



BROOKFIELD PRIMARY SCHOOL History Policy

Intent (Ambition)

At Brookfield Primary School, children will:

- Develop a well-rounded knowledge of history
- Understand the chronology of British history and worldwide civilisations
- Build on their local historical understanding and how that impacts the community
- Think like a historian – critically and analytically, weigh evidence, sift arguments and begin to understand the diversity of societies and the people within them.
- Develop a sense of pride in their locality and its past, through a love of history

Implementation

The curriculum is led and overseen by the History lead, who undertakes a regular programme of monitoring, evaluation and review. History will be taught termly in all year groups for an hour and a half weekly. Where possible links are made with other curriculum areas in order to support children linking ideas and enabling teachers to be able to go over key facts and sticky knowledge more often.

The teaching, learning and sequencing of the history curriculum enables and creates:

- a curriculum designed to ensure coverage and progression in all skills relating to History.
- **EYFS**, an understanding of the events of my own lifetime and develop an awareness that there are people who were born before me and my relationships to them.
- **KS1**, the development of historical skills, which focus on the world around them and within living memory, before exploring events beyond living memory. This ensures a firm foundation for KS2 history.
- **KS2**, a History curriculum set out in chronological order to allow children to reference the previous events in time, and to refer to this prior learning year-on-year and within the year.

We have developed a progression of skills set out in order to build and develop the pupils' chronological awareness; their knowledge and understanding of events, people and changes the past; connections and historical links; differing interpretations of History; and, historical enquiry. Across the year groups, these skills will complement the deliberate development of long-term memory.

Impact

By the time pupils leave Brookfield Primary School our children will be increasingly critical and analytical thinkers, making informed and balanced judgements based on their knowledge of the past. They will be developing an understanding of how historical events have shaped the world that they live in both nationally, internationally and locally.

Our children will develop enquiry skills to pursue their own interests within a topic, developing further questioning. Where applicable, children will have encountered/participated–in high-quality visits/visitors to further appreciate the impact of History. Children are to retain prior-learning and explicitly make connections between what they have previously learned and what they are currently learning.

Equal Opportunities

All activities will be planned in such a way as to encourage full and active participation by all pupils.



Assessment

Children will be assessed throughout a topic using AFL strategies with a summative assessment recorded on 'otrack' at the end of each unit. Specific topic vocabulary will RAG-rated (red, yellow, green) both at the beginning and the end of each unit to show how understanding has been developed alongside historical skills used within each topic initiated on completion. Parents are informed annually, through a student report, of their child's effort and attainment grades.

Subject content

Key stage 1

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They 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. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers will often be introducing pupils to historical periods that they will study more fully at key stages 2 and 3.

Pupils should be taught about:

- Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.
- Events beyond living memory that are significant nationally or globally (e.g. the Great Fire of London, Castles, Kings and Queens or events commemorated through festivals or anniversaries)
- 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. William the Conqueror's need to live in and build castles compared to the castles live in by Elizabeth I, Samuel Pepys' contribution to the understanding of the Great Fire of London, George Stephenson's contribution to steam technology to allow people to travel to the coast).
- Significant historical events, people and places in their own locality.

Key stage 2

Pupils develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this.

In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers will combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.



Pupils should be taught about:

- Changes in Britain from the Stone Age to the Iron Age

This could include:

- Late Neolithic hunter-gatherers and early farmers, e.g. Skara Brae
- Bronze Age religion, technology and travel, e.g. Stonehenge
- Iron Age hill forts: tribal kingdoms, farming, art and culture

- The Roman Empire and its impact on Britain

This could include:

- Julius Caesar's attempted invasion in 55-54 BC
- The Roman Empire by AD 42 and the power of its army
- Successful invasion by Claudius and conquest, including Hadrian's Wall
- British resistance, e.g. Boudicca
- "Romanisation" of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity

- Britain's settlement by Anglo-Saxons and Scots

This could include:

- Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire
- Scots invasions from Ireland to north Britain (now Scotland)
- Anglo-Saxon invasions, settlements and kingdoms: place names and village life
- Anglo-Saxon art and culture
- Christian conversion – Canterbury, Iona and Lindisfarne

- The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor

This could include:

- Viking raids and invasion
- Resistance by Alfred the Great and Athelstan, first king of England
- Further Viking invasions and Danegeld
- Anglo-Saxon laws and justice
- Edward the Confessor and his death in 1066

A local history study

For example:

- A depth study linked to one of the British areas of study listed above
- A study over time tracing how several aspects national history are reflected in the locality (this can go beyond 1066)
- A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.

A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

For example:

- The changing power of monarchs using case studies such as John, Anne and Victoria
- Changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century
- The legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day
- A significant turning point in British history, e.g. the first railways or the Battle of Britain



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