

HISTORY

At Brookside Primary School, our Curriculum is underpinned by our core values. The EYFS framework and the National Curriculum shape the content and expectations of our History curriculum. The Chris Quigley Essentials curriculum for History has been used to support progression and structure across year groups, ensuring continuity within and across KS1 and KS2.

Cultural capital in History provides pupils with the essential knowledge and experiences needed to become informed, thoughtful members of society who understand and uphold British values. This is developed through a range of opportunities including local history studies, educational visits, visitors, assemblies and celebration days.

Our History curriculum is ambitious and carefully sequenced to reflect our core values and ensure pupils study significant people, events and developments from the past. It enables pupils to engage with the best of what has been thought and said, fostering curiosity and critical thinking.

Across OAK Trust, key historical concepts and threads are interwoven throughout the curriculum to support pupils in thinking and working as historians. This ensures a rich and coherent curriculum that draws on both:

- **substantive threads** (what history is about)
- **disciplinary concepts** (how history is understood)

Knowledge, skills and concepts are carefully sequenced to build cumulatively over time, enabling pupils to deepen their understanding and make meaningful connections across different periods of history.

Intent

For children to see themselves as historians (History Capital):

We aim to empower pupils to see themselves as historians by developing their confidence, curiosity and sense of identity within the subject. Pupils understand that history belongs to everyone and that they can engage with and interpret the past through their own perspectives.

To develop the skills to work as historians:

Our curriculum equips pupils with the skills needed for historical enquiry, including critical thinking, analysing sources and communicating ideas effectively. Pupils learn to ask questions, evaluate evidence and draw reasoned conclusions about the past.

To understand and connect with a diverse past:

Pupils develop an understanding of a wide range of people, societies and historical contexts. This supports empathy, respect and an appreciation of the complexity and diversity of human experience. Our curriculum is designed to reflect a wide range of voices and experiences, ensuring that pupils encounter diverse histories and develop an inclusive understanding of the past.

To be curious about the past and its impact on the present:

Curiosity is central to our approach. Pupils explore how and why people lived as they did and how past events and decisions have shaped the world today.

To develop a historical vocabulary to communicate confidently:

Pupils are taught and encouraged to use subject-specific vocabulary accurately, enabling them to communicate their understanding clearly and confidently.

Implementation

Across OAK Trust, the curriculum builds on the foundations established in EYFS by progressively deepening pupils' understanding of key disciplinary concepts as they move through Key Stage 1 and Key Stage 2. These concepts underpin historical enquiry and enable pupils to think critically about the past.

Disciplinary Concepts

- **Cause and Consequence:** Understanding why events happened and what happened as a result
- **Continuity and Change:** Understanding what has changed over time and what has remained the same
- **Chronology:** Understanding when events happened and how they fit together over time
- **Similarity and Difference:** Comparing people, societies and experiences across time
- **Evidence and Interpretation:** Using sources to learn about the past and recognising that history can be interpreted in different ways
- **Significance:** Understanding why some people, events or developments are important and remembered

For example, at Brookside Primary School pupils explore similarity and difference by comparing lives and events across different periods, such as through the study of monarchs and significant local figure Lady Jane Grey. They investigate cause and consequence by examining how key events and innovations, such as the invention of Braille or the Great Fire of London, have shaped society. Pupils also consider significance

by reflecting on why individuals such as Rosa Parks and Louis Braille are remembered today.

Substantive Threads

Key substantive threads run throughout the curriculum, allowing pupils to make connections across different topics and periods of history:

- **Power:** Who holds power, how it is used and how it changes over time
- **Conflict:** Disagreements and struggles between groups, including their causes and effects
- **Civilisation:** How people lived, organised their societies and developed culture, beliefs and ways of life
- **Democracy:** How power can be shared and how people have a say in decisions
- **Trade:** The exchange of goods, resources and ideas between people and places
- **Migration:** The movement of people and the reasons for this

The impact of this curriculum is seen in pupils' secure knowledge, their ability to think critically about the past, and their growing confidence as historians.

At Brookside Primary School, each year group is structured to ensure clarity and progression through:

- a) A clearly sequenced set of subject topics, including an overarching enquiry question and identified substantive threads and disciplinary concepts
- b) A knowledge organiser outlining core knowledge
- c) A medium-term plan which sequences learning into enquiry-led lessons
- d) Assessment guidance to support teachers in making informed judgements about pupil progress