



Achieving Success Together

Curriculum Overview:

History



School Vision:

Our teachers... are creative, engaging and adventurous, offering an excellent curriculum that challenges and inspires to ensure every child is **ACHIEVING**.

We have carefully chosen a history curriculum that teaches essential disciplinary and substantive skills, has a rich vocabulary that is progressively mapped through the year groups, and has plenty of opportunities for teachers and children to express their creativity. The curriculum is deliberately ambitious with the most essential historical moments taught in every year group with themes of Community, Knowledge, Invasion, Civilisation, Power and Democracy running throughout.

Our Children... learn resilience and are happy, confident and independent learners who thrive on celebrating their **SUCCESS**.

Children are taught the knowledge and skills to be happy and confident historians. Learning is taught in chunks to help them process the substantive knowledge and apply their understanding. Teachers work with children to practice their disciplinary skills before they independently apply their understanding with probing questioning and skills practice. Children reflect and thrive in their learning and become avid historians.

Our School...is a safe and nurturing environment where everyone works together to role-model our core values of respect, trust, and honesty.

Children are given equal and supported opportunities to become the best historians. Children navigate their learning journey with class learning, group learning, paired learning, independent learning, workshops and trips. They are taught how to 'argue' the past to help them empathise with the decisions that have led to where we are today. They are exposed to a variety of cultures and civilisations giving them an understanding of similarities and differences between cultures and apply their understanding to their own life and locality.



Intent:

Our intent at **Browick Road Primary and Nursery School** is to ensure every child has a wealth of knowledge from a variety of significant periods in time, creating enthusiastic learners who are interested in and curious about the past and how people lived during specific eras and how this has had an impact on how we live today. Through this curriculum, children will understand the similarities and differences between societies and cultures, at home and around the world, and the impact of changes on people and places. Children will recognise the impact and significance of historical events in the school's locality and identify how it has changed over time. Children should be able to recall relevant facts, including the chronology of key events, as well as explain the experiences of others during specific eras. Children will begin to think critically about History and develop their skills of questioning, debate, enquiry, analysis and evaluation.

We follow the cumulative curriculum established by CUSP and know that the children will develop their disciplinary skills throughout their learning journey. The substantive knowledge of the CUSP curriculum is ambitious, and children will have plenty of opportunities to learn and use a rich suite of historical vocabulary through the big ideas of community, knowledge, invasion, civilisation, power and democracy.

This overview sets out the framework in which the History curriculum will be taught.



Implementation:

<i>Our curriculum and enquiries</i>	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
EYFS - Nursery	<p><i>Understanding the world – History</i> Foundational knowledge and vocabulary. Structured story times introducing children to historical language, ideas and concepts. Opportunities and Experiences – Direct teaching, guided activity and independent play.</p>					
EYFS - Reception	<p><i>Stories in Nursery:</i> Ladybird Favourite Nursery Rhymes; The Queen's Hat. <i>Stories in Reception:</i> Anansi and the Golden Pot; Each Peach Pear Plum</p>					
YEAR 1	<p><i>Changes Within Living Memory</i> How have I grown and changed in my life? What are the shops in my community now? What were shops like in the past? How have shops changed over time?</p>		<p><i>The Lives of Significant People</i> Who was Mary Anning and what did she discover? Who is David Attenborough and what has he achieved? What was similar and different?</p>		<p><i>More Lives of Significant People</i> Who was Neil Armstrong and what did he achieve? Who was Mae Jemison and what did she achieve? Who is Bernard Harris Jr and what did he achieve? Who is Tim Peake and what did he achieve? What did these significant people achieve?</p>	
YEAR 2	<p><i>Events Beyond Living Memory</i> Where is London? How did the great fire of 1666 start and spread? How do we know about the great fire? What effect did the fire have?</p>	<p><i>Significant Historical Events, People and Place In Our Own Locality</i> What was the Great Fire of Wymondham? How did the events of the fire compare to the Great Fire of London?</p>	<p><i>Significant Historical Events, People and Place In Our Own Locality</i> Who was Robert Kett? Why did he lead a rebellion? Why is it important to remember him?</p>		<p><i>Significant Historical Events, People and Place In Our Own Locality</i> When was our school built? What was life like in Victorian society?</p>	
YEAR 3	<p><i>Changes in Britain From the Stone Age to the Iron Age</i> What were the three periods of the Stone Age and how did they differ? When was the Bronze Age and what changes were there from the Stone Age? When was the Iron Age and how did this period differ?</p>			<p><i>The Roman Empire and its impact on Britain</i> Who were the Romans and where did they come from? Recap: What was life like during the Iron Age? Why did the Romans invade? Who resisted the invasion and why? Technology and Belief: How did Britain change under Roman rule? What was the impact of the Roman Empire on Britain?</p>		

Implementation:

<i>Our curriculum and enquiries</i>	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
YEAR 4	<p><i>Britain's Settlement of Anglo Saxons and Scots</i> Why did the Anglo Saxons come to Britain and where did they come from? What was life like in Anglo Saxon Britain and what kingdoms were formed? How do we know about the Anglo Saxons?</p>		<p><i>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor?</i> What was life like for the Vikings and when did they attack Britain? Where did the Vikings invade and settle? What made the Vikings so powerful and how was peace agreed? What happened to the Vikings in England?</p>		<p><i>The achievements of the earliest civilisations – Ancient Egypt</i> Who were a few of the earliest civilisations and what did they achieve? Who were the Egyptians and where did they live? What were the three different eras of the Egyptians and what did they achieve? Why was the Nile important? What did the Egyptians believe in?</p>	
YEAR 5	<p><i>Ancient Greece – a study of Greek life and achievements and their influence on the Western World</i> Who were the Ancient Greeks and what did they rule? What beliefs did they have? What was the difference between city states and what was democracy like? What was culture like in Ancient Greece? What important battles happened? What is the legacy of the Ancient Greeks?</p>			<p><i>A non-European study that provides contrast with British History</i> Where did the Maya live and what were the significant events in their history? What were Maya city-states like? What did the Maya invent? What happened to the Maya? Compare the location, settlement, people, culture and invention between the Anglo-Saxons and Maya.</p>		
YEAR 6	<p><i>A study of an aspect or theme in British history that extends pupils' chronological awareness beyond 1066 – Battle of Britain</i> Why did Britain declare war on Germany in 1939? What was food rationing and why were people evacuated? What happened in the Battle of Britain and the Blitz? How did conflict change society in the Second World War?</p>		<p><i>A study of an aspect or theme in British history that extends pupils' chronological awareness beyond 1066 – Windrush Generation</i> Where are the Caribbean islands? What's their history? What were the migration patterns to Britain after the Second World War? What was life like for the Windrush pioneers? Who were Sam King and Norma Best? How did the Windrush change Britain for the better?</p>		<p><i>Local History Study – How did conflict change our area in WW2?</i> What happened in the Battle of Britain and WW2? Why was East Anglia described as mini-America? How did Wymondham adapt to help in the war effort? How do we remember the brave men and women who defended our country?</p>	

Implementation:

<i>Our curriculum and enquiries</i>	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
SRB: Speech, Language and Communication Needs	<p>Year A: <i>Changes Within Living Memory</i> How have I grown and changed in my life? What are the shops in my community now? What were shops like in the past? How have shops changed over time?</p> <p>Year B: <i>Changes Within Living Memory</i> How have I grown and changed in my life? What are the shops in my community now? What were shops like in the past? How have shops changed over time?</p>		<p>Year A: <i>The Lives of Significant People</i> Who was Mary Anning and what did she discover? Who is David Attenborough and what has he achieved? What was similar and different?</p> <p>Year B: <i>Significant Historical Events, People and Place In Our Own Locality</i> When was our school built? What was life like in Victorian society?</p>			<p>Year A: <i>Events Beyond Living Memory</i> Where is London? How did the great fire of 1666 start and spread? How do we know about the great fire? What effect did the fire have? What was the Great Fire of Wymondham and what comparisons can we make?</p> <p><i>More Lives of Significant People</i> Content TBC</p>

Impact:

Teachers use formative assessment to measure the impact of the curriculum and adapt or extend learning as appropriate. We use questioning and discussion to gauge and further pupil understanding in lessons. Pupils are taught to become independent and reflective learners, learning key substantive knowledge from the start, and developing their disciplinary skills with increasing depth throughout their Browick journey.

We measure pupils' attainment after each unit through a mix of work outcome, knowledge assessment (quizzing) and teacher judgement. This helps us understand where our pupils are with their learning and, as a result, the strength of our curriculum.

Pupil voice is another valuable monitoring tool to determine levels of retrieval, vocabulary and understanding. We have informal discussions with pre-determined targeted questions which we ask the pupils with books closed, then books open, to ascertain the success of their history learning and enjoyment across the curriculum.