

Intent

At Brindishe Schools, we want to inspire children to take an interest in the wider world and be curious learners. It is important that children understand what happened in the past and how this has an impact on life today.

We want children to learn essential historical skills and enquiry through high quality teaching of historical knowledge. We have organised our curriculum progressively so that children build on prior knowledge, skills and vocabulary. We also want to raise the profile of history in school and encourage children to take their interests further.

Implementation

Our History curriculum is designed so that children develop historical skills such as questioning, looking at evidence and understanding historical concepts, for example, 'similarity', 'difference' and 'significance' which is taught alongside key knowledge.

In EYFS, children self-select during the year from a wide range of resources. They talk about past and present events in their own lives and those of family members. They learn to observe similarities and differences between themselves and others.

In Key Stage 1, children are encouraged to develop an awareness of the past, developing key vocabulary and phrases linked with the passing of time. They should understand that the people and events that they study fit within a chronological framework and that there are similarities and differences between ways of life in different time periods. They are taught about changes within and beyond living memory (nationally or globally) and about the lives of significant individuals. They are taught to compare different aspects of life in different time periods e.g. space and exploration, Mary Seacole/Florence Nightingale, Queen Victoria/Queen Elizabeth I.

In Key Stage 2, the learning focus is on developing an understanding of British, local and world history and how it fits within a chronological framework. Children are encouraged to make connections and comparisons within and across time periods, identifying trends over time. They learn how to frame questions to support research using a variety of sources. Teachers combine overviews and in-depth studies of the following historical periods: changes in Britain from the Stone Age to the Iron Age; the Roman empire and its impact on Britain; Britain's settlement of Anglo-Saxons and Scots; the Viking and Anglo-Saxon struggle for the Kingdom of England; a local history study linked with World War II and with London at the time of the Great Fire; a study of British history post 1066 (the Tudors); the achievements of the earliest civilisations (The Ancient Egyptians); Ancient Greece; a non-European society (The Mayans). The children in Year 6 complete a specific project demonstrating the skills that they have learnt over their time at Brindishe. This project is based on a historical period of their choice and a comparison.