

History Curriculum at Brookfield Primary School



“Be The Best We Can Be”

National Curriculum Purpose of Study

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. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people’s lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

National Curriculum Aims

The national curriculum for history aims to ensure that all pupils:

- 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.
- 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.
- Gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’.
- Understand historical concepts such as continuity and change, cause and consequences, 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.
- 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.
- 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.

How do we grow our 'Brookfield Historians' to be the best they can be?

What is our INTENT for our Brookfield Historians?	How do we IMPLEMENT this for our Brookfield Historians?	How do we measure success for our Brookfield Historians?
Our curriculum goes beyond a plan of what will be taught and when it will be taught. It covers all the experiences a child receives under our guidance. As educationalists we take our responsibility for the future of our young learners very seriously. Our curriculum will ensure that our children become confident, independent, resilient, curious learners with self-belief and our school ethos fully supports this. Our aim is for every child "To Be The Best They Can Be". History intends to prepare each student for their next phase of education whilst at the same time giving all students a broad and balanced view of the History of Britain and other societies. In this, children will develop a well-rounded knowledge of the past and its events with the intention to improve every child's cultural capital, understanding the world around them and their own heritage. History at Brookfield aims to be ambitious and motivating. Ambitious in our coverage of history and thorough teaching of historical skills. Motivating, through engaging activities, trips and visitors that give all children the opportunity to question the past.	To ensure high standards of teaching and learning in history, we implement a curriculum that is progressive throughout the whole school. History is taught as part of a termly topic, focusing on knowledge and skills stated in the National Curriculum. We ensure that history has the same importance given to it as the core subjects, as we feel this is important in enabling all children to gain 'real-life' experiences. At the beginning of each topic, children are able to convey what they know already as well as what they would like to find out. This informs the programme of study and also ensures that lessons are relevant and take account of children's different starting points. Consideration is given to how greater depth will be taught, learnt and demonstrated within each lesson, as well as how learners will be supported in line with the school's commitment to inclusion. Cross curricular outcomes in history are specifically planned for, with strong links between history and English lessons identified, planned for and utilised. Word mats/knowledge organisers are available for children to have out on desks to support their learning and recap prior learning.	By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study. Children will become increasingly critical and analytical within their thinking. Making informed and balanced judgements based upon their knowledge of the past. Children will become increasingly aware of how historical events have shaped the world that they currently live in. They will also have a further understanding of history on a local level and on a small scale. Children will develop enquiry skills to pursue their own interests within a topic and further questioning. Where applicable, children will have encountered or participated in high-quality visits/visitors to further appreciate the impact of history. Children are able to retain prior-learning and explicitly make connections between what they have previously learned and what they are currently learning.

Key Stage content/ expectation		What will the progress of skills be in each year group?	What will an <u>Age-Related</u> Expected Standard at Brookfield look like?	What will a <u>Greater Depth</u> Standard at Brookfield look like?
KS1 Chronological Understanding	Children in KS1 should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.	Year 1	Year 1 There is a growing understanding of the passing of time and decisions are made as to how to place events artefacts in the correct order. Timelines are generally annotated to include some historical language. The main events of ones own life are recounted with interesting historical detail. Dates are used to chart some historical detail.	Year 1 There is a well-developed understanding of the passing of time and events and objects are placed in order, with clear explanations for choices, that include historical language. Timelines have detailed annotations which show a good grasp of historical language. The main events of one's own life are presented in lively or novel ways with an excellent use of historical language to add detail. Dates are used in a variety of forms including days, months and years.
		- Sequence events in your life on a timeline - Match objects to people of different ages - Sequence 3 or more artefacts from different periods of time. Then, now, before, a long time ago, before I was born...		
		Year 2		
		- To sequence objects that are close together in a time frame. - To sequence photographs from different periods in your life. - Describe memories of key events in your life. Recently, before, after, now and later	Year 2 There is a well-developed understanding of the passing of time and events and objects are placed in order, with clear explanations for choices, that include historical language. Timelines have detailed annotations which show a good grasp of historical language. The main events of one's own life are presented in lively or novel ways with an excellent use of historical language to add detail. Dates are used in a variety of forms including days, months and years.	Year 2 Children will be considered to be working at greater depth if all objectives are met securely.
KS2 Chronological Understanding	Children in KS2 should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.	Year 3	Year 3 The chronological order of the past is understood and it is represented on a time line accurately. The concept of change in key themes is understood and some good examples of this are represented on timelines. Key dates are generally used.	Year 3 Chronology is understood including overlapping events in different parts of the world. There is a thorough exploration and description of change in some key themes in history. Timelines are used to chart changes and to comment upon the rate of change. Key dates are used in all historical accounts.
		- Place the historical period being studied on a timeline - Sequence several events and/or artefacts - Use dates and terms related to the period of history being studied and the passing of time. - Understand that timelines can be divided into BC and AD Century and decade		
		Year 4		
		- Place events from the periods studied on a timeline - Use dates and terms related to the period and begin to date events.	Year 4 Chronology is understood including overlapping events in different parts of the world.	Year 4 Children will be considered to be working at greater depth if all objectives are met securely.

		- To create a scaled timeline that includes dates of a specific series of events e.g. the rule of Julius Caesar Use terms and phrases in context; BC, AD, decade, century, after, before, during Year 5 - To understand that events in History can overlap in terms of time. - To know and sequence the key events from the period of study. - Make comparisons between different periods of the past. - To use relevant terms and period labels e.g. Ancient Egypt, WW2 Year 6 - Sequence historical periods placing the current study on a timeline in relation to previous historical periods. - To use relevant terms and period labels. - To sequence up to 10 different historical events on a timeline. - To describe events using words and phrases such as: century, decade, BC, AD, after, before, during, Ancient Greece, Mayan, era, period.	There is a thorough exploration and description of change in some key themes in history. Timelines are used to chart changes and to comment upon the rate of change. Key dates are used in all historical accounts. Year 5 Changes within a time period are chronicled in a logical and interesting way. There is a general understanding that time periods can be described as times of rapid or relatively little change and examples are chosen to represent this. There is generally a good awareness of the concepts of continuity and change and they are represented in interesting ways on an annotated timeline. Dates and terms are generally used to describe events. Year 6 Changes within a time period are described in various terms, such as growth and decline. The rate and extent of change is described and some reasons are suggested. Times of continuity and change are identified and described in a number of interesting ways, along with a number of well-considered possible reasons. Dates and terms are recalled or researched and used to describe events.	Year 5 Changes within a time period are described in various terms, such as growth and decline. The rate and extent of change is described and some reasons are suggested. Times of continuity and change are identified and described in a number of interesting ways, along with a number of well-considered possible reasons. Dates and terms are recalled or researched and used to describe events. Year 6 Children will be considered to be working at greater depth if all objectives are met securely.
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Key Stage content/ expectation		What will the progress of skills be in each year group?	What will an Age-Related Expected Standard at Brookfield look like?	What will a Greater Depth Standard at Brookfield look like?
KS1 Historical Enquiry	Children in KS1 should understand some of the ways in which we find out about the past and identify different ways in which it is represented.	Year 1 - To answer simple questions about the past by using different sources of information e.g. artefacts - To talk about significant events in their own experience (living memory) - To ask a 'what' question.	Year 1 Historical language is becoming fluent and decisions as to what language to use are being made.	Year 1 Historical language is fluent and used appropriately in a wide variety of situations.
		Year 2 - To use a source -observe and handle sources to answer questions about the past using observational skills. - What were they used for? - How have they changed?		
KS2 Historical Enquiry	Children in KS2 should understand how our knowledge of the past is constructed from a range of sources.	Year 3 - To use a source -observe and handle sources to answer questions about the past using observational skills. - To ask questions who, what, where and why - To find answers in a given extract of text, photographs, and video. - To begin to use e-learning to conduct research to answer their own questions about an event.	Year 3 Historical language is selected and used appropriately.	Year 3 Historical language is carefully chosen and used well to describe a wide range of events.
		Year 4 - To use evidence to build up a picture of a past event. - To continue with the use of the internet and library to research questions. - To further develop the 5 W's of historical enquiry. E.g. Why is there no longer a working coal mine in Shirebrook?		
		Year 5 To use evidence to build up a picture of a past event.		
			Year 4 Historical language is carefully chosen and used well to describe a wide range of events.	
			Year 5 Generally appropriate historical language is used.	Year 4 Children will be considered to be working at greater depth if all objectives are met securely.
				Year 5 Historical language is fluent and used in widespread situations.

		• To begin to identify primary and secondary sources. To continue with the use of the internet and library to research questions. • To be able to select relevant sections of information.		
		Year 6 • to use a range of sources to find out about an aspect of time past. • To develop questioning relating to the cause of historical events and the impact they have had. • To explain the significance of these events relating them to prior knowledge of the past and present day life. E.g which society of the past has had the biggest impact upon modern British life?		

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KS1 Historical Interpretation	Children in KS1 are beginning to identify away in which the past is represented such as photographs, stories and films.	Year 1 - To use stories to distinguish between fact and fiction. - To recognise the difference between past and present in their own and other's lives. To compare different adults talking about their past- how reliable are their memories? - To recognise the difference between past and present. E.g. How did people dress when your parents were young?	Year 1 When presented with evidence, some questions about the past are asked and answered. A growing number of relevant questions about the past are asked. A growing number of representations of the past are understood and used, such as newspapers, stories, pictures, artefacts and documents.	Year 1 Evidence is beginning to be selected in order to ask and answer questions about the past. Good, relevant questions about the past are asked and the answers investigated.
		Year 2 - To use sources from the past i.e. videos, photos and artefacts to gather information to answer given questions. (extracting) - To understand why some people in the past did things. - To discuss reliability of photos/accounts and stories. - To look at similarities and differences between a given stimulus e.g. photographs showing change/ how has transport changed over time? (interrogating).		
KS2 Historical Interpretation	Children in KS2 show knowledge and understanding of some main events, people and changes studied. Children begin to show some understanding that aspects of the past have been represented and interpreted in different ways.	Year 3 - To look at different representations of your time period e.g. museum exhibits, photographs, artefacts from the period. - To compare different versions/accounts of the same event. - To identify and give reasons for how the past is represented in different ways. - To use evidence (two or more sources, media or artefacts) to describe life in your chosen time period. - To draw parallels and bring together sources to be able to infer what life might have been like. - To recognise the role of archaeologists.	Year 3 There is a growing understanding of how to use evidence to generate questions and to investigate answers about the past. Evidence is generally chosen for its suitability. A range of evidence is selected in order to gain a more accurate understanding of history. Different accounts and interpretations of historical events are explored and some reasons given why the accounts differ.	Year 3 Evidence is carefully selected and investigated and used to ask pertinent questions and to explore possible answers. Evidence is carefully selected and clear reasons are given for choices made. Evidence is sifted and carefully selected to gain a thorough understanding of history. Different accounts and interpretations of historical events are thoroughly explored and presented with well-reasoned arguments for which may be the most accurate.

	Children know that some events, people and changes have been interpreted in different ways and suggest possible reasons for this.	Year 4 • To use reference books and your own historical knowledge. • To look at different sources of evidence about your time period. • To begin to evaluate the usefulness of different sources. • To investigate primary and secondary sources and explain the differences between these two types of sources. • To draw parallels and bring together sources to be able to infer what life might have been like. • To understand that primary sources hold greater significance than secondary sources. Year 5 • To look at different versions of the same event and identify the differences in the accounts. • To compare accounts of events written by different sources fact or fiction. • To give clear reasons why there may be different accounts of history. • To begin to understand source bias. • To comment on the reliability and bias of sources and how it may impact the validity. Year 6 • To link sources and work out how conclusions have been reached. • To consider ways of checking the accuracy of different interpretations of events.	Year 4 Evidence is carefully selected and investigated and used to ask pertinent questions and to explore possible answers. Evidence is carefully selected and clear reasons are given for choices made. Evidence is sifted and carefully selected to gain a thorough understanding of history. Different accounts and interpretations of historical events are thoroughly explored and presented with well-reasoned arguments for which may be the most accurate. Year 5 Evidence is selected and investigated and there are some good examples of conclusions that have been deduced from its scrutiny. Suitable evidence is suggested and explored with some reasons for its suitability. Generally, some interesting hypotheses are formed from a growing knowledge of the past and tested through further research. A growing range of evidence is sought and explored in formulating and justifying claims about the past. The social and political contexts of evidence are studied and conclusions drawn as to the reliability of the source. A number of sources of evidence are sought out. Year 6 Evidence is collected, sifted and investigated to provide well-reasoned arguments for events of the past. Clear reasoning and careful judgements is used to select and explore evidence.	Year 4 Children will be considered to be working at greater depth if all objectives are met securely. Year 5 Evidence is collected, sifted and investigated to provide well-reasoned arguments for events of the past. Clear reasoning and careful judgements is used to select and explore evidence. Interesting and thoughtful hypotheses are formed, based on a deep understanding of the past, and are tested by looking at unfamiliar evidence and different viewpoints. A wide and carefully chosen range of evidence is sought and explored in formulating and justifying claims about the past. There is a good understanding of the social, cultural, political and religious contexts in which historical evidence was created and this is acknowledged when formulating conclusions. A wide range of evidence is collected, sifted and used. Year 6 Children will be considered to be working at greater depth if all objectives are met securely.
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		• To confidently complete historical research using both the library and the internet. • To suggest accurate and plausible reasons for how/why aspects of the past have been represented and interpreted in different ways.	Interesting and thoughtful hypotheses are formed, based on a deep understanding of the past, and are tested by looking at unfamiliar evidence and different viewpoints. A wide and carefully chosen range of evidence is sought and explored in formulating and justifying claims about the past. There is a good understanding of the social, cultural, political and religious contexts in which historical evidence was created and this is acknowledged when formulating conclusions. A wide range of evidence is collected, sifted and used.	
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Key Stage content/ expectation		What will the progress of skills be in each year group?	What will an <u>Age-Related Expected Standard at Brookfield</u> look like?	What will a <u>Greater Depth Standard at Greater Depth</u> look like?
KS1 Historical Knowledge	Children in KS1 should know about significant historical events, people and places.	Year 1	Year 1 They know and recount stories about the past. They can explain how they have changed since they were born. Explain how some people have helped us to have better lives.	Year 1 A wide range of historical events are described and presented in a number of ways, using historical language and interesting pertinent detail.
		To tell the difference between past and present in their own and other people's lives.		
		Year 2		
		- To identify differences between ways of life at different times. - To have knowledge of a significant national or global event. - To have knowledge of a significant individual from the past who has contributed to national/international achievements.	Year 2 They show knowledge and understanding of some of the main events and people they have studied. Recount the life of someone famous from the past and explain what they did earlier and what they did later. Give examples of things that were different when their parents and grandparents were children.	Year 2 They use their factual knowledge and understanding of the history of Britain and the wider world to describe past societies and periods. There is a strong awareness of the term significant and this is used to justify choices of people to study and describe.
KS2 Historical Knowledge	Children in KS2 should continue to develop a chronologically secure knowledge and understanding of British, local and world history...They should note connections, contrasts and trends over time.	Year 3	Year 3 They show knowledge and understanding of some of the main events, people and changes studied. They can describe events from the past using the correct dates when they happened. Use a timeline within a specified period of history to set out the order of things that happened in that period. To use their mathematical knowledge to work out how long ago events took place.	Year 3 The changes to the locality (Creswell Craggs) over time are thoroughly explored and described with examples and detail. The major changes around a number of themes in Britain from the period being studied are chosen to describe in detail.
		- To describe similarities and differences between people, events and objects. - To understand the changes in Britain from the Romans to the Anglo Saxons. - The Roman Empire and its impact on Britain.		
		Year 4		
		To give reasons why there are changes in houses, culture, leisure, clothes, building and their uses, things of importance to people, ways of life, beliefs and attitudes may have occurred during the period being studied.	Year 4 They are beginning to give a few reasons for, and results of, the main events and changes. Plot events on a timeline using centuries. Round up time differences into centuries and decades.	Year 4 Children will be considered to be working at greater depth if all objectives are met securely.
		Year 5		

		• To identify some social, cultural, religious and ethnic diversities of societies studied in Britain and the wider world. • To discuss the impact and causes of historical change in Britain. • A study of Ancient Egypt. • Studies which extend children's chronological knowledge beyond 1066: WW2+ a change in an aspect of social history.	Year 5 They describe some of the main events, people and changes and are beginning to give a few reasons for, and results of, the main events and changes. Draw a timeline with different historical periods showing key historical events and important historical figures. Year 6 They show increasing depth of factual knowledge and understanding of aspects of the history of Britain and the wider world. Place features of historical events and people from past societies and periods in a chronological framework. To be able to summarise the main events from a period of history, explaining the order of events and what happened.	Year 5 Key themes are selected to show contrast in continuity and change. There is an excellent understanding of the nature s British History and ancient civilisations. They are described in interesting and novel ways. Descriptions of the past show a good understanding of the many different aspects of historical concepts. Year 6 They use their factual knowledge and understanding of the history of Britain and the wider world to describe past societies and periods.
		Year 6 • Describe how some changes affect life today. • To discuss the impact and causes of historical change in Britain. • To identify contrasting changes and trends between different periods studied. • To give their own reasons why changes have occurred, supported with evidence. • To undertake a study of Ancient Greek life, achievements and their influence on the Western World. • A study of the Mayan civilisation. (60BC to 1546AD).		

Key Stage content/ expectation		What will the progress of skills be in each year group?	What will an <u>Age-Related Expected Standard</u> at Brookfield look like?	What will a <u>Greater Depth Standard</u> at Brookfield look like?
KS1 Cause, Consequence and Change	Children in KS1 to question why things happen and give an explanation. Children are to recognise why people did things, why events happened as a result.	Year 1	Year 1 There is a growing understanding of the reasons why people in the past acted as they did. Decisions are made as to how to present information. Year 2 The reasons why people acted as they did in the past are thoroughly explored from more than one point of view. Opinions of these actions are presented and justified.	Year 1 The reasons why people acted as they did in the past are thoroughly explored from more than one point of view. Opinions of these actions are presented and justified. Year 2 Children will be considered to be working at greater depth if all objectives are met securely
		To know and recount episodes from stories from the past.		
		Year 2		
		- To identify differences in ways of life at different times. - To recognise why people did things, why events happened and what happened as a result.		
KS2 Cause, Consequence and Change	Children in KS2 are to identify and give reasons for results of historical events, situations and changes. Children are able to evaluate the significance of cause and effect in studying history.	Year 3	Year 3 Many good and thoughtful suggestions are offered on the causes and consequences of main events in history Year 4 Carefully considered suggestions along with alternative viewpoints about the causes and consequences of the main events in history are presented in an interesting way. Year 5 There are good examples of refinements to a line of enquiry with reasons for the environment.	Year 3 Carefully considered suggestions along with alternative viewpoints about the causes and consequences of the main events in history are presented in an interesting way. Year 4 Children will be considered to be working at greater depth if all objectives are met securely Year 5 Lines of enquiry are altered in a timely manner based on emerging conflicting accounts of history.
		- To find out about everyday lives of the people being studied. - To compare with our life today. - To understand why people may have wanted to do something. - To identify reasons for and the results of peoples actions.		
		Year 4		
		- To identify key features and events from your chosen study. - To use dates and terms correctly. - To use evidence to describe life in your chosen period. - To look for links and effects in your chosen time studied. - To offer a reasonable explanation of why events happened.		
		Year 5		
		- To study different aspects of different people e.g. differences in the roles of men and women. - To examine the causes and effects of events and the effects they had on people.		

		• To compare how life changes from the beginning to the end of the period you have been studying. • To compare an aspect of life from your chosen study to that of another period of time.		
		Year 6 • To find out about beliefs and behaviours of people recognising that not everyone feels the same way about events. • To know the key dates, events and people of the period of time studied. • To compare beliefs and behaviours with another time studied. • To write another explanation about the cause, consequences of a past event using evidence to support their argument.		

Year 6

Lines of enquiry are altered in a timely manner based on emerging conflicting accounts of history.

Year 6

Children will be considered to be working at greater depth if all objectives are met securely