



Broom Leys Primary School



History

Intent

Children who leave Broom Leys will be curious, critical historians with a chronologically secure knowledge and understanding of British, local and world history. They will be confident to talk about continuity, change, cause and consequence, making links across the periods of history they have studied. They will understand how events from the past have influenced and still influence the world today, comparing and contrasting different accounts with a critical mind. Above all, we want all children to be interested in investigating and interpreting the past, to be able to think about what we can learn from historical events and figures while constantly questioning to deepen their understanding and have the confidence to challenge and reinterpret historical events.

In our History Curriculum, children will:

- gain a coherent knowledge and understanding of Britain's past and that of the wider world.
- ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement.
- helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

At Broom Leys, we provide an ambitious, interesting and varied curriculum that interests and intrigues our children whilst fulfilling the requirements of the National Curriculum. It is rigorously sequenced so that our children's historical knowledge, understanding and skills build over time, equipping them with the tools to become lifelong learners.

We value our local history and see this as crucial learning for our children to undertake; each year group has a specific progressive unit dedicated to our local history, including the history of our school and site.

From EYFS to the end of Key Stage 2 the children will learn about various historical events and the lives of significant historical figures across a variety of different historical time periods.

The children will develop the methods of historical enquiry and use different types of evidence/sources (both primary and secondary) to explore the past. They will develop their understanding of key historical concepts such as continuity and change, cause and consequence and similarity and difference (disciplinary knowledge). They will use these concepts to make connections and draw contrasts. Our History curriculum will equip pupils with

the essential skills to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. In our history curriculum, we have thought about key threads that run through the units of learning (substantive knowledge). These are:

- invasion
- empire
- migration
- power
- civilisation

By carefully mapping these themes across the units and revisiting them in different sequences of learning, we ensure children make links and gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, national and international history; and between short- and long-term timescales.

Alongside historical subject-specific skills, we will nurture crucial overarching key skills which will be applied in other subjects across the curriculum. For example, skills of reasoning and explaining, proving and justifying an opinion with reference to evidence are skills used as much in Reading and Maths as they are in History and Science.

Implementation

[Broom Leys History whole school curriculum map:](#)

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
EYFS (UfW)	<p>Who is part of our family?</p> <p>Discuss family members and their names – share similarities and differences between themselves and their classmates.</p> <p>What is the past/present/future?</p> <p>Past and present events in their own lives and the lives of family members.</p> <p>Who was Guy Fawkes? Why do we celebrate Bonfire Night?</p> <p>What is Remembrance Day? What/why do we remember?</p>		<p>Describe immediate environment - what is Coalville like now? What was it like in the past?</p> <p>Similarities and differences between past and now - Coalville as a mining town.</p> <p>Types of transport; comparison then and now (including links to farming, steam engine for coal mining) - continued into Summer 2.</p> <p>Know that Amelia Earhart and Neil Armstrong are people of historical significance. Compare planes/rockets then and now. Where did they go? Has anyone been in a plane? What is the same/different – rockets and planes?</p>		<p>Queen Elizabeth and King Charles – Coronation.</p> <p>Continue to share family customs and routines, past and present events in own life and in lives of family members.</p> <p>Comparison of features of immediate environment to other environments. How as Coalville changed? Bardon Hill – volcanoes, dinosaurs.</p>	
YEAR 1	<p>Homes</p> <p>How has the design of homes changed over time?</p>			<p>Local History Study</p> <p>What makes a person or event significant?</p>	<p>Monarchs</p> <p>How are Queen Victoria and Queen Elizabeth II similar to and different from each other?</p>	
YEAR 2		<p>The Great Fire of London</p> <p>How did the Great Fire change London?</p>		<p>Remembrance</p> <p>Why is it important to remember?</p>		<p>Changes in Travel and Transport</p> <p>How did changes in transport change our locality?</p>

YEAR 3	<p>Stone Age to Iron Age</p> <p>How did ancient Britons experience change and continuity from the Stone Age to the Iron Age?</p>				<p>Romans</p> <p>Why did the Romans want to invade Britain?</p> <p>How did they invade? Why?</p> <p>Local History Study</p> <p>How did the Romans change Leicester?</p>	
YEAR 4		<p>Anglo-Saxons</p> <p>How did the Anglo-Saxons change Roman Britain?</p>	<p>Vikings</p> <p>Were the Vikings traders or raiders and how did they change England?</p>		<p>Local History Study</p> <p>How has Broom Leys School changed over time?</p>	
YEAR 5	<p>Ancient Egypt</p> <p>How did the civilisation of Egypt wax and wane?</p>		<p>The Maya</p> <p>What was the Maya's greatest achievement?</p>		<p>Local History Study</p> <p>How has the Broom Leys School site changed over time?</p>	
YEAR 6	<p>Crime and Punishment</p> <p>How has crime and punishment changed over time?</p>		<p>Local History Study</p> <p>How did Mining influence the rise and fall of Coalville?</p>		<p>King Richard III</p> <p>Why was a King Buried under a car park in Leicester?</p>	

- At Broom Leys, History is taught as a discrete subject in every year group. Each year group contains 3 units spread across the year: one of these units focuses specifically on local history.
- Each unit is based around an enquiry question to make learning specific.
- Each unit focuses on identified knowledge and skills, ensuring coverage and progression.

- Historical skills and knowledge are revisited in order to further consolidate and ensure a deep subject knowledge, supported by subject specific vocabulary being made explicit.
- Effective CPD and opportunities to work collaboratively with the subject lead and local experts are available to staff to ensure high levels of confidence and knowledge are maintained.
- To support teaching, staff access a range of high-quality resources and planning materials which have been carefully sourced and researched.

EYFS

In the Early Years, we begin our History curriculum with younger children by focusing on relatable content within the prime area of learning: Understanding of the World. This involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people and places. Our Early Years teachers support this through discussion, play and practical application so that our children can demonstrate that they can talk about past events in their lives and lives of family members. Our children are given the opportunity to develop their own narratives and explanations by connecting ideas or events and by exploring similarities and differences between themselves and others, and among families, communities and traditions. We have selected and designed our units carefully so that our curriculum includes diverse narratives and voices in line with the National Curriculum.

Impact

It is our aim that the impact of our carefully crafted curriculum design will lead to outstanding progress over time across key stages relative to each child's individual starting points and their progression of skills. We aim for children to not only enjoy their history lessons but to become inquisitive historians who are enthusiastic and curious to find out more. We ensure that all children, including those who are achieving well, as well as those who need additional support, are identified, and additional provision and strategies are planned in and discussed with class teachers to ensure successful outcomes for all.