



Bollinbrook CE History Curriculum

'And the child grew and was strong in spirit'

If rooted in Christ, children can **grow** into who they were created to be. Through the implementation of our curriculum our children will acquire the knowledge and skills to help them grow.

Growth in History

History

The national curriculum requirements for history are presented in Key Stages. The **key knowledge** outlined here is therefore presented in national curriculum themes and this document outlines the year groups in which these themes are taught.

At Bollinbrook, our history curriculum aims to develop a curiosity that makes each child inquisitive about the past. We want our children to have a strong knowledge of the curriculum and our local area thinking about why our town is shaped the way it is. We support our children to ask perceptive questions, think critically, weigh evidence, sift arguments and develop perspective and judgement. History 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 within modern Britain.

Intent

Through our teaching of history, we aim to:

- foster in children an interest in the past and to develop an understanding that enables them to enjoy all that history has to offer
- enable children to know about significant events in British history, and to appreciate how things have changed over time
- develop a sense of chronology
- understand how Britain is part of a wider European culture, and to study some aspects of European history
- have some knowledge and understanding of historical development in the wider world
- help children understand society and their place in it so that they develop a sense of their cultural heritage
- develop in children the skills of enquiry, investigation, analysis, evaluation and presentation

<p>Implementation</p>	<p>History has been planned to ensure full coverage of 'The National Curriculum programmes of study for History 2014', and 'Understanding of the World' in the Early Years Foundation Stage. Children are taught a range of knowledge and skills in both Key stage 1 and Key stage 2. We use the Grammarsaurus scheme which begins each unit with an overarching question: we have developed a key question led enquiry approach, which encourages our children to take increasing responsibility for their learning, think independently and achieve challenging subject outcomes.</p>
<p>Impact</p>	<p>As a result of our history teaching at Bollinbrook you will see:</p> <ul style="list-style-type: none"> - Happy, confident and engaged children who are challenged appropriately. - Children who can talk about their learning and knowledge in this subject. - Lessons that use a variety of resources to support learning. - Learning that is tracked and monitored to ensure all children make good progress
<p>Assessment</p>	<p>At the end of each unit, children will be given an end of unit 'quiz' where they will be tested on the knowledge and skills they have learnt in that unit. This will give them a score which feeds into the teacher's summative assessment. The focus should be on whether the pupil has shown that they have been able to, for example, identify; describe; compare and contrast; explain; make a judgement or evaluate and record. The summative assessment, along with regular formative assessment during the unit, will inform teacher judgements for their class.</p>

EYFS Termly Expectations

Autumn	<ul style="list-style-type: none">• Is able to talk about people important to them or that are familiar to them.
Spring	<ul style="list-style-type: none">• Is able to share events from their past (and their family) and can discuss this with others.• Is able to use terms such as yesterday, tomorrow, last week etc.
Summer	<ul style="list-style-type: none">• Is able to talk about, comparing and contrasting, characters from stories or figures in real life from the past.
ELG	<ul style="list-style-type: none">• Talk about the lives of the people around them and their roles in society.• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.• Understand the past through settings, characters and events encountered in books read in class and storytelling
Those working in greater depth may...	<ul style="list-style-type: none">• To understand the difference between past and present events in their lives and be able to provide some reasons why lives were different in the past.

OAK Year 1 / 2 HISTORY

Key Question	Chronology	Evidence and Interpretation	Cause and Consequence	Change and Continuity	Similarity and Difference	Historical Significance
How have children's toys changed since our older relatives were little?	<p>I can label timelines with words such as: past, present, older and newer.</p> <p>I can recount changes that have occurred in my own life.</p>	<p>I can look at sources and ask "What was it like for people?" "What happened?" "What was this used for?" "How long ago?"</p>	<p>I can discuss causes that lead to toys changing.</p>	<p>I can say which toys have stayed the same and which toys have changed over time.</p>	<p>I can compare toys using pictures from the past and present.</p>	<p>I can name a significant toy from the past.</p>
Key vocabulary	Favourite, : significant, before, after, past, present, same, different, change, continuity, then, now,					
Where did kings and queens live through time?	<p>I can place events and some artefacts on a timeline.</p>	<p>With support, I can observe or handle some evidence to ask questions about the past.</p>	<p>I can begin to explain why monarchs built castles and what the consequences of these actions were.</p>	<p>I can describe changes and historical events.</p>	<p>I can compare the similarities and differences between different castles.</p>	<p>I can begin to talk about key events of a significant king/queen or castle.</p>
Key vocabulary	king, queen, reign, monarch, coronation, moat, drawbridge, battlements, attack, defend, protect, Buckingham Palace, Windsor Castle, Balmoral Castle, Queen Elizabeth II, sceptre, regal, Battle of Hastings, William the Conqueror					
How did the Great Fire change London?	<p>I can place events, artefacts and historical figures on a timeline.</p> <p>I can use dates where appropriate.</p>	<p>I can observe or handle evidence to ask questions and find answers to questions about the past.</p> <p>I can begin to explain why evidence can be trusted (such as Samuel Pepys Diary).</p>	<p>I can explain the causes of the Great Fire of London and what the consequences were.</p>	<p>I can describe what changed after the Great Fire of London and how these changes have continued through to the 21st century.</p>	<p>I can use artefacts and diary entries to compare similarities and differences.</p> <p>I can identify some of the different ways the past has been represented.</p>	<p>I can describe significant people from the past and explain why they are important.</p> <p>I can name a monarch.</p>

SYCAMORE Year 3 / 4 HISTORY

Key Question	Chronology	Evidence and Interpretation	Cause and Consequence	Change and Continuity	Similarity and Difference	Historical Significance
How did daily life change from the Stone Age to the Iron Age?	I can place ages in order of time and understand the meaning of their names. I can place artefacts within their correct age. With support, I can use BCE.	I can observe evidence to ask about the past and come to conclusions based on what I have seen. I can explain how we find prehistoric evidence.	I can suggest causes and consequences of the main events within prehistory such as agriculture, mining and migration.	With support, I can begin to explain the concept of change over a long period of history.	I can describe similarities and differences between the Stone Age, Bronze Age and Iron Age.	I can suggest suitable sources of evidence to find out about significant people/events.
Key vocabulary	agriculture, alloy, beaker, burial, construct, ditch, domestication, excavation, granary, migrate, mine, ore, palisade, preserve, remains, settlement					
Manchester Cotton – How can we find out about the past?	Children will explain the concept of change over time, demonstrate this with evidence, and discuss the sources' reliability.	Children will discuss whether the evidence is reliable and explain why and will identify periods of rapid change in history. Children will understand how to learn about the past.	Children will find out why Manchester was a famous centre for cotton production.	Children will discuss how they think the cotton industry has changed over time.	Children will discuss the differences between Manchester then and now.	I can suggest suitable sources of evidence to find out about significant people/events. Children will find out who were the important people in the cotton industry in the past.
Key vocabulary	Import, export, spool, hybrid, textiles, industry, century, yarn, invention, raw material, industrialisation, decline					

ROWAN Year 4 / 5 HISTORY

Key Question	Chronology	Evidence and Interpretation	Cause and Consequence	Change and Continuity	Similarity and Difference	Historical Significance
What were the greatest achievements of the Ancient Greeks?	I can place events, artefacts and historical figures on a timeline using dates. I can use BCE and CE.	I can suggest suitable sources for historical enquiry. I can begin to discuss the reliability of sources.	I can suggest causes and consequences of some of the main events and changes in Greece and use evidence to support my answers.	I can explain the concept of change over time and represent this with evidence.	I can describe the social, ethnic, cultural and religious diversity of the past.	I can discuss the importance of people and events in time and the significant impact they had on society, beginning to use some evidence to prove my discussion (with support).
Key vocabulary	civilisations, ceramics, excavate, Crete, trade, complex, export, bronze, import, oligarchy, city-state, outnumber, invasion, empire, retreat, revolt, unified, militaristic policy, tyrant, victorious					
How did the power of the monarchy change?	I can place events and historical figures on a timeline using dates. I can use BCE and CE.	I can suggest suitable sources for historical enquiry. I can begin to discuss the reliability of sources.	I can suggest causes and consequences of some of the main events in the changing powers of monarchy and use evidence to support my answers.	I can explain the changes in monarchies and historical events over time.	I can discuss the similarities and differences between different monarchs.	I can discuss the importance of people and events in time and the significant impact they had on society, beginning to use some evidence to prove my discussion (with support).
Key vocabulary	reign, monarch, coronation, King John, King James VI & I, King James VII and II, King William III and Queen Mary II, King Charles I, King Charles II, Queen Anne, continuity, significant, chronology					
World War 1	I can place events of world war 1 in chronological order using dates.	I can observe or handle evidence to ask questions and find answers to questions about the past. I can begin to explain why evidence can be trusted.	I can explain the causes of World War 1 and what the consequences were.	I can describe what changed after the first world war and the impact this had on society.	I can use artefacts evidence to compare similarities and differences. I can identify some of the different ways the past has been represented.	I can describe significant people from the past and explain why they are important. I can name significant individuals in World War 1.

Key Vocabulary	Trench, airship, central powers, front line, no mans land, Battle of the Somme, blackout, conscription
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ASH Year 6 HISTORY

Key Question	Chronology	Evidence and Interpretation	Cause and Consequence	Change and Continuity	Similarity and Difference	Historical Significance
What were the greatest achievements of the Ancient Greeks?	I can place events, artefacts and historical figures on a timeline using dates. I can use BCE and CE.	Interpret a range of evidence to reach a conclusion as to ways in which the Greeks have influenced our lives today. Reflect upon what historians can learn from excavating and artefacts.	I can suggest causes and consequences of some of the main events and changes in Greece and use evidence to support my answers.	I can explain the concept of change over time and represent this with evidence.	Compare and contrast what Ancient Greece had in common with other civilisations of the time.	I can discuss the importance of people and events in time and the significant impact they had on society, beginning to use some evidence to prove my discussion (with support).
Key vocabulary	civilisations, ceramics, excavate, Crete, trade, complex, export, bronze, import, oligarchy, city-state, outnumber, invasion, empire, retreat, revolt, unified, militaristic policy, tyrant, victorious					
How has crime and punishment changed over time in Britain?	I can use dates and terms accurately in describing events. I can describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).	I can analyse a wide range of evidence in order to justify claims about the past. I can explain that no single source of evidence gives the full answer to questions about the past. With support, I can refine lines of enquiry as appropriate.	I can describe the social causes of crime and punishment. I can describe the consequences of crimes.	I can identify changes in crime and punishment. I can analyse why these changes happened using terms such as: social, religious, political, cultural and technological. I can use appropriate historical vocabulary to communicate change and continuity.	I can compare similarities and differences in crime and punishments over time. I can compare the main changes in a period of history with the present day.	I can describe the social, ethnic, cultural or religious diversity of past society. I can describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.

Key vocabulary	crime, period, chronology, deter, severe, court, tithing, wergild, ordeal, jury, treason, abolish, custody, incriminate, pact, jailer, oakum, industrial, promotion, unarmed, detective, prevention, detection, rehabilitation					
Shang Dynasty How did a pile of dragon bones help to solve an Ancient Chinese mystery?	I can place events of the Shang Dynasty in chronological order using dates and know where it sits within world history on a timeline.	I can observe or handle evidence to ask questions and find answers to questions about the past. I can explain why evidence can be trusted and how archaeologists use evidence.	I can explain the cause of the rise and fall of King Cheng Tang and the consequences to the Shang Dynasty.	I can describe what changes the Shang Dynasty brought to civilisations such as the calendar.	I can use artefacts evidence to compare similarities and differences. I can identify some of the different ways the past has been represented.	I can describe significant people from the past and explain why they are important. I can name significant individuals in the Shang Dynasty.
Key Vocabulary	Hieroglyph, decipher, Shang Dynasty, oracle bones, civilisation, nobles					