

History

"If you want to understand today, you have to search yesterday." Pearl Buck

At Berridge Primary School, we want all of our pupils to understand the past and how history will shape their future. It is through knowledge of how our society came to be that we can successfully prepare for life as citizens of 21st century Britain. In their learning, children will also investigate the history of societies from the wider world; this will help them to understand the complexity of people's lives, the process of change, diversity and relationships between different groups, as well as their own identity and the challenges of their time.

The teaching of history should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to use sources to ask and answers questions, to explore the value and validity of the sources and seek to draw from them a balanced view of the past.

Our vision is for history to be creative, fun and above all, be relevant and meaningful to the children's own lives and experiences.

The overarching theme for our curriculum is **People & Places** - Understanding the world that we live in and the people who inhabit it. Our school's Core Values are **Considerate, Creative, Motivated, Reflective, Resilient and Respectful**. Our History curriculum has been planned with these in mind.

Intent

'You have to know the past to understand the present' Carl Sagan

It is our intention for our pupils to know what it means to be an historian, immersed in and inspired by history and understand how the communities in the past have influenced our present.

Through engaging, inspiring lessons, children will be **motivated** to learn and will develop transferable skills such as observation, inference, **resilience** and **creativity**, which they can then apply to other subjects and in a variety of situations.

Following our school's golden thread of 'People and Places', our History curriculum has been developed to equip pupils with the skills and knowledge needed to understand and **reflect** on how our society came to be and the history of societies of the wider world. Through the study of History, children will become **considerate** and **respectful** of different cultures.

Children and young people will explore:

Historical knowledge

- A clear chronological understanding of the history of the British Isles and its impact on the wider world; similarly, how the wider world has impacted and influenced the history of Britain.
- Knowledge and understanding of ancient civilisations; past empires; characteristic of past non-European societies.

Historical vocabulary

- Gain an understanding of abstract terms such as empire, parliament and civilisation

Historical concepts

History

- Gain an understanding of historical concepts such as cause and consequence, similarities and differences, change and continuity.

Historical enquiry

- Looking at historical evidence rigorously to make discerning arguments and informed interpretations, identifying historical bias.

Historical perspective

- Making connections between historical places, people, religions and cultures.

[National Curriculum History](#)

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Implementation

At Berridge, History is largely planned into cross-curricular units of work. The number and length of units of work vary deepening in the year group.

- Each unit of work begins with some recapping of previous learning and a Wow! activity to hook pupils' interest in the new unit of learning.
- Units of work start with an overarching question and lessons are broken down into further specific question that link to the learning.
- Lessons, where possible, are practical and engaging, in history it is likely pupils will be using artefacts, traditional stories, drama, art and digital devices to enhance their learning outcomes
- In each year group, there are opportunities for pupils to enrich their learning through workshops, visits to historical places, theme days and investigating historical artefacts, helping to immerse pupils in different periods of time.
- Units of work culminate in a topic reflection, where pupils are encouraged to reflect on their learning and demonstrate their knowledge and understanding by presenting the answer to the overarching question in a way of their choosing. For example, in Y5, at the end their unit of work 'What did the Roman's do for us?' pupils reflect on the positive and negatives of the Roman Invasion of Britain before taking a view and having a debate.
- All units of work build on previous knowledge and skills and are planned around our subject progression maps. These progression maps are used when the year group teams plan and adapt their units of learning.
- Knowledge organisers, are used in lessons frequently and are taken home and shared with parents. The knowledge organisers indicate the key knowledge, skills and vocabulary in a unit of work.
- To support the learning and recall of historical knowledge as well as immersion into history, we have developed characters so we can explore history through the eyes of the characters. The characters, will appear on displays, in our timelines, on worksheets, in drama activities. Characters include; Maryam, who studied mathematics at the House of Wisdom, in Baghdad. Tom, who helped build the railways. Elvy, who came to Britain with Windrush from Trinidad and Tobago and Erik, who came to fight the Anglo-Saxons, eventually settling in Jorvic.



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Impact

The impact of our History curriculum is measured in a variety of ways: questioning during lesson time, live marking, listening to child-led discussion, interviewing pupils across the school about their learning, book looks, low stakes quizzes and using images/videos of children's practical learning

Teachers use this evidence to assess pupils against the end of year milestones for history. These will inform future adaptations to our schemes of work. Subject leaders ensure the system is rigorous through monitoring and moderation of work, pupil interviews and lesson drop-ins.

By end of the History curriculum at Berridge, our children will:

- Have a chronological understanding of British History from the Stone Age to present day
- Understand how the discoveries and inventions of some ancient cultures have influenced modern day life.
- Be able to draw comparisons and make connections between different time periods and their own lives
- Have developed skills enabling them to carry out their own historical enquiries, analyse information and make informed judgements.