

History

Intent

At Brotherton and Byram Primary Academy we aim for a high quality history curriculum with accessibility for all children which aims for pupils to gain a coherent knowledge and understanding of a local and British past and that of the wider world which helps to enhance pupils' curiosity.

We also aim for our children to 'think like a historian' by developing skills such as: explore artefacts, weigh evidence, examine arguments and develop their own opinions, perspectives and judgements.

The topics we offer at Brotherton and Byram ensure the pupils develop a deep understanding of the rich history of our local community as well as an in depth exploration of a range of global history that has had significant impact on cultures and societies today.

Cross curricular outcomes in history are specifically planned for with the use of high quality history texts within literacy lessons enabling further contextual learning.

Implementation

History is taught at Brotherton across 3 Cycles within the school year and is taught in block units within the Cycles to allow for continuity across each topic. Each topic provides the opportunity for children to learn about careers related to history, ensuring that they are well prepared for the next steps of their education. The key skills and knowledge for history have been identified by teachers for each topic to ensure there is progression within a year group and also across all year groups. High quality texts are used alongside this to stimulate and enhance historical knowledge across the school.

By the end of Year 6, children at Brotherton and Byram will have a chronological understanding of British History from the Stone Age to the present day and make comparisons between the different time periods. Interlinked with this are worldwide studies of history such as the Roman Empire, Mayans and Ancient Greece.

Cross curricular outcomes in history are planned for, with strong links between geography and English lessons identified, planned for and utilised. Outcomes are regularly monitored to ensure they reflect a sound understanding of key identified knowledge.

To ensure accessibility for all children, history teaching and learning across school includes a range of approaches. Teachers strive to provide all children with hands-on learning experiences including experience days such as 'A Day in the Life of a Victorian' during which children live as a person from that time for the day, historically focused school trips, the invitation of visitors and workshops into school and hands-on experiences of artefacts utilising local projects such as DIG and their Time Period Loan Boxes. Across school a range of technology is accessed by children within history teaching and learning and pupils record their learning in a variety of ways. A mixture of media is present in history teaching and learning including pictorial representations of events, the use of drama, songs, drawing and active sessions.

Impact

Outcomes can be found in the curriculum books, demonstrating evidence of a broad and balanced history curriculum. As children progress through the school, they develop a deep knowledge, understanding and appreciation of their local history as well as a broad understanding of history across the globe in its historical context. We want children to understand and use the key skills of understanding events in the past, historical interpretations, historical enquiry and organisation and communication. We also aim for our children to understand how this knowledge and skills can be applied in future career opportunities within society.

BB History Knowledge and Skills Progression Overview							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Units	Me and My Family Bonfire Night Remembrance Life Cycles	Guy Fawkes Pontefract (Castles) Seaside Holidays	Victorians The Great Fire of London Queen Elizabeth II	Stone Age to Iron Age Roman Empire	Anglo-Saxons and Vikings The Changing Power of Monarchs	WWII (Hull) The Mayan Empire The Great Space Race	Ancient Greece Ancient Egypt
Historical Concepts (National Curriculum)	KUW: Past and Present/People and Communities	<ul style="list-style-type: none"> - Events beyond living memory that are significant nationally or globally. - Changes within living memory. - Significant historical events, people and places in their own locality (William the Conqueror; War of the Roses)" 	<ul style="list-style-type: none"> *Events beyond living memory that are significant nationally or globally *Lives of significant individuals who have contributed to national/international achievements *Changes within living memory. *Events beyond living memory that are significant nationally or globally. *Significant historical events, people and places in their own locality. 	<ul style="list-style-type: none"> *Changes in Britain from Stone Age to Iron Age. *The Roman Empire and its impact on Britain 	<ul style="list-style-type: none"> - Britain's settlement by Anglo-Saxons and Scots - The viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. - A study of an aspect or theme in British history that extends chronological knowledge beyond 1066 	<ul style="list-style-type: none"> - A local history study. "a non-European society that provides contrasts with British history – one study chosen. civilization c. AD 900; Benin (West Africa) c. AD 900-1300. from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan" 	<ul style="list-style-type: none"> - Achievements of the earliest civilisations (Egypt) - An overview of where and when first civilisations appeared - A study of Greek life and achievements and their influence on the western world
Historical Enquiry	<p>Children look at pictures from when they were a baby and talk about how they have changed.</p> <p>Children might bring in items from home to talk about, such as old toys their grandparents played with when they were little.</p> <p>The organisation of stimulating provision will encourage historical enquiry.</p>	<ul style="list-style-type: none"> - Understand some of the ways in which we find out about the past. - Ask and answer questions about an idea, story or object from the past (i.e. "What were they used for?" and try to answer). - Begin to ask questions by looking at given sources carefully. - Share sensible ideas about what an object may have been used for and begin to explain why. - Explore events, look at pictures and ask questions i.e. "Which things are old and which are new?" or "What were people doing?" 	<p>Use a wide range of information to answer questions.</p> <p>Understand some of the ways in which we find out about the past.</p> <p>Ask and answer questions about an idea, story or object from the past.</p> <p>Look at a source and answer questions</p>	<p>Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites as evidence about the past.</p> <p>Ask questions and find answers about the past.</p>	<p>Use what is already known about an object or event to ask relevant questions which will increase understanding.</p> <p>Use more than one source to research independently in order to answer questions and build a picture of the past.</p> <p>Begin to devise historically valid questions about the past.</p> <p>Explain how archaeologists use evidence to explain their finds and use this skill to make sensible guesses as to what an object might be.</p>	<p>Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions. Investigate own lines of enquiry by posing questions to answer.</p>	<p>Follow their own lines of enquiry by posing questions to answer.</p> <p>Be able to select and use reliable evidence to answer questions and produce a detailed picture of the past.</p> <p>Use knowledge of other time periods and artefacts as evidence to explain what an object might be.</p> <p>Regularly devise historically valid questions about the past.</p>
Chronology	<p>Knows vocabulary such as past, present, future, then, now, etc</p> <p>Knows that things in the past may not be the same now.</p>	<ul style="list-style-type: none"> - Children will recognise the difference between the past and the present (e.g. castles and now). - Use words and phrases such as 'before I was born, in the past, very old, when ... was little'. - Order some events and objects in time order and give some reasons for the order. - Place events on a simple timeline. 	<p>Understand and use the words past and present when telling others about an event.</p> <p>Recount changes in own life over time.</p> <p>Understand how to put people, events and objects in order of when they happened.</p> <p>Use a timeline to place important events.</p>	<ul style="list-style-type: none"> - Place the Stone Age, Bronze Age, Iron Age and the Roman's invasion of Britain on a time line - Use dates and terms related to the study unit and passing of time uence several events or artefacts 	<p>Use words and phrases relating to the passing of time such as 'before/after this time, ancient, BC, AD, decade, century, chronological order...'</p> <p>Describe events from the past and begin to use the correct dates.</p> <p>Place a period of time studied on a dated timeline.</p> <p>Use a timeline to support discussion about where events fit in relation to other events studied.</p>	<p>Order significant events, movements and dates on a timeline.</p> <p>Use language relevant to dates, terms and time labels</p> <p>such as 'pre Queen Victoria.</p> <p>During the reign of the Tudors, post WW2...'</p> <p>Round times to the nearest decade or century.</p> <p>Know which dates fit into a time period (eg the fifteenth century).</p> <p>Chronologically describe key British, local and World events.</p>	<p>Order significant events, movements and dates on a timeline.</p> <p>Understand how some historical events occurred concurrently in different locations i.e. Ancient Egypt and Prehistoric Britain.</p> <p>Identify and compare changes within and across different periods.</p>
Knowledge and Understanding of the lives of significant individuals and civilizations	<p>Knows about characters from stories, including figures from the past (artists etc) drawing on their experiences and what has been read in class.</p> <p>Knows about some things from the past through settings, characters and events encountered in books read in class, storytelling, trips and visits.</p>	<ul style="list-style-type: none"> - Describe the life of significant individuals from the past including Guy Fawkes. - Talk about how individuals in the past changed our 'today'. - Talk about how events in the past changed our 'today'. - Recognise some differences between the past and present in their own lives and those of people they know. - Describe a significant person, place or event in local history and talk about how it changed the locality. - Compare aspects of life in different periods using these individuals: *** - Identify some of the ways our lives are different from people in the past. 	<p>Describe the life of significant individuals from the past including ***.</p> <p>Compare aspects of life in different periods using these individuals: ***</p> <p>dentify some of the ways our lives are different from people in the past.</p>	<p>Describe everyday lives, events and changes in history, identifying key features of:</p> <p>Stone Age to Iron Age</p> <p>The Roman Empire</p> <p>Recognise similarities and differences between different time periods with reference to: (as appropriate)</p> <p>Early farming and hunter gatherers, Religion, Technology, Travel, Arts and culture, Raids and invasions on Britain, Settlements and Kingdoms, Place names and village life, Law and justice</p> <p>Identify key features of the local history of Pontefract, York and Yorkshire.</p> <p>Explain how Britain has been changed by 'invaders' and the wider world.</p> <p>Any key civilisations: The Roman Empire</p>	<p>Describe everyday lives, events and changes in history, identifying key features of: Anglo-Saxons and Vikings</p> <p>Recognise similarities and differences between different time periods with reference to: changes in British Monarch between 1066 and 1901</p> <p>The Anglo Saxons The Vikings</p> <p>"Use evidence to describe what was important to people from the past.</p> <p>Use evidence to show how the lives of rich and poor people from the past differed.</p> <p>Describe similarities and differences between people, events and artefacts studied.</p> <p>Describe how some of the things I have studied from the past affect/influence life today."</p> <p>Any key civilisations: The Anglos Saxons The Vikings</p>	<p>Describe everyday lives, events and changes in history, identifying key features of and where appropriate forming opinions on:</p> <p>The Mayan civilization ***</p> <p>Make comparisons between time periods using features of the time to justify comparisons and with reference to: (as appropriate)</p> <p>Early farming and hunter gatherers, Religion, Technology, Travel, Arts and culture, Raids and invasions on Britain, Settlements and Kingdoms, Place names and village life, Law and justice.</p> <p>Any key civilisations: ***</p>	<p>Describe the causes and consequences of events and choices in history on people today.</p> <p>Identify key features of the local history of Yorkshire.</p> <p>Summarise the role Britain has played in world history.</p> <p>Explain the reasons for and the impact of people's decisions and actions including the Monarchy, the Church, and the Government.</p> <p>Give own reasons why changes may have occurred, backed up by evidence.</p> <p>Describe how historical events studied affect/influence life today.</p> <p>Any key civilisations: ***</p>

Historical organisation and communication	Encourage investigative behaviour and raise questions such as, 'What do you think?', 'Tell me more about?', 'What will happen if.?', 'What else could we try?', 'What could it be used for?' and 'How might it work?	<ul style="list-style-type: none">- Sort events or objects into groups (i.e. then and now.- Use timelines to order events or objects.- Tell stories about the past.- Talk, write and draw about things from the past.- Begin to use common words and phrases related to the passing of time.- Begin to use some everyday historical terms.	Describe objects, people or events in history. Use timelines to order events or objects or place significant people. Communicate ideas about people, objects or events from the past in speaking, writing, drawing, role-play, storytelling and using ICT. Use common words and phrases related to the passing of time. Use some everyday historical terms.	Communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama roleplay, storytelling and using ICT. Describe, organise and label objects, people or events using the correct vocabulary. Communicate and present historical ideas in different ways, making decisions about how to organise it.	Communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama roleplay, storytelling and using ICT. Share their own research on a historical topic.	Describe, organise and label objects, people or events using the correct vocabulary. Communicate, present and organise historical ideas, including their own research, in different ways, choosing the most effective method of presentation.	Plan and present a self-directed project or research about the studied period.
Historical interpretation	Children observe the life cycle of frogs, butterflies and annual plants in the garden and describe and draw the changes over time.	Identify some sources from the past. Begin to identify ways that the past can be shown (photos, books, stories, adults talking) Begin to explain that the same object can be shown in different ways, such as a portrait or photograph.		Name different historical sources and explain why they might be shown in different ways. Explain how two or more sources depicting the same event differ and begin to give reasons for this. Begin to understand the differences between fact, fiction and opinion by looking at different versions of the same event.		Explain which sources are more reliable and their usefulness for the period of study. Identify primary and secondary sources and explain the reasons for this. Explain how the viewpoint of people in the past may change the message the source gives.	