



History at Bridge Primary School.

Children start school with a basic understanding of the terms 'old' and 'young', related to their family and its different generations. Many of the children of Bridge will live in multi-generational households. They may have visited some older buildings or places of historical significance, may have heard terms like "long ago" or "in the past" but broadly speaking, their knowledge of specific periods of history is limited as is their knowledge of chronology. Outside of school, those children who attend religious lessons have a good knowledge of certain time periods. During their time in infants school, the children learnt about some famous historical events, inventions (such as the printing press and steam engine) and people, as well as units that were focused on skills such as a "timeline" unit. At Bridge, children develop a secure knowledge and understanding of local, British and world history. Children build upon prior knowledge and further their understanding of historical terms by studying significant historic events and periods in a broadly chronological order. The children learn about fascinating ancient civilisations, the expansion and dissolutions of empires, and the achievements and atrocities committed by humankind across the ages. They will relate history to current life experiences and understand subjectivity and bias in terms of sources of evidence. Opportunities are provided to allow children to study in some depth local, national and world history, encouraging children to explore the connection between significant events and people and how they have influenced the modern world. Our curriculum is constructed to allow children to make links between topics and have a good chronology awareness of the past. Children will be able to ask historically valid questions, undertake historical enquiry and research and present findings in different ways. Through our units of work, the children will develop a strong understanding of the areas of history covered which will provide them with a basis for their secondary education and beyond. They will have an understanding of where the human race has come from which will impact their lives beyond the classroom.

The organisation.

Our curriculum is rooted in the National Curriculum, ensuring that our units of work cover all of the areas mentioned within. This is a progressive curriculum based on knowledge and skills, each objective tracked across the year groups to ensure sequential progression. Our Long Term Plan maps out when each unit is taught, this is in broadly chronological order to help concrete a sense of time passing in the children. This is with the exception the Early Islamic Civilisation unit covered in Year 6, this is taught out of chronological order as the unit requires skill and knowledge taught throughout the previous years in order to enable the children to access some of the content fully. The history units of work are sometimes supplemented by other areas of the curriculum to provide context for the children, for example alongside the unit "Tribal Tales" the children undertake some work in art related to Neolithic patterns. Our curriculum is supplemented with resources from The Primary Knowledge Curriculum (PKC), which allows us to cover all the statutory areas of the National Curriculum. We have devised, using PKC, our own Medium-term plans, to make learning more meaningful for our children incorporating Leicester links, wherever possible within topics. The PKC curriculum is used as basis from which our Medium Term Plans are written, it is adapted and modified to fit the needs of the children and our school. Teachers use it to plan engaging and exploratory lessons. The curriculum develops **disciplinary knowledge** by supporting children to understand how the past is constructed and contested. Children begin by learning about what a historian does, looking at basic sources and simplified perspectives to develop an appreciation and understanding of what it means to be a historian. As their **substantive knowledge** grows, children will be able to ask perceptive questions, analyse more complex sources and begin to use their knowledge to develop perspective. Disciplinary concepts, such as continuity and change, cause and consequence and similarity, difference and significance, are explored across the units. We provide opportunities for the children to experience history first-hand through educational trips and themed days. We use these experiences to broaden their knowledge and help them to strive to deepen their understanding. The history units are 6 weeks long and comprise of 6 lessons, however these lessons are flexible to ensure that there are opportunities for exploration.

The impact.

Through the studies of significant individuals, events and periods of history, our children will be inspired to make a difference and to learn from the past. Our history curriculum at Bridge will provide a strong basis for the children to continue their studies in KS3. They will have background knowledge of key time periods that will be built upon through more focused study in secondary school. They will also have the knowledge of events and people which will enable them to make links and see the impact the actions of an individual can have. Through quality first teaching, memorable experiences, opportunities outside the classroom, we enable our children to effectively retain and build upon their growing historical knowledge making them inquisitive about the past and look towards the future.



The National Curriculum Expectations.

Key Stage One Expectations.

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented. In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3

Pupils should be taught about:

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]
- the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]
- significant historical events, people and places in their own locality

Key Stage 2 Expectations.

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources. In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

Pupils should be taught about:

- changes in Britain from the Stone Age to the Iron Age the Roman Empire and its impact on Britain
- 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 local history study
- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China
- Ancient Greece – a study of Greek life and achievements and their influence on the western world
- a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300