

Bricknell Primary School

History Curriculum Overview



THE
CONSTELLATION
TRUST



Aspiration

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The Curriculum – our approach

Bricknell Primary School’s curriculum has been developed over a period of 36 months. Much thought has gone into the research foundations for how children learn, the implication of subject specific best practice and the context of our school.

Through collaboration, rigours attention to detail and consultation with primary practitioners, trust leaders, secondary and Early Years teachers; the curriculum reflects a scheme of work that is intended to be sequenced form Early Years to Year 6 and enable pupils to be ready for the Key Stage 3 curriculum and world beyond education.

The curriculum design has a progressive approach at its core with a built in Aspiration Curriculum at the heart.



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Intent:

The curriculum is built on the foundations of success. We believe all children should be aspirational, knowledgeable and should achieve their goals. This is the model our curriculum builds from

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- An Aspiration Curriculum at the heart of every lesson.
- Building life skills to succeed outside the world of education.
- Real life examples and experiences in local contexts and in the wider world.
- Working with local colleges and building links.
- Community outreach opportunities.

Knowledge

- High quality teaching at the heart.
- Progressive curriculum mapping.
- Carefully timetabled broad and balanced curriculum.
- Carefully researched and implemented curriculum.
- Subject specific pedagogy.

Achievement

- Ambitious curriculum outcomes.
- Assessability for all.
- Identification and facilitation of pupil's passions and love for a subject.
- Achievement beyond the classroom and into further education demonstrating a love for learning.
- Extensive extra-curricular offer.



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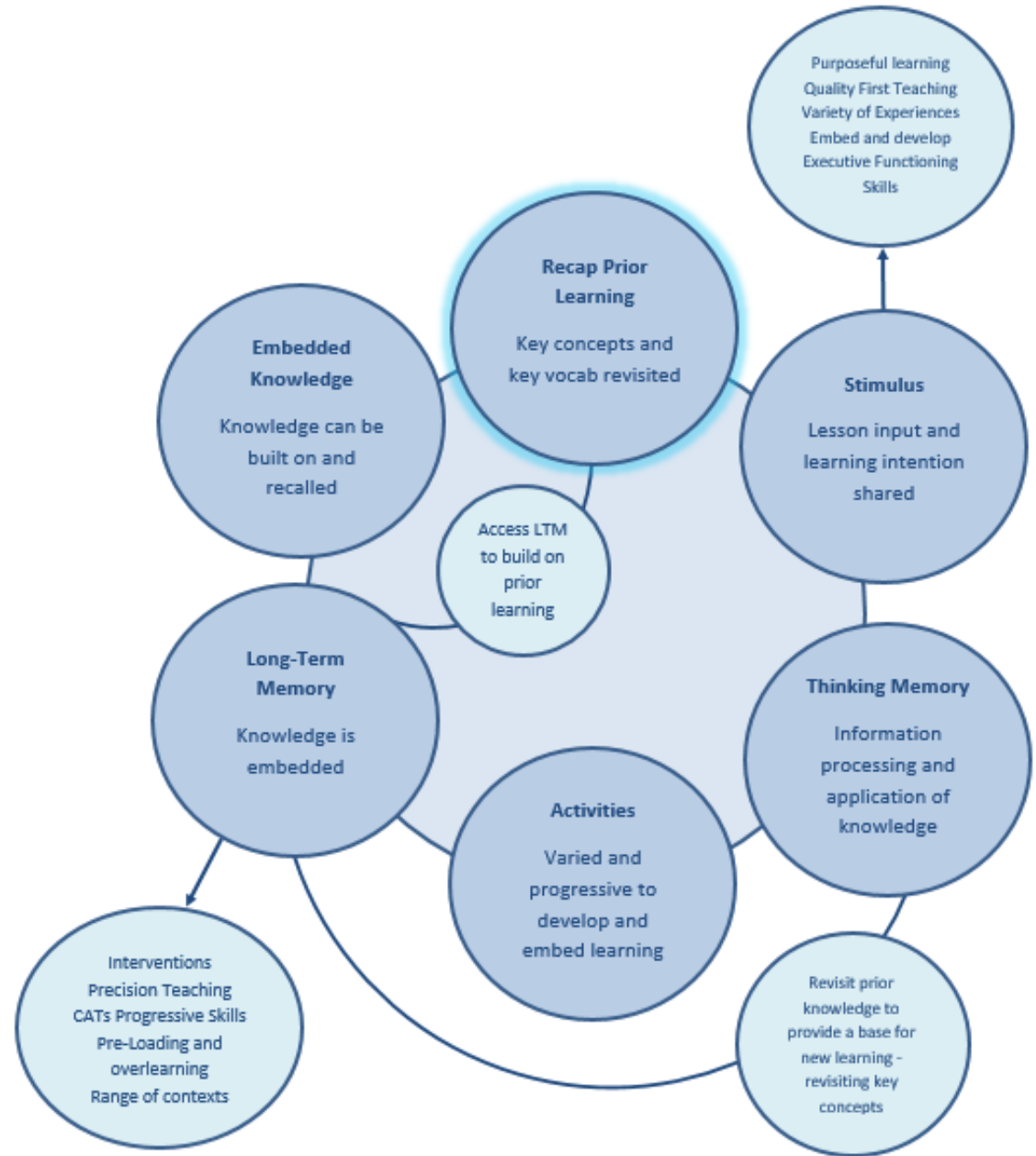
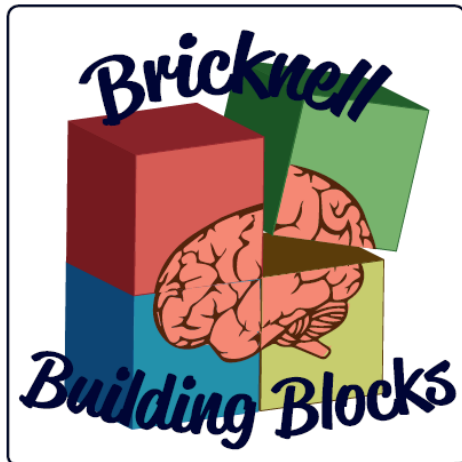
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Bricknell's Working Memory Model

With the collation of all this extensive research, we have generated a 'Working Memory Model' which enables teachers to ensure that learning is robust and that all pupils are using their interconnected schema to their full potential.

At the core of our model is the retrieval of prior knowledge. Therefore, all lessons at Bricknell Primary School start with Bricknell's Building Blocks; the foundations to learning.



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A Broad and Balanced Curriculum

Hours per day	4.25
Hours per week	21.25
Hours per year	828.75

Curriculum area	Hours per year	Total hours
English		
Reading	78	195
Writing	117	
Maths		
Maths	195	195
Computer Science		
Science	78	117
Computing	39	
Humanities		
RE	39	75
History	18	
Geography	18	
Creative		
Art	18	54
Design Technology	18	
Music	18	
Additional		
Physical Education	78	156
PSHE	39	
MFL	39	

Additional timetabled hours		
Enterprise Week	10	20
Transition Week	10	

At Bricknell, we want to ensure that we celebrate the talents of all pupils and provide everyone with opportunities to shine. Therefore, we have calculated the number of teaching hours available and have ensured that all pupils receive a broad and balanced curriculum at Key Stage 2.

To prepare our pupils for the digital world beyond the classroom and to enable their communication skills, upskilling them across all areas of the curriculum, we have allocated 39 hours a year to the computing curriculum. This can be cross curricular across all subjects and does not need to be taught each week.

Reading, Writing and Maths are taught daily.
Science Physical Education, PSHE, RE and MFL are required to be taught weekly.

These are highlighted in blue

History, Geography, Art, Design Technology and Music all have equal weighting with 18 hours a year broken down to 3 half-termly blocks.

Year 4 offer a wider opportunities musical programme to the children therefore music has an increased weighting of 39 hours and to compensate, computing has a reduced weighting of 18 hours

- Art and Design Technology will each have 3 half term blocks. These will be taught alternatively to support staff workload.
- Music will have 3 half-termly blocks which will be taught at the same time across the whole school.
- Computing, History and Geography can remain blocked (in line with MTP)
- In addition to the teaching hours, pupils at Bricknell Primary School also receive a minimum of 400 minutes (6 hours, 40 minutes) of Opal Play a week.



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Key Concepts

Through collaboration with subject leaders and subject specialists across our secondary schools, each subject has identified key concepts (big ideas) for their subject. These key concepts are the skills and knowledge essential to pupils achieving and exceeding expected standards in that specific subject. Key concepts are subject specific and build progressively as pupils move through the school. When pupils encounter a key concept, they will revisit other topics where they learnt about the same concept to enable them to make connections between different learning and build the schema they need.

Below is a summary of the key concepts for History.

History					
					
Historical enquiry	Chronology	Community and culture	Conflict and disaster	Exploration and invention	Hierarchy and power



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Key concepts (Big Ideas) in HISTORY

Pupils will learn how historians use sources to investigate and interpret the past. They will develop a sense of chronology to ensure they develop a secure understanding of the sequence of historical periods and key events within a period. They will use the key concepts as different lenses to focus their learning on important aspects of different historical periods and make links and comparisons within and between different periods in history. They will learn how communicate their ideas orally and in writing in an appropriate historical style.

Historical enquiry*



Primary and secondary sources help us understand what happened in the past. Pupils will learn how historians have used a range of sources to investigate specific questions about the past. They will also look at artefacts and sources themselves (eg: tools, ornaments, toys, household items, coins, diaries, historical accounts, pictures, newspapers) and consider how historians use sources to interpret the past.

Chronology*



Pupils will develop an understanding of the chronology of British, local and world history. They will explore dates, timelines, key events and significant people. They will learn about the impact of these events and people.

Community and culture



Pupils will learn about and make comparisons between different civilisations and societies through history. They will learn about key aspects such as architecture, art, civilisations, societies, homes, religion, settlement, games and sports.

Conflict and disaster



Throughout history, major changes have occurred as a result of significant events including war, invasion or disasters. Pupils will look at the reasons why these happened and the impact they had. They will learn about conquest, invasion, defence, occupation, the military and war as well as disasters such as fire and plague.

Exploration and invention



Pupils will learn how people explored and invented through history and the impact of this. They look at key discoveries, transport, trade routes, tools and technology and how these changed over time.

Hierarchy and power



Pupils will learn about and make comparisons between different civilisations, exploring life of the rich and the rulers compared to other members of society. They will look at countries, democracy, empires, government, law, monarchy and rulers, rich and poor and slavery from key historical periods they study.

*These concepts are studied in all units of history



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History Key Concepts Year Group Mapping

	Autumn	Spring	Summer
EYFS Understanding the World	In EYFS pupils are taught History through the strand Understanding the World . Throughout the year pupils will be taught: Their living memory		
Year 1		Grandparents 	Amy Johnson
Year 2	Guy Fawkes 		Victorians
Year 3	Hull Fair 	Stone Age – Iron Age 	Ancient Greece
Year 4	World War II 	Romans 	Ancient Civilisations
Year 5		William Wilberforce 	Anglo Saxons
Year 6	Vikings Black History 		Mayans



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OVERVIEW OF KEY CONTENT INCLUDING DOMAINS OF KNOWLEDGE			
	Autumn	Spring	Summer
EYFS Understanding the World	I can talk about things that have happened to me in my lifetime. I can talk about the lives of people around me and in society I can talk about similarities and differences between things in the past and now I can talk about and understand the past		
Year 1		I can give examples of things that were different when my grandparents were children. I can describe how there has been change within living memory.	I can know about a famous historical event or person in my local area and can explain why they are famous.
Year 2	I can explain why a historical figure was important and how they changed things I can describe significant events from beyond living memory and explain cause and consequence		I can recount and order the life of a famous historical figure. I can explain why a historical figure was important and how they changed things. I can describe significant events from beyond living memory and explain cause and consequence.
Year 3	I can complete a study about significant historical events from our local area. (Hull Fair)	I can describe the changes in Britain between the Stone Age and Iron Age (relating to the key concepts) I can explain how we know about life in Stone Age and Iron Age Britain	I know about and can explain the influence that Ancient Greek culture had on the world (relating to the key concepts) I can give an overview of Ancient Greek culture and history.
Year 4	I can research and complete a study about significant historical events from our local area. I can explain how events from our local area had an impact beyond our region (relating to the key concepts).	I can give an overview of the Roman Empire by 42AD and the power of its army. I can explain the impact of the Roman invasion and settlement (relating to the key concepts).	I can give an in-depth overview of the achievements of one of the earliest civilisation (e.g. Egypt). (relating to the key concepts). I understand that Ancient Roman, Greek and Egyptian cultures were all linked and place these civilisations on a timeline.
Year 5		I can research and complete a study about significant historical figures or events in our local area. I can explain how key figures or events from our local area had a wider impact.	I can explain where the Anglo-Saxons came from and why they invaded Britain. I know that the Scots were a people that invaded northern Britain from Ireland which resulted in the formation of Scotland.
Year 6	I know why the Vikings invaded Britain and why they were so successful. I can explain the struggle between the Anglo-Saxons and the Vikings for the kingdom of England. I can research and share my knowledge with others about a key aspect or theme in British history from after 1066 (eg: the power of the monarchy, crime and punishment, World War II etc...) (relating to the key concepts)		I can place a non-European civilisation on a timeline along with major historical periods of the same time including British and European history. I can give a detailed overview of a non-European civilisation that contrasts with British history (relating to the key concepts)



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Knowledge and skills sequencing		HISTORY					
	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Chronology 	<p>I can use simple language relating to time.</p> <p>I can put events in order.</p>	<p>I can use words and phrases like: before, after, past, present, then and now.</p> <p>I can sequence events from within living memory on a timeline.</p>	<p>I can order events on a timeline from beyond my lifetime.</p> <p>I can sequence events that occurred during a historical period.</p>	<p>I understand the difference between BC, AD, BCE and CE.</p> <p>I can place dates and events on a timeline for a historical period.</p>		<p>I can place key events from a period of history on a timeline in relation to one other period of history.</p> <p>I can use more accurate dates when describing and sequencing events.</p>	<p>I understand the chronology of key events in periods I am studying and how this time relates to other key periods in history.</p> <p>I can summarise and evaluate events on a timeline in relation to key concepts or themes (eg: invaders, war, industry and technology etc...)</p>
Historical enquiry <p>Build understanding of how knowledge about the past is constructed from sources</p> 	<p>I can find out about things that have happened in my life by asking questions and looking at pictures</p>	<p>I can research the past using a variety of secondary sources</p>		<p>I can explore a range of secondary sources and can differentiate between fact and opinion.</p> <p>I can present the information I have learnt in a variety of ways.</p> <p>I can use research skills to find answers to specific historical questions about our locality.</p> <p>I know the difference between primary and secondary sources.</p> <p>I can explain how historical artefacts can be used to help build up a picture of the past.</p>		<p>I can evaluate the usefulness of primary and secondary sources in historical enquiry.</p> <p>I can use a range of information, including my own research, to present a historical argument.</p> <p>I understand that some sources include facts and opinions and different evidence can lead to different conclusions.</p>	



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Second Order Concepts

Second order concepts are fundamental knowledge and skills which are transferable across a range of curriculum subjects. For example, we introduce pupils to the concept of 'similarity and difference' early in their education, developing the observational skills and language needed to make comparisons. This is developed and applied as pupils move through the school so they can confidently apply this in all areas of the curriculum by upper Key Stage Two.

A summary of the second order concepts and how they apply to History are provided in the table below.

Curriculum subject	Significance	Similarity and difference	Cause and consequence	Continuity and change	Responsibility	Communication (Oracy & Written)	Enquiry
History	Significant people, events and dates through history	Comparing historical periods	Causes and impact of key events	What has changed over time and what has stayed the same?		Using historical terms, presenting information as historians, using evidence and sources to support statements	Historical enquiry, source material, considering evidence, facts and opinions, research. Visits.



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Knowledge and skills sequencing		HISTORY – Second Order Concepts					
	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Similarity and difference <u>Within the same time period eg: between groups, places or societies</u>	<p>I can identify and describe similarities and differences between myself and others.</p> <p>I can compare objects, animals and people using vocabulary of change.</p>	<p>I can describe change within living memory</p> <p>I can spot old and new things in pictures.</p> <p>I can compare and contrast changes from a period of time, focusing on one or more of the key concepts</p>	<p>I can describe change beyond living memory</p> <p>I can spot old and new things in pictures.</p> <p>I can compare and contrast changes from a period of time, focusing on one or more of the key concepts.</p>	<p>I can describe similarities and differences within a time period in relation to society, culture, religion or ethnic diversity.</p> <p>I can describe similarities and differences between a period of history and now in relation to one or more of the key concepts.</p>		<p>I can explain the differences in the lives of people from different social classes, cultures, religions or race.</p> <p>I can undertake research in order to find similarities and differences between two or more periods of history and draw my own conclusions in relation to one or more of the key concepts.</p>	
Cause and consequence <u>Analysing why events happened</u>	<p>I can say why things happen and give explanations.</p>	<p>I can explain why a historical event happened and what happened as a result.</p> <p>I can explain why an important person from history acted the way they did and what the impact of this was</p>		<p>I can identify and give reasons for historical events and explain the impact.</p> <p>I can explain how a historical event impacted on at least one of the key concepts.</p>		<p>I understand the impact of historical events on later periods of history.</p> <p>I can evaluate how a historical event impacted on one or more of the key concepts.</p>	
Continuity and change <u>Analysing the pace, type and extent of change across time periods including what impact it had</u>	<p>I can observe and describe things that have changed and stayed the same during my life.</p>	<p>I can explain what an object from the past might have been used for.</p> <p>I can identify things that have changed or stayed the same during my life and from times before living memory.</p> <p>I can describe changes over time in relation to one or more of the key concepts.</p>		<p>I can explain the links between significant events.</p> <p>I can explain what changed and stayed the same in relation to at least one of the key concepts.</p>		<p>I can summarise the main events from a period of history, explaining the order of events and making connections between them.</p> <p>I can justify how or why things changed or did not change over time in relation to one of the key concepts.</p>	
Historical significance <u>Why some events or people are deemed to be significant by historians</u>	<p>I can recognise and describe special times or events for me, my friends or family.</p>	<p>I can explain how historical events and people changed things.</p>		<p>I can identify historically significant people and events and their impact.</p>		<p>I am aware of some pivotal events and people in modern British history.</p> <p>I can evaluate the impact of key historical people and events.</p>	



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