

History – Our School Curriculum

Our aim is for all pupils to be prepared for the next stage of their education by having the confidence and aptitude to make their own valuable contribution to their community. We want to prepare our pupils to be ready to meet new challenges with resilience and strong mental well-being, and to develop student independence by ensuring that their ‘love for learning’ continues throughout their time at Broadlands. We have a core curriculum that engages and suits the needs of all our pupils and our wider curriculum creates a culture of participation, opportunity and ambition. We have broken down our curriculum into a ‘Head, Hands and Heart’ approach. Each of these is explained below.

The Head – this area of our curriculum focuses on a child’s knowledge and understanding. We look at what the children already know and how we can build upon this. Our focus is that the children’s knowledge and understanding is relevant to them, taking into consideration their background, cultural capital, the area they live and their own strengths and barriers to learning.

The Hands – this area of our curriculum focuses on a child’s skills. We give opportunities for the children to use and apply the knowledge and understanding they have developed.

The Heart – this area of our curriculum focuses on a child’s learning behaviour. We look at their enthusiasm and passion for learning, their ability to work collaboratively with others and their ability for reflection and self-improvement.

Some aspects of learning within our school will focus on one specific area although the majority will encompass all areas of the ‘Head, Hands and heart approach’ with a holistic learning experience. As a school we recognise that there is no ‘right way’ for a child to learn and each child’s learning experience needs to be catered to meet their individual needs.

As well as creating a holistic learning experience where we can effectively meet the needs of our learners, we believe that our ‘Head, Hands, Heart’ curriculum also gives children the best opportunities to succeed and fulfil their potential. We feel it helps to prepare children for the challenges they are currently facing but also for the future both educational and as they move into their adult life.

History – Intent, Implementation and Impact

<u>Intent</u>	<u>Implementation</u>
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Our aim at Broadlands Primary School is to encourage pupils to develop an appreciation and understanding of the past, evaluating a range of primary and secondary sources. Our historians will also be able to explain clearly how these sources give us an insight about how people around the world used to live and how these interpretations may differ. Pupils will be taught to make links between these areas of learning, with the aim of developing engaged, motivated and curious learners that can reflect on the past and make meaningful links to the present day. Our History curriculum has been designed to cover all of the skills, knowledge and understanding as set out in the National Curriculum. The National Curriculum states that ‘a high-quality history education will help pupils gain a coherent knowledge and understanding of Britain’s past and that of the wider world. It should inspire pupils’ curiosity to know more about the past.’.

History concepts are intertwined within our timetabled history lessons and are also drawn upon in some English lessons. In order for the children to know more and remember more in each area of the history studied, there is a structure of lessons planned and sequenced by the class teacher, in discussion with co-ordinator, whereby prior learning is always considered and the opportunities for revision of facts and historical understanding are built into these lessons. However, this is not to say that they are followed rigidly as lessons may take a different direction depending on children’s historical understanding. Through revisiting and consolidating skills, the school offers a platform for building on prior knowledge but also introducing new skills and challenge. Within these lessons, key vocabulary is built in and applied. Teachers guide and articulate accurate historical knowledge that inspire pupils to develop a love of history and to see how it has shaped the world in which they live in.

Impact

We want to ensure that history is enjoyed by both teachers and pupils across the school therefore encouraging them to want to build on this wealth of historical knowledge and understanding now and in the future. Impact is measured through key questioning built into lessons, through regular marking on children’s work, KWL grids and summative assessments aimed at targeting next steps within learning. Each classroom has a topic display which aids children’s historical knowledge as key vocabulary/dates are visible for children to access.

History – National Curriculum Objectives

KS1

Pupils should be taught about:

Hi1.1 - changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life

Hi1.2 - events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]

Hi1.3 - 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 (e.g. Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell)

Hi1.4 - significant historical events, people and places in their own locality

KS2

Pupils should be taught about:

Hi2.1 - changes in Britain from the Stone Age to the Iron Age

Hi2.2 - the Roman Empire and its impact on Britain

Hi2.3 - Britain’s settlement by Anglo-Saxons and Scots

Hi2.4 - the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor

Hi2.5 - a local history study

Hi2.6 - a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066

Hi2.7 - 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; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China

Hi2.8 - Ancient Greece – a study of Greek life and achievements and their influence on the western world

Hi2.9 - a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300

History - Curriculum Map – Cycle A

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS						
Year 1 and 2	Childhood		The Great Fire of London		Victorian Schools	
Year 3 and 4	Shang Dynasty		Dig for Victory		Ground breaking Greeks	
Year 4 and 5	Shang Dynasty		Dig for Victory		Ground breaking Greeks	
Year 6	Maafa (Britain and the slave trade)			Polar Expeditions	Britain at War	

History - Year One/Two Cycle A

	Head	Hands
Childhood	<ul style="list-style-type: none"> • Can they put up to three objects in chronological order (recent history)? [1,2,3,4] • Can they use words and phrases like: old, new and a long time ago? [1,2,3,4] • Can they tell me about things that happened when they were little? • Can they explain how they have changed since they were born? [1] • Do they know that some objects belonged to the past? [1,2,3,4] • Can they begin to identify the main differences between old and new objects? [1] • Can they identify objects from the past, such as vinyl records? [1] 	<ol style="list-style-type: none"> 1. Can they ask and answer questions about old and new objects? 2. Can they spot old and new things in a picture? 3. Can they answer questions using an artefact/ photograph provided? 4. Can they give a plausible explanation about what an object was used for in the past?
The Great Fire of London	<ul style="list-style-type: none"> • Can they retell a familiar story set in the past? [2] • Do they recognise that we celebrate certain events, such as bonfire night, because of what happened many years ago? • Do they understand that we have a queen who rules us and that Britain has had a king or queen for many years? [2,3] 	
Victorian Schools	<ul style="list-style-type: none"> • Can they recognise that a story that is read to them may have happened a long time ago? 	
Heart		
<ul style="list-style-type: none"> • Do they show an age- appropriate desire to extend their own learning and find out more? • Do they actively share what they have found with others? • Do they show enthusiasm and commitment to the topic? 		

History – Year one/ Two Cycle B

	Head	Hands
Nightingale and Mary Seacole London	<ul style="list-style-type: none"> • Can they recount the life of someone famous from Britain who lived in the past giving attention to what they did earlier and what they did later? [1/3/5] • Can they explain why Britain has a special history by naming some famous events and some famous people? [2/4/5] 	<ol style="list-style-type: none"> 1. Can they find out something about the past by talking to an older person? 2. Can they answer questions by using a specific source, such as an information book? 3. Can they research the life of a famous Briton from the past using different resources to help them? 4. Can they research about a famous event that happens in Britain and why it has been happening for some time? 5. Can they research the life of someone who used to live in their area using the Internet and other sources to find out about them?
The Great Fire of Florence	<ul style="list-style-type: none"> • Can they use a range of appropriate words and phrases to describe the past? • Can they sequence a set of events in chronological order and give reasons for their order? • Can they recount some interesting facts from an historical event, such as where the ‘Fire of London’ started? [2/4/5] • Can they explain what is meant by a parliament? 	
Local Castles	<ul style="list-style-type: none"> • Can they use phrases and words like: ‘before’, ‘after’, ‘past’, ‘present’, ‘then’ and ‘now’; in their historical learning? • Can they use the words ‘past’ and ‘present’ accurately? • Can they explain how their local area was different in the past? [1] 	
Heart		
<ul style="list-style-type: none"> • Do they show an age- appropriate desire to extend their own learning and find out more? • Do they actively share what they have found with others? • Do they show enthusiasm and commitment to the topic? 		

History – Year Three, Four and Five

	Head	Hands
The Shang Dynasty	<ul style="list-style-type: none"> • Do they know that people who lived in the past cooked and travelled differently and used different weapons from ours? [1] • Do they appreciate that wars have happened from a very long time ago and are often associated with invasion, conquering or religious differences? • Can they recognise that Britain has been invaded by several different groups over time? • Do they realise that invaders in the past would have fought fiercely, using hand to hand combat? [1] 	<ol style="list-style-type: none"> 1. Can they research two versions of an event using a primary and a secondary source and say how they differ? 2. Can they research what it was like for a child in a given period from the past and use photographs and illustrations to present their findings? 3. Can they give more than one reason to support an historical argument? 4. Can they communicate knowledge and understanding orally and in writing and offer points of view based upon what they have found out?
Dig for Victory	<ul style="list-style-type: none"> • Can they plot recent history on a timeline using centuries? • Can they use their mathematical skills to round up time differences into centuries and decades? • Can they explain how events from the past have helped shape our lives? [3/4] 	
Ground Breaking Greeks	<ul style="list-style-type: none"> • Can they place periods of history on a timeline showing periods of time? • Do they recognise that the lives of wealthy people were very different from those of poor people? [2/3] • Do they appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past? [4] 	
Heart		
<ul style="list-style-type: none"> • Do they show an age- appropriate desire to extend their own learning and find out more? • Do they actively share what they have found with others? • Do they show enthusiasm and commitment to the topic? 		

History - Year Six

	Head	Hands
Britain at War	<ul style="list-style-type: none"> • Can they place a specific event on a timeline by decade? [4] • Can they summarise the main events from a specific period in history, explaining the order in which key events happened? • Can they summarise how Britain has had a major influence on world history? [1/2/3] 	<ol style="list-style-type: none"> 1. Can they look at two different versions and say how the author may be attempting to persuade or give a specific viewpoint? 2. Can they identify and explain their understanding of propaganda? 3. Can they describe a key event from Britain's past using a range of evidence from different sources? 4. Can they place current study on a timeline in relation to other times studied?
Polar Expedition	<ul style="list-style-type: none"> • Can they say where a period of history fits on a timeline? [4] • Can they place features of historical events and people from past societies and periods in a chronological framework? • Can they describe features of historical events and people from past societies and periods they have studied? [1/2] 	
Maafa (Britain and the slave trade)	<ul style="list-style-type: none"> • Can they recognise and describe differences and similarities/ changes and continuity? • Can they summarise what Britain may have learnt from other countries and civilizations through time gone by and more recently? • Can they explain how Ancient civilisations have impacted our life today? [1/2] 	
Heart		
<ul style="list-style-type: none"> • Do they show an age- appropriate desire to extend their own learning and find out more? • Do they actively share what they have found with others? • Do they show enthusiasm and commitment to the topic? 		

Primary Sources

Secondary Sources