it happened.</p> <p>Talk about the lives of the people around them and their roles in society.</p>	<p>Use stories to encourage children to distinguish between fact and fiction and to help them remember key Historical facts.</p> <p>Talk about simple ways in which the past is represented e.g. paintings, photos, artefacts.</p>	<p>Compare 2 versions of a past event.</p> <p>Compare pictures or photographs of people or events in the past. Identify ways that the past is represented and discuss reliability of evidence e.g. photos, paintings, accounts, stories.</p> <p>Use stories to encourage children to distinguish between fact and fiction and to help them remember key Historical facts.</p>	<p>Identify and give reasons for the different ways in which the past is represented.</p> <p>Distinguish between different sources – compare different versions of the same story.</p> <p>Note connections in Historical periods studied.</p> <p>Note connections and cause and effect in Historical periods studied.</p> <p>Look at representations of the period e.g. Museum, cartoons etc.</p>	<p>Can recognise differences between versions of the same event and can give a simple explanation of why we might have more than one version.</p> <p>Look at and evaluate the evidence available.</p> <p>Begin to evaluate the usefulness of different sources.</p> <p>Note connections in Historical periods studied.</p>	<p>Compare different accounts of events from different sources – fact or fiction.</p> <p>Offer some reasons for different versions of events.</p> <p>Understands that all History is to some extent an interpretation and can identify a range of reasons for this.</p> <p>Understands that interpretations can be questioned on the grounds of the range of evidence used to support them or due to the aims of the creator of the interpretation.</p> <p>Different retellings of the same events</p>	<p>Link sources and work out how conclusions were arrived at.</p> <p>Consider ways of checking the accuracy of interpretations – fact or fiction and opinion.</p> <p>Be aware that different evidence will lead to different conclusions.</p> <p>Confidently use the library and internet for research.</p>
Historical Enquiry	<p>Can talk about how adults and how their childhood was different to theirs.</p>	<p>Find answers to simple questions about the past from sources of information e.g. artefacts.</p> <p>Ask and answer simple Historical questions.</p> <p>I can sort artefacts 'then' and 'now'</p>	<p>Handle sources and evidence to ask and answer questions about the past on the basis of simple observations</p> <p>Ask and answer appropriate Historical questions, using their growing Historical knowledge.</p> <p>Can talk about similarities and differences between two or more historical sources using simple historical terms. Photos of houses and artefacts from houses over time.</p> <p>Can talk about past events and use annotations or captions (maybe scripted) to identify important features of picture sources, artefacts etc. Artefacts from houses over time</p>	<p>Use a range of sources to find out about a period.</p> <p>Observe small details – artefacts, pictures.</p> <p>Select and record information relevant to the study.</p> <p>Use the library and the Internet for own personal research.</p> <p>Ask and answer simple questions</p>	<p>Use text books/library books and own growing Historical knowledge to gain a better perspective.</p> <p>Answer and begin to devise own Historically valid questions.</p> <p>Asks perceptive questions and knows how to find, select and utilise suitable information and sources to formulate and investigate hypothesis</p>	<p>Begin to identify primary and secondary sources.</p> <p>Use evidence to build up a picture of a past event.</p> <p>Select relevant sections of information.</p> <p>Use the library and internet for research with increasing confidence. Answer and devise own Historically valid questions about change, cause, similarity and difference and significance.</p>	<p>Recognise primary and secondary sources.</p> <p>Use a range of sources to find out about an aspect of time past.</p> <p>Suggest omissions and the means of finding out.</p> <p>Bring knowledge gathered from several sources together in a fluent account.</p> <p>Answer and devise own Historically valid questions about change, cause, similarity and difference and significance.</p>
Organisation and Communication	<p>Describe an event or family member from their past that is important to remember</p>	<p>Communicate their knowledge through discussion, drawing, drama and role play, making models, writing and using ICT.</p> <p>Use simple terms to talk about the passing of time.</p>	<p>Communicate their knowledge through discussion, drawing, drama and role play, making models, writing and ICT.</p> <p>Use simple terms to talk about the passing of time.</p>	<p>I can communicate my knowledge and understanding in a variety of ways – discussions, pictures, writing, annotations drama, mode</p>	<p>Communicate their knowledge through discussion, pictures, drama and role play, making models, writing and ICT.</p> <p>Construct own responses beginning to select and organise relevant Historical</p>	<p>Recall, select and organise historical information.</p> <p>Construct informed responses that involve thoughtful selection and organisation of relevant Historical information.</p>	<p>Recall, select and organise information.</p> <p>Construct informed responses that involve thoughtful selection and organisation of relevant Historical information.</p>

					information. Use Historically accurate terms to talk about the passing of time e.g. BC/AD/CENTURY	Communicate their knowledge and understanding through discussion, drawing pictures, drama and role play, making models, writing and ICT. Use Historically accurate terms to talk about the passing of time e.g. BC/AD/CENTURY	Communicate their knowledge and understanding through discussion, drawing pictures, drama and role play, making models, writing and ICT. Select and organise information to produce structured work, making appropriate use of dates and terms. Use Historically accurate terms to talk about the passing of time e.g. BC/AD/CENTURY
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Curriculum topics overview						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Talking about their own past – Christmas	Changes within living memory: History of toys	Florence Nightingale and Mary Seacole	Stone Age to Iron Age	Anglo Saxons	Viking & Anglo-Saxon struggle for England to Edward the Confessor	The Mayans
Sequencing stories – Using vocab	Significant people: Neil Armstrong and Christopher Columbus	Great Fire of London	Ancient Egypt	Battle of Bosworth	Ancient Greeks	Crime and Punishment through the ages
Looking at places in the past? Seasides?	Seaside History	Local History	Roman Empire		Battle of Britain	