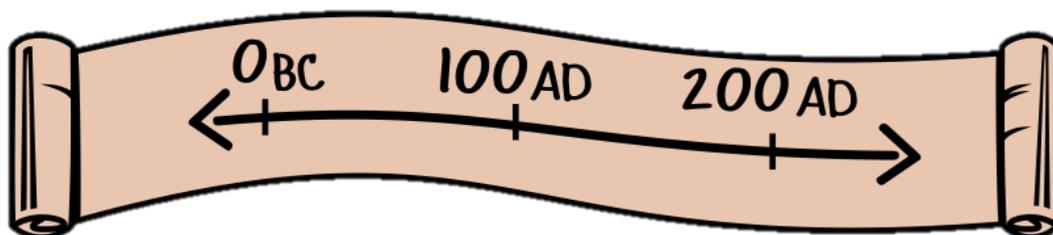




**Brookside Primary School**  
*Learn Together - Achieve Together*

# Teaching of History at Brookside Primary School



**The intent, implementation and impact for the  
learning of History at Brookside Primary School**

# Why is History important at Brookside Primary School?

The teaching of history at Brookside uses an enquiry based approach, encouraging children to ask questions about the world they now live in and fuelling their curiosity about which events and people from the past have shaped it.

The beginning of each topic allows children to reflect on their prior knowledge and inspires them to then formulate their own questions around the theme.

Children use a variety of resources and work collaboratively through discussion, using artefacts, speakers, links with the local community and visits to build understanding and further their knowledge of the past.

Their learning feeds into an individual end of topic presentation on a question of their choice. They share these creative presentations with their classmates, demonstrating their understanding and knowledge, and gaining a growing confidence in expressing themselves.

Children have the opportunity to gain a secure understanding of the complexities of people's lives in the past, the process of change, the diversity of societies and cultures and the relationship between different groups. By the time they leave Brookside children have a passion for finding out, have developed a set of skills to do so, and are able to express themselves in an engaging and interesting way about the past.

## What are the key knowledge concepts in History at Brookside Primary School?

<b>Society</b>	<b>Institutions</b>	<b>Beliefs</b>	<b>Culture</b>
<ul style="list-style-type: none"> <li>● Expectations</li> <li>● Gender</li> <li>● Social class</li> <li>● Health</li> <li>● Age</li> <li>● Everyday life</li> </ul>	<ul style="list-style-type: none"> <li>● Monarchy</li> <li>● Church</li> <li>● Education</li> <li>● Military</li> </ul>	<ul style="list-style-type: none"> <li>● Religion</li> <li>● Sacrifice and worship</li> <li>● Celebrations</li> <li>● Festivals</li> </ul>	<ul style="list-style-type: none"> <li>● Arts</li> <li>● Lifestyle</li> </ul>
<b>Leadership</b>	<b>Change</b>	<b>Local</b>	<b>Economy</b>
<ul style="list-style-type: none"> <li>● Power</li> <li>● Politics</li> <li>● Government</li> </ul>	<ul style="list-style-type: none"> <li>● Significant people</li> <li>● Inventions</li> <li>● Movements</li> <li>● Motivation</li> <li>● Revolution</li> </ul>	<ul style="list-style-type: none"> <li>● Significant people and places</li> <li>● Impact on the region, national and international world</li> </ul>	<ul style="list-style-type: none"> <li>● Work</li> <li>● Trade</li> <li>● Land use</li> </ul>

# What is the Key vocabulary in History at Brookside?

These words lists form the general history vocabulary to be used within each year group and built upon year on year. Topic specific vocabulary will be listed on individual Knowledge Organisers.

<b><u>EYFS</u></b>	today	yesterday	tomorrow
	the present	the past	the future
	day	week	month
	long ago	old	new
	parent	grandparent	great grandparent
	same	different	change
<b><u>KS1</u></b>	year	similar	artefact
	decade	compare	source
	century	opinion	research
	date order	fact	significant
	time line	monarch	historian
	living memory	royal	expert
	the older generation	inventions	impact
	ancient	era/ period	legacy
	modern	chronological order	

## LKS2

BCE (Before the Common Era)	first/ second hand	culture
BC (Before Christ)	significance	religion
CE (The Common Era)	evidence	republic
AD (Anno Domini)	oral history	myths/ legends
ancient	museum	civilisation
millennium	cause	monarchy
anachronism	effect	local
archaeology/ archaeologist	consequence	
excavate	continuity	

## UKS2

nation	weigh up (both sides)	reliable source	diversity
extent of change	primary evidence	represent	traditional view
extent of continuity	secondary evidence	stereotype	propaganda
turning point	eye witness	attitudes	biased

## **What are the key History subject skills?**

- Sequencing event across a period of time
- Developing an understanding of the term chronology and placing events in chronological order
- Make comparison between time period/events identifying both similarities and difference
- Make links and recognise patterns over a period of time
- Identify reasons for events, change and continuity
- Using a range of sources to find out information on an event
- Explore the cause and consequences of events
- Discuss the lives of people and how they were impacted by events and developments
- Discuss the reliability of evidence
- Report and share findings
- Use historical language and terms to discuss past events

## **How does Brookside Primary School ensure progression in our key knowledge and concepts in History?**

- All topics start with a link to chronology, bringing in previous understanding to give context to learning
- Use of knowledge organisers show exact facts and precise knowledge for each topic
- A range of sources are used to teach a topic
- Planned points where comparisons can be made in the curriculum
- Children take ownership of their understanding and ask questions about each topic
- Planned opportunities for each child to demonstrate their understanding in a variety of ways
- Children develop empathy for people in the past and can compare the impact of significant events on different lives
- Children identify the cause of significant events and the consequences

# How do we know our children have made progress?

## End points EYFS

### Children can:

- Talk about things in the past using past tense language and phrases
- Sequence several events chronologically
- Talk about things that happened in the past in their own lives and those of other family members
- Recognise things that are the same and different between the past and now
- Say how they know that something is from the past

## End points KS1

### Children can:

- use common words and phrases to describe a passing of time
- place a series of events in chronological order
- explain the differences and similarities of life in different time periods
- describe a historical event beyond living memory
- describe a significant individual and explain their achievements (national and international)
- talk about a theme of history local to their area
- explain why events in the past happened using 'because'
- use subject specific vocabulary
- explain where they can find information from the past from
- collect information from different sources
- present their findings

## End points KS2

### Children can:

- place events in chronological order including British and world events
- describe some of the changes from the Stone age to the iron age
- explain how the Roman empire changed Britain
- describe the settlements in Britain by the Anglo-Saxons and Scots
- describe the achievements of the earliest civilizations
- explain the Viking invasions and the struggle for power between the Anglo-Saxons and Vikings
- talk about the impact of a historical event in the local area
- explain how ancient Greeks lived and how they changed the western world
- describe a theme of British history since 1066
- describe a non-European society and what life was like in that society
- make connections and identify contrasts between different time periods
- compare the similarities and differences between two (or more) time periods
- identify historical trends and patterns
- form questions to extend their understanding of a historical event
- describe the consequences of a change in history
- give more than one reason to explain why an event happened

- talk about and recognise the different feeling and viewpoints of the people during events in the past
- use subject specific language
- use a range of sources to gather information
- make choices over which sources to use
- explain why some sources may be more or less reliable than others
- present their findings accurately

Skills	Hoot (EYFS)	Snowy 1/2	Tawny 2/3	Barn 3/4	Eagle 4/5	Bay 5/6
Chronology	<p>Talk about past and present events in my own and my family members' lives</p> <p>Explain why lives in the past were different</p>	<p>Sequence events or objects in chronological order from different periods of their life.</p> <p>Describe memories of key events in lives.</p>	<p>Sequence artefacts, events, photos closer together in time.</p> <p>Place the time studied on a time line.</p>	<p>Sequence events or artefacts.</p> <p>Use dates related to the passing of time.</p> <p>Use terms related to the period begin to date events.</p>	<p>Place events from period studied on a time line.</p> <p>Understand more complex terms e.g. BCE/AD.</p>	<p>Place current study on time line in relation to other studies know and sequence key events of time studied.</p> <p>Use relevant terms and time period labels, comparing between different times in history.</p>
Range and Depth of Historical Knowledge	<p>Show an interest in the past.</p> <p>Begin to ask questions about artefacts.</p> <p>Begin to suggest how artefacts can be used.</p>	<p>Begin to describe similarities and differences in artefacts and understand how they have changed.</p> <p>Use drama to understand why people did things</p>	<p>Confidently describe similarities and differences in artefacts.</p> <p>Use drama to develop empathy and understanding by finding out about everyday</p>	<p>Study change through the lives of significant individuals</p> <p>Use evidence to reconstruct life in time studied.</p> <p>Identify key features and events.</p>	<p>Study different aspects of life of different people – differences between men and women.</p> <p>Examine causes and results of great</p>	<p>Find about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings.</p> <p>Compare beliefs</p>

	Begin to compare modern and old objects.	in the past. Find out about significant people and events in other times. Use a range of sources to find out characteristic features of the past.	lives of people in time studied. Compare with our life today. Identify reasons for and results of people's actions. Understand why people have carried out certain actions.	Look for links and effects in time studied. Offer a reasonable explanation for some events. Study an ancient civilization in detail (Greece, Egypt)	events and the impact on people. Compare life in early and late times studied compare an aspect of life with the same aspect in another period.	and behaviour with another period studied. Compare and contrast ancient Civilisations (Benin. Maya)
Interpretations of History	Find answers to simple questions from text/ picture/ photo/ story/ person talking about the past.	Begin to identify different ways to represent the past (e.g. photos, stories, adults talking about the past) Compare pictures or photographs of people or events in the past	Give reasons for different representations of the past. Distinguish between different sources, evaluate usefulness. Look at representations of the period – museum, cartoons.	Look at the evidence available Begin to evaluate the usefulness of different sources Use of text books and historical knowledge.	Compare accounts of events from different sources - fact / fiction. Offer some reasons for different versions of events.	Consider ways of checking the accuracy of interpretations – fact or fiction and opinion Be aware that different evidence will lead to.
Interpretations of History	Begin to compare different sources using	Ask and answer questions related to different sources and	Sequence a collection of artefacts. Use of time lines.	Use evidence to build up a picture of a past event. Choose relevant	Ask a variety of questions use the library, e-learning for	Use a range of primary and secondary sources to find

	<p>'then' and 'now.'</p>	<p>objects Sort artefacts "then" and "now" using as wide a range of sources as possible. Use a source – why, what, who, how, where to ask questions and find answers.</p>	<p>Use a range of sources to find out about a period observe small details – artefacts, pictures select and record information relevant to study.</p>	<p>material to present a picture of one aspect of life in time past. Begin to use the library, e-learning for research ask and answer questions</p>	<p>research. Begin to identify primary and secondary sources. Use evidence to build up a picture of life in time studied. Select relevant information.</p>	<p>out about an aspect of time past. Suggest omissions and the means of finding out. Bring knowledge gathering from several sources together in a fluent account.</p>
<p>Organisation and Communication</p>	<p>Draw pictures/ label/ role play/ 'then' and 'now'.  <b>Class floorbook.</b> <b>Magnificent Me and Fantastic Family presentations.</b></p>	<p>Time lines (3D with objects/ sequential pictures) drawing drama/role play writing (labelling, sentences, simple recount) <b>Class floorbook.</b> <b>End of topic presentations.</b></p>	<p>Communicate knowledge and understanding in a variety of ways – Time lines, discussions, pictures, writing, annotated photographs, drama <b>End of topic presentations</b></p>	<p>Display findings in a variety of ways. Work independently and in groups.  Select data and organise it into a data file to answer historical questions.  <b>End of topic presentations</b></p>	<p>Record and show knowledge of the topic and how it relates to other times studied in different ways. (Drama, written recount, photographic comparison etc.)  <b>End of topic presentations</b></p>	<p>Consider most appropriate way to communicate knowledge and understanding including extended writing.  <b>End of topic presentations</b></p>

	Autumn		Summer	
	Time Travel		Blast From The Past	
	Year A	Year B	Year A	Year B
<b>Snowy</b> Year 1/2	What's changed? (Toys)	What's changed? (Transport)	Explorers	Kings and Queens
<b>Tawny</b> Year 2/3	War Heroes	Settlements (Anglo Saxons)	Settlements (Stone Age)	Nurturing Nurses
<b>Barn</b> Year 3/4	Ancient World (Greece)	Ancient World (Egypt)	Crime and Punishment	Royals
<b>Eagle</b> Year 4/5	Invaders (Vikings)	Invaders (Romans)	Local – Lyme Park (Thomas Legh)	Local – Samuel Oldknow (including Staircase House)
<b>Bay</b> Year 5/6	Not so long ago (WW2)	Not so long ago (Victorians)	Ancient Benin	Ancient Mayans

**Subject content and overview - Pupils should be taught to**

## **Pupil Voice in History**

### **What have you learnt about in this subject so far this year?**

'I really enjoyed the Mayans. My favourite part was making the masks.'

'Ancient Egypt, Ancient Greece and I also liked learning about The Great fire of London, Florence Nightingale, World War 2, the Royals.'

'Florence Nightingale, Mary Secole, Anglo Saxons.'

'Florence Nightingale diary entries. We had to learn a lot so we could write about it.'

'Learning about important people in the past.'

### **Do you like learning about subject?**

'Yes. It's fun and interesting.'

'It tells you important things about the past.'

'Yes, I really enjoy it, but not the writing.'

### **How can we make subject better at our school?**

'Less writing, more slide shows, being creative. You learn more that way. I learn on Google and it came up with things I never knew like celebrating God Days, not birthdays.'

'More fun, less work. Like acting, games, talking, not writing stuff down.'

### **Do you think subject is important?**

'Yes because it's a part of the world and we can learn from it.'

'Yes, to learn the different things about people who are very special to us, like Mary Secole and Florence Nightingale.'

'Definitely. If we didn't learn about the Plague, we wouldn't have known to make a vaccine (for coronavirus) or let it be.'

