BOLSOVER CHURCH OF ENGLAND JUNIOR SCHOOL

CURRICULUM DOCUMENT: HISTORY

WITH FAITH, HOPE AND LOVE, WE GROW TOGETHER

With Faith, Hope and Love we grow together.

Purpose of Study

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils 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 and the challenges of their time.

Aims

The national curriculum for history aims to ensure that all pupils:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts: understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

National Curriculum Statutory Requirements

EYFS

Early Learning Goal
Children talk about the past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this.

They know about the similarities and differences between themselves and others, and among families, communities and traditions.

YEAR 1 / YEAR 2

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.

YEAR 3 / YEAR 4 / YEAR 5 / YEAR 6

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 an in-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.

Bolsover Church of England Junior School

History Curriculum Intent

In the heart of a well-known historical community, the children at Bolsover are able to access the knowledge and chronological understanding of both local and national History and relate this to their everyday lives. At Bolsover, we aim to embrace the history of our local past, significant British events and those of the wider world.

By using thematic topic areas, History is portrayed both inside and outside the classroom through meaningful pupil-inspired activities. Our aspirations are to embrace our pupils' historic knowledge of their local surroundings to progress their understanding of the world they live in. Pupils appreciate the history that is on their doorstep, as well as that outside Bolsover.

Children can reinforce their skills from most other subject areas alongside History itself - for example; creating timelines and highlighting connections, determining family trees and looking at traditional arts. Educational visits to places such as Creswell Crags, Hardwick Hall and their very own Bolsover Castle increases the pupils' motivation and drive to succeed in their learning. Pupils will be inspired to think critically, ask perceptive questions and research sufficient evidence to further their understanding of our historical past. We promote pupils' SMSC development through History by promoting an understanding and appreciation of the wide range of cultural influences that have shaped their heritage and that of others. Our History curriculum develops pupils' understanding of chronology, investigate and interpret past events as well as communicate historically.

History Curriculum Overview

** This History Curriculum Overview shows where the programmes of study for History are taught. Throughout the year, other key historical concepts, such as significant others can be seen in the Concepts Overview.*

	Bolsover Infant and Nursery School			Bolsover Church of England Junior School				The Bolsover School
	EYFS	**YEAR 1**	**YEAR 2**	**YEAR 3**	**YEAR 4**	**YEAR 5**	**YEAR 6**	**YEAR 7**
Autumn 1		-	**What is on my way home?** *Remembrance Day and Bonfire Night*	**Mighty metals** -	**Burps, Bottom and Bile** -	**Scream machine** -	**Blood Heart** -	**300 Minutes – Pirates Anglo-Saxons and Norman England** *Myths and facts - Pirates. Life in Anglo - Saxon times 1066. Norman Invasion. Life in Norman England. Chronology. Cause and consequence.*
Autumn 2		-	-	**Tribal Tales** *Changes in Britain from the Stone Age to the Iron Age* *Contribution to pupil's cultural capital: visit to Castleton – hill fort, stone age to iron age workshop. Weston park museum bronze age workshop.*	**I Am Warrior** *The Roman Empire and its impact on Britain* *Contribution to pupil's cultural capital: Romans workshop from an external visitor.*	**Pharaohs and Mummies** *The achievements of the earliest Civilisations- Ancient Egypt* *Contribution to pupil's cultural capital: Ancient Egyptian drama workshop, Ancient Egyptian museum, Weston park museum Egyptians workshop.*	**Crime and Punishment** *A study of an aspect or theme in British History beyond 1066* *Contribution to pupil's cultural capital: Victorian classroom.*	**Anglo-Saxon and Norman England** *Life in Norman England. Feudal system, castles, changes. Mansa Musa. Knowledge and understanding Cause and consequence*
Spring 1		**Around the World In 80 School Days** *Homes in the past*	**Is it good to be me?** *Florence Nightingale*	**Terrible Tremors** -	**Road trip USA** -	**Stargazers** -	**Frozen Kingdom** -	**Religion in Medieval England Problems of Medieval Monarchs** *Thomas Becket. Martin Luther. Peasants' revolt. Silk Roads. Reformation. Cause and consequence. Source based analysis.*
Spring 2		-	-	**Predator** -	**Blue Abyss** -	**Alchemy island** -	**Darwin's Delights** -	**Challenges to the Catholic Church** *Reformation. Mary I. Spanish Armada. Gunpowder Plot. Black Tudors. Change and continuity*
Summer 1		**Toy Story** *Toys in the past*	-	**Gods and Mortals** *Ancient Greece: A study of Greek life and achievements and their influence on the western world* *Contribution to pupil's cultural capital: Weston park museum ancient Greeks workshop, external visitor to deliver a workshop.*	**Traders and Raiders** *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* *Contribution to pupil's cultural capital: Weston park museum angli-saxons workshop, Anglo-Saxons and Vikings workshop from an external visitor. .*	**Bolsover's Heritage** *A local History Study* *Contribution to pupil's cultural capital: visit to Bolsover Castel*	**Hola Mexico** *A non-European society that provides contrasts with British History* *Contribution to pupil's cultural capital: Maya workshop.*	**Changing Ideas** *Civil war and Restoration. Great Plague. Great Fire of London. Enlightenment. Cause and consequence. Source analysis.*
Summer 2		**What is beyond our world?** *Space history*	**Where does all the plastic come from?** *Compare and contrast the seaside past and present.*	**Flow** -	**Powerful potions** -	**Bolsover: Blossom and Bloom** -	**Tomorrow's world** -	**Georgian Period** *Judgement and evaluation. Parliament under George I and II. George III. Impact of the Georgians. Bolsover castle. Change and continuity*

Key Curriculum Learning: Knowledge Progression

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Know that they can do more things independently as they grow. Know that routines change during the day. Know that the seasons bring changes in events and in routines. Know that these changes in time have an impact on what they can do, what they wear and the things that they celebrate. Know that time passes in a sequential order. Know that time changes us all Know that time changes the world around us. Know that we need to change what we do and what we wear in response to the passage of time. Know that events and celebrations take place at specific points of the year. Know that there is key vocabulary associated with the passage of time.	**Around the World In 80 School Days** Talk about significant historical events, people and places in my own locality. What were homes like a long time ago?' Identifying features of homes now and in the past. Know about household objects and how they have changed. Making comparisons between now and in the past. Explore changes in living memory	**What is on my way home?** Talk about events beyond living memory that are significant nationally or globally. Remembrance Day and Bonfire Night Understanding events from the past. Understanding why we commemorate Remembrance Day today and the significance of Bonfire Night. Understanding what symbols people use to commemorate Remembrance Day and why they are significant.	**Autumn 2:** **Stone Age to the Iron age: Tribal Tales** ***Key Concepts:* Society and civilisation** Key question: When would you rather have lived the Stone age, Bronze age or Iron age? L1: Who was Stone Age man? ***Key Concepts:* Time and timelines – BC/AD** Using artefacts and images to start to unpick the stone age. Explore the key word – prehistory and start a timeline for the stone age. Word of the lesson: Palaeolithic L2: How did man survive in the Stone Age? ***Key Concepts:* *Settlements/Settlers*** Explore the role of hunter gathers, why did the live in certain places eg- near a river and hunting areas. Word of the lesson: Mesolithic L3: How did we move on from the Stone Age? Explore the concept of bronze and why it is better than stone. Add the bronze age to the timeline. Word of the lesson: Neolithic L4: How did life change from the stone age to the Bronze Age? Farming developments, tools and settlements. Word of the lesson: settlement L5: How did iron improve life for man? Explore the role of iron and its benefits on life (tools and farming) and how we still use it today. Complete timeline adding in the iron age. Word of the lesson: hunter L6: When would you rather have lived? ***Key Concepts:* Legacy** Children to explain which age they would have rather lived in and why using information about hunting, farming, tools and settlements. Word of the lesson: prehistory	**Autumn 2:** **The Roman Empire: I am Warrior** ***Key Concepts:* Society and civilisation** Key question: Would you have welcomed the Romans? L1: Why did the Romans invade Britain? ***Key Concepts:* Time and timelines – BC/AD** ***Key Concepts:* Power and Hierarch** Investigate where, how and when the Romans invaded. Explore reasons for wanting to take control of Britain. Word of the lesson: invade L2: What kind of men could join the Roman army? Research the requirements for joining the Roman army. Explore the armour and weapons. Create a job advertisement to persuade men to join the Roman army. Word of the lesson: legion L3: Who was Boudicca and why do we remember her? Retell the narrative of the Iceni and what Boudicca did when her husband died. Create a storyboard to retell the events. Word of the lesson: rebellion L4: How were the Romans different from the native Celts? ***Key Concepts:* Government, Suffrage and Democracy** Explore the life of an average Roman and Celt – identify any similarities and differences between the two. Word of the lesson: native L5: How did the Romans improve Britain? ***Key Concepts:* Legacy** Children to discover what the Romans did to help develop Britain and how it may still impact today's society. Roads, aqueduct, towns, religion. Word of the lesson: aqueduct L6: Would you have welcomed the Romans? Children to explain using the knowledge they have acquired over the first 5 lessons if they would have welcomed the Romans or not using information about the invasion, the native Celts and how they changed Britain. Word of the lesson: conquer	**Autumn 2:** **Ancient Egypt: Pharaohs and Mummies** ***Key Concepts:* Society and civilisation** Key question: Who were the Ancient Egyptians? ***Key Concepts: Settlements/Settlers*** L1: Who were the Ancient Egyptians? ***Key Concepts:* Government, Suffrage and Democracy** ***Key Concepts:* Power and Hierarch** Using artefacts can the children use these to predict what life was like during the Ancient Egyptian era? Go through the artefacts explaining what they were really for and see if the children's predictions were correct. Explore the difference between the wealthy and poor. Word of the lesson: pharaoh L2: When did the Ancient Egyptians live? ***Key Concepts:* Time and timelines – BC/AD** Explore when the Ancient Egyptian era was and compare this to the ancient Greeks that children covered in year 3 and other historical time periods. Plot periods on a timeline. Word of the lesson: sarcophagus L3: Why do we have pyramids? ***Key Concepts:* Power and Hierarch** Investigate who the pyramids were built for and why they were built. Explore the 4 types of pyramid (mastaba, step pyramid, bent pyramid, true pyramid) Word of the lesson: pyramid L4 How did the Egyptians enter the afterlife? Explore the role of mummification and the process people go through in order to reach the afterlife. Word of the lesson: mummification L5: Who did the Ancient Egyptians worship? ***Key Concepts:* Religion** Explore the role of the different gods and goddesses the Ancient Egyptians worshiped and what they worshiped them for. Look at reoccurring themes eg. The use of animals. Can children use their knowledge to design their own god or goddess the Egyptians could have worshiped? Word of the lesson: beliefs L6: How was the Ancient Egyptian language discovered?	**Autumn 2:** **Victorians: Crime and Punishemtn** ***Key Concepts:* Society and civilisation** Key question: How cruel were the Victorians L1: Were these Victorians cruel? ***Key Concepts:* Time and timelines – BC/AD** Comparing where the Victorians fit in History taught so far. Stone age to iron age, romans, Anglo Saxons and Vikings, Tudors (including William Cavendish.) Explore a range or Victorian punishments – hard labour, crank, treadmill, prison, cane Word of the lesson: Punishment L2: What is the popular view of Victorian crime and punishment? ***Key Concepts:* Government, Suffrage and Democracy** Explore the common view of punishment in Victorian England, annotate the quotes with common facts about the common views. Word of the lesson: interpretation L3: How were criminals caught? Discuss how criminals are/were caught. Discuss the bow street runners and bobbies. Word of the lesson: inequality L4: Did all Victorians think the same way about crime and punishment? Look at the life and work of Elizabeth Fry. How did her view differ from the majority? Look at Dr Barnardo and Lord Shaftsbury. Compare their view to the popular view. Word of the lesson: ideology L5: How are modern day punishments different to Victorian punishments? ***Key Concepts: Settlements/Settlers*** Compare punishments today with Victorian punishments, look for similarities and differences. Explore change over time. Word of the lesson: developing L6: Were the Victorians cruel? ***Key Concepts:* Legacy** Explore the children's final views of the question. Create a poster/presentation to answer the final question drawing upon prior learning. Word of the lesson: retrospect

					Children to explore the uncovering of the Rosetta stone and understand the achievements of the Egyptian code. Can children decipher Ancient Egyptian hieroglyphs found in a tomb? Look at Ancient Egyptian hieroglyphs and what each symbol represents. Word of the lesson: scribe L7: Who were the Ancient Egyptians? ***Key Concepts:* Legacy** Children are to present their knowledge of the Ancient Egyptians. This could be via PowerPoint, a booklet, display board, etc. Word of the lesson: Egyptologist ***Key Concepts: Settlements/Settlers*** Covered in geography with settlement being near the River Nile*	
	How are our toys different from those in the past? Key Questions: What are our toys like? What were our parents/grandparents toys like? How do we know toys are old? How can we find out about the past? **What is beyond our world?** Space History The first man on the moon! Understanding the history of space explorers. Looking at some of the key events in space travel.	**Is it good to be me?** Talk about the lives of significant individuals in the past who have contributed to national and international achievements. Florence Nightingale Investigating the life of Florence Nightingale and how she changed hospitals. Understanding the differences between nursing then and today. Lives of historical figures – A comparison of Mary Seacole and Florence Nightingale. **Where does all the plastic come from?** Compare and contrast the seaside past and present.	**Summer 1:** **Ancient Greece: Gods and Mortals** ***Key Concepts:* Society and civilisation** ***Key Concepts:* Religion** Key question: What is the legacy of the Ancient Greeks? L1: Who were the Ancient Greeks? ***Key Concepts:* Time and timelines – BC/AD** Explore a timeline of the Ancient Greeks. Look at the similarities and difference of the Athenians and Spartans: how they were ruled, the roles of men and women, life for children. Word of the lesson: legacy L2: What do artefacts tell us life was like in Ancient Greece? ***Key Concepts:* *Gods*** To use photographs and record observations. Ask: what is the object, what might it have been used for, what does it tell us about Ancient Greek life. Word of the lesson: mythology L3: What can we learn from our language about Ancient Greece? Watch BBC Bitesize website: CLIP What did the Greeks do for us? https://www.bbc.com/bitesize/clips/z9kmhv4 Discuss the importance of reading and writing. Look at the Greek alphabet and how each letter is pronounced. Look at similarities and differences. Explore where the word alphabet comes from using the Greek alphabet. Look at Ancient Greek prefixes and suffixes and use these to identify words we use today with an Ancient Greek origin. Word of the lesson: Alphabet	**Summer 1:** **Anglo Saxons and Vikings: traders and raiders** ***Key Concepts:* Society and civilisation** Key question: Would you rather have been an Anglo-Saxon or Viking? L1: Why did the Anglo Saxons Invade and chose to settle in Britain? ***Key Concepts:* Time and timelines – BC/AD** ***Key Concepts:* Power and Hierarch** ***Key Concepts: Settlements/Settlers*** Explore who the Anglo-Saxons were and where they came from. Research what Britain had to offer them and why they chose to settle there. Start a class timeline. Word of the lesson: Scandinavian L2: What was life in an Anglo Saxon village? Look at an image of an Anglo-Saxon settlement. Can children annotate the village with its key areas and why they chose to settle in specific locations? Word of the lesson: village L3: Who were the Vikings and why they invaded Britain. ***Key Concepts:* Time and timelines – BC/AD** ***Key Concepts:* *Invasion and Invaders*** Investigate the Viking invasion of Britain and why the wanted to invade Britain. Explore what life as a Viking would have been like. Add this into the class timeline. Word of the lesson: Norse L4: What was life like as a Viking? ***Key Concepts: Settlements/Settlers*** ***Key Concepts:* Religion**	**Summer 1:** **Bolsover's Heritage** ***Key Concepts:* Society and civilisation** Key question: Why is Bolsover Castle important to our local area? L1: When did the Tudor and Stuarts reign? ***Key Concepts:* Time and timelines – BC/AD** Comparing where the Tudors and Stuarts fit in History taught so far. Stone age to iron age, Romans, Anglo Saxons and Vikings. Unpick the Tudor and Stuart period and Bess creating a timeline of key events. Word of the lesson: reign L2: Why is William Cavendish important to us? ***Key Concepts:* Power and Hierarch** Explore who William Cavendish was and why he is important to our locality. Why Bolsover Castle was developed. Word of the lesson: locality L3: How does Bolsover Castle differ from other estates from the same period? Explore Tudor estates in the area and compare them to Bolsover Castle. Word of the lesson: Estate L4: Which role would you rather have in Bolsover Castle and why? ***Key Concepts:* Power and Hierarch** Explore the different jobs you could have had at Bolsover Castle. Research what the different jobs entail. Can the children then explain which job they would have preferred to have and why and	**Summer 1:** **European study: Hola Mexico** ***Key Concepts:* Society and civilisation** Key question: Why should we study the Maya? L1: Where and when did the Maya live? ***Key Concepts:* Time and timelines – BC/AD** ***Key Concepts: Settlements/Settlers*** Place the Maya on a timeline of historical concepts they have already studied. Find where the Maya lived on a map and discuss why they chose to live there. Explore the rainforest environment and wildlife. Look at Maya ruins and artefacts, what do they tell us about their life, why were they considered advanced? Word of the lesson: civilisation L2: What was Maya writing like? Explore Maya emblem glyphs for cities. Children to write their name in Mayan. Explore the Copan stairway and its hieroglyphic text. Look at Stelae stones and create their own. Word of the lesson: stelae L3: How did the Maya tell the time? Discuss the 52 year old calendar round and the long count system. Can children use the calendar to to calculate their birth date. http://www.famsi.org/research/pitts/LosDiasMayasEnglish.pdf Compare the Maya calendar to the present day calendar what are the similarities and what are the differences. Word of the lesson: calendar L4: What numbers did the Maya use in maths? To explore the Maya number system and how numbers are represented.

			L4: How were the Ancient Greeks governed and how is it similar to how we are governed today? ***Key Concepts:*** **Government, Suffrage and Democracy** ***Key Concepts:*** **Power and Hierarch** Refer back to the differences between the Athenians and Spartans. Answer the questions: What is democracy, Who was allowed to vote in Ancient Athens, Who ruled in Ancient Athens. Make a comparison between then and now. Set up a classroom debate and hold a vote to show how democracy works. Word of the lesson: Democracy L5: How have the Olympic games changed since they were first held in Ancient Greece? Look at images of London 2012. Explore the sports that were played, how many countries were involved, how did the games open and close. Explain that the games started in Ancient Greece and why the games were held. Explore games in the original event, can children create a 5-day programme for the Ancient Olympic Games? Word of the lesson: amphitheatre L6: Which is the most important legacy of the Ancient Greeks? ***Key Concepts:*** **Legacy** Reflect of the achievements of the Greeks. Children to pick a legacy: language, democracy and the Olympic games. Then write a paragraph explaining why it was the most important. Finish with a vote to decide the most important. Word of the lesson: philosopher	Use artefacts from the Vikings to make inferences about their life and what it was like to be a Viking. Explore, clothing, settlements, daily life, gods. Word of the lesson: trading L5: Who was more successful in the rivalry between the Anglo-Saxons and the Vikings? ***Key Concepts:*** **Power and Hierarch** Look at how the Anglo-Saxons and Vikings fought. Explore the successes of Alfred the Great and his battles with the Vikings. Word of the lesson: battle L6: Would you rather have been an Anglo-Saxon or Viking? ***Key Concepts:*** **Legacy** Children are to use what they know to write an explanation of who the children would rather have lived life as, an Anglo-Saxon or a Viking. Word of the lesson: Pagan	then which they would have lest liked to have done. Word of the lesson: hierarchy L5: Why is Bolsover Castle significant to our locality? ***Key Concepts:*** **Legacy** With all of the knowledge children have acquired over the last 5 weeks, children are to create a display board to explain why Bolsover Castle is important to our locality. Word of the lesson: influence **Visit to Bolsover Castle:** To use primary sources to consolidate knowledge of the Tudor period.	Can the children solve simple number problems using the Maya number system? Word of the lesson: system L5: Who did the Maya worship? ***Key Concepts:*** **Religion** ***Key Concepts:*** **Power and Hierarch** Research the creation of Maya https://www.youtube.com/watch?v=_1nYh0rumiY Look at the story of the jaguar 'day and night' god and the god of maize. Research why these gods were so important to the Maya. Children to create a story board of the Popul Vuh Word of the lesson: religion L6: How do we know about the Maya? ***Key Concepts:*** **Legacy** Children to look at items that's archaeologists have found that teach us about the Maya. Children to explore disappearance of the Mayas from their major cities can we use what archaeologists found to try and explain why this happened? Use the abandoned sites in the Peten area and theories from historians. http://www.mexicolore.co.uk/maya/home/modern-myths-of-the-ancient-maya Word of the lesson: archaeologist

Range and Depth of Historical Knowledge						
EYFS	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Begin to recognise and describe special times or events for family or friends.	Recognise and describe special times or events for family or friends.	Begin to talk about who was important e.g. in a simple historical account.	With more confidence, talk about who was important e.g. in a simple historical account. **(Au2)**	Know that events, people and ***developments*** are seen as significant because they result in change. **(Au2)**	Identify historically significant people and events in situations. **(Au2. Su1)**	Confidently, I identify historically significant people and events in situations. **(Au2)**
	Know why some people and events are remembered by others: e.g. Royal wedding, Gunpowder plot.	Know that events, and people are seen as significant because they result in change.	Know that events, and people are seen as significant because they result in change. They had consequences for people at and or over time. **(Au2)**	They can explain changes can have consequences for people at and or over time. They can give oral and written explanations of why something is significant. **(Au2. Su1)**	Understands and can explain the reasons why people, events and developments are significant. They may begin to use evidence to support this. **(Au2. Su1)**	Understands and can explain, using evidence the reasons why people, events and developments are significant using sources as evidence. **(Au2)**

Key Learning: Disciplinary Knowledge Progression

	Chronology						
	EYFS	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Language of time	Uses some words and phrases: old, new, young, days, months	Uses words and phrases: old, new, young, days, months	Uses words and phrases such as recently, before, after, now, later.	Can begin to talk about three periods of time **(Au2)**	Uses words and phrases: century, decade, CE/BCE, BC, AD, after, before, during. **(Au2. Su1)**	Describes events using words and phrases such as: century, decade, CE/BCE BC, AD, after, before, during **(Au2. Su1)**	Uses these key periods as reference points: CE/BCE-BC, AD Stone age, iron age, Romans, Anglo-Saxons, Tudors, Victorians and Today. **(Au2. Su1)**
Time periods	Remembers parts of stories and memories about the/their own past	Remembers parts of stories and memories about the/their own past	Uses past and present when telling others about an event.	Can talk about the past in terms of periods **(Au2)**	Can talk about the past in terms of periods and continue to develop understanding of CE and BCE and the meaning of year labels. **(Au2. Su1)**	Uses more sophisticated time markers within, as well as between periods **(Au2. Su1)**	Can make links between three periods in history, comparing, spotting similarities differences. **(Au2)**
Sequencing Historical events	Begins to sequence some events or at least 2 related objects in order	Sequence some events or at least 2 related objects in order	Puts at least 3 people, events or objects in order using a given scale.	Uses timelines to place events in order. **(Au2. Su1)**	Names and places dates of significant events from past on a timeline. **(Au2. Su1)**	Uses timelines to place and sequence local, national and international events. **(Au2, Su1)**	Uses timelines to place events, periods and cultural movements from around the world. **(Au2)**
Changes over Time	Demonstrates an understanding of old and new past and present. Knows that things in the past often look different	To know that things change over time. Recount changes in own life over time.	Can confidently spot major changes from most periods studied when compared with today. What is different? What is the same?	Can talk about the past in terms of periods e.g. stone age, Greeks; and understand there are differences and how things have changed between the two. **(Au2. Su1)**	Confidently, can explain how a specific time period differs from another/today. Begins to look at social cultural differences. **(Au2. Su1)**	Describes main changes in a period in history using words such as: social, religious, political, technological and cultural. **(Au2, Su 1)**	Describes main changes in a period in history using words such as: social, religious, political, technological and cultural using evidence for their choices and reasoning. **(Au2)**

	Interpretations of History						
	EYFS	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
The impact of historical events	Begins to respond to simple questions asking why that happened, within history contexts and across the provision.	Question why things happen and give simple explanations.	Question why things happen and give explanations. Recognise why people did things, why events happened and what happened as a result.	Sees that events have more than one cause and can explain slightly more complex events e.g. larger scale events or to do with actions of groups of people. **(Au2)**	Analysing actions of people in historical settings; focusing only on what one person wanted e.g. why did Caesar make the decision to…? Moves away from simply listing to trying to give a little detail about each cause. **(Au2)**	Identify and give reasons for, results of, historical events, situations, changes. Realises that events usually happen for a combination of reasons, even though there is still some element of listing. Moving from two causes to realising that you need to give several causes to explain some events; Sees causes might be connected in some way. **(Au2. Su1)**	Starts to genuinely explain rather than list causes of key events. May dwell on one cause at expense of others but it is real attempt to explain not just describe. Sees consequences in terms of immediate and longer-term effects and can see that people were affected differently. **(Au2)**

Organise and Communicate Historical Knowledge and Understanding						
EYFS	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Can show understanding through simple oral answers and captions.	Can show understanding through oral answers and simple recording devices such as speech bubbles and annotations. Answers contain some simple period-specific references.	Can write in explanatory mode, rather than descriptive but this tends to be mainly lists or unlinked ideas. Uses some period specific references.	Begins to sustain an answer, providing some supporting evidence. Can use appropriate ways of communicating their understanding including some period specific vocabulary. **(Au2. Su1)**	Able to see two sides of a question and can offer arguments on both sides. Answers are relevant to the question set and include period specific vocabulary. **(Au2. Su1)**	Answers are structured and provide supporting evidence for statements made. Able to see two sides of a question and can offer arguments on both sides. Widespread use of period specific detail to make the work more convincing and authentic. When appropriate sees the need to refer to dates and to see importance of lengths of time. **(Au2. Su1)**	Answers are structured and provide supporting evidence for statements made. Able to see two sides of a question and can offer arguments on both sides. Able to make subtle distinctions within a period being studied, and realizes danger of overgeneralizing. Pupils use provisional and tentative language, to express uncertainty e.g. perhaps, may, might, some people think. **(Au2. Su1)**

	Historical Enquiry						
	EYFS	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
	Answers simple questions about objects or pictures from the past.	Finds answers to simple questions about the past from sources of information (e.g. pictures, artefacts and stories)	Looks carefully at pictures or objects to find information about the past.	Uses printed sources, the internet, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past. **(Au2. Su1)**	Begin to understand the difference between primary and secondary sources of evidence. Uses documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past. **(Au2. Su1)**	Uses documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past. Recognise primary and secondary sources. **(Au2. Su1)**	Identifies and uses different sources of information and artefacts. Evaluates the usefulness and accurateness of different sources of evidence. **(Au2. Su1)**
	Begins to ask simple questions e.g. who could that be? Is it like my life now?	Begins to ask simple questions related to their own past e.g. how have I changed? Is this like my life now? Why?	Asks and answers questions such as: 'what was it like for a ….?', 'what happened in the past?', 'how long ago did …. happen?',	Asks questions such as 'how did people ….? What did people do for ….?' Suggests sources of evidence to use to help answer questions. **(Au2. Su1)**	Confidently asks questions such as 'what was it like for a …… during ……?' Suggests sources of evidence from a selection provided to use to help answer questions. **(Au2. Su1)**	Asks a range of questions about the past. Chooses reliable sources of evidence to answer questions. Select relevant sections of information Realises that there is often not a single answer to historical questions. **(Au2. Su1)**	Asks a range of questions about the past to further understanding and also can form their own opinions about historical events from a range of evidence. **(Au2. Su1)**
			Use a source – observe or handle sources to answer questions about the past on the basis of simple observations.	Observe small details – artefacts, pictures Select and record information relevant to the study Children know that historians and archaeologists use artefacts including objects and evidence in written form to find out about the past. **(Au2. Su1)**	Choose relevant material to present a picture of one aspect of life in time past **(Au2. Su1)**	Use evidence to build up a picture of a past event. **(Au2. Su1)**	Bring knowledge gathered from several sources together in a fluent account. **(Au2. Su1)**

Key Learning: Vocabulary Progression

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Tier 1	Old, new, day, week, month, year, today, yesterday, last week, last month, last year, then, now, a long time ago. Names of days, months and seasons. Language of celebrations	EYFS Vocabulary, plus: Young, date, past, present, memories, fact, fiction, change, sequence, order, compare, similarities, differences, significant, events, artefacts, photographs.	Previous vocabulary, plus: Reference book, early, late, impact, consequence, reliability, source.	**Stone age to Iron Age** Stone age Bronze age Iron age Tribe Tribal Cave Tools Spear Fire Hunter Mammoth Cave paintings Settlement **Ancient Greece** Beliefs Empire Column Tunic Pottery Theatre Slave Nobleman Alphabet Merchant ships Zeus Gods Goddesses Olympics Legacy	**Romans** Emperor Boudicca Gladiator Britannia Roman baths Hadrian's wall Colosseum Fortress Mosaic Toga Soldier Republic Tunic Roads Armour Shield Rebellion Native invade **Anglo Saxons and Vikings** Mercia East Anglia Kent Wessex Village Battles Runes Long boat Battle Helmet Shield Traders Raiders God/goddess	**Pharaohs and Mummies** Pharaoh Tomb Pyramid River Nile Plagues Gods/goddesses Beliefs Desert Valley of the kings Mummy Slaves Afterlife **Tudors** William Cavendish Elizabeth Bolsover Bolsover Castle Kings Queens Reign Court Peasants Locality Influence Estate Legacy	**Victorians** Victorian Reign era Factory Penny Shilling Child labour Workhouse Cotton mill Poor/rich Toys Servants Cane Inventions Developments Crime Punishment Inequality Developing Prison **Mayans** Maya Maize Gods Pyramid Calendar King Worrier Priest Mathematics Number system Time System

Tier 2				**Stone Age to Iron Age** Prehistoric Skara Brae Stonehenge Hunter-gatherers Flints Fur pelt Roundhouse Nomad **Ancient Greece** Democracy Mount Olympus Alexander the great Mythology Parthenon Chilton	**Romans** Centurion Londinium Senate Legionary Chariot Conquer **Anglo Saxons and Vikings** Northumbria Alfred the Great Wattle-and-daub Thatch Conquer Settlement Norse legends	**Pharaohs and Mummies** Hieroglyphs Scribe Papyrus Scarab Sphinx Sickle Canopic jars Cleopatra **Tudors** -	**Victorians** Monarchy Revolution Poverty Interpretation **Mayans** Stelae Religion
Tier 3				**Stone Age to Iron Age** Palaeolithic Mesolithic Neolithic Homo sapiens **Ancient Greece** Philosopher Hippocrates Amphitheatre	**Romans** Romanisation Aqueduct Amphitheatre **Anglo Saxons and Vikings** Lindisfarne Scandinavian Valhalla Pagan	**Pharaohs and Mummies** Sarcophagus Tutankhamun Mummification Egyptologist **Tudors** Hierarchy	**Victorians** Sovereign Pauper Industrial Retrospect Ideology **Mayans** Civilisation Hieroglyphs Sacrifice Archaeologist

Key Concepts

The History curriculum is spiral in nature. Links across the curriculum are shown in the following ways:

History Units from Year 3 to Year 6 are divided into 5 main categories with Ancient Civilisations and British History mostly building up chronologically. This allows for concepts and knowledge of different time periods to be built up systematically over time. We also cover, Local, Regional, National and international History.

Reported in this is what the children cover during their time at Bolsover Infant and Nursery School.

Personal/Local	Significant People	Significant Events	Ancient Civilisations	British History

	Personal/Local	Significant People	Significant Events	Ancient Civilisations	British History
FS1	All about me				
FS1			Celebrations -Personal		
FS1					Toys – Old and New past and present or clothes and seasons
FS2	All About me and my family(extended)				
FS2		People who help us	Celebrations -Religious		
FS2					Seaside over time: Old and New Past/Present
Y1	Personal history Within our parents/grandparents lifetime				
Y1			The Gunpowder Plot		
Y1		Kings and Queens	The Great Fire of London		
Y2	Y2.1 Local History people, places, buildings				
Y2			Remembrance Day		
Y2		Joe Lidster (local person) John Rudkin (local person)			

Concepts Overview

Reported below is what the children cover during their time at Bolsover Church of England Junior School.

Personal/Local History	Significant People	Significant Events	Ancient Civilisations	British History

	Personal/Local	Significant People	Significant Events	Ancient Civilisations	British History
Year 3		Greek gods and goddesses		Greeks	British stone age to iron age
Year 4		Roman Caesars Boudicca Alexander the great Edward the confessor	Invasion of the Romans Invasion of the Anglo Saxons and Vikings		Developments through the Romans, Anglo Saxons and Vikings
Year 5	Local history study - Tudors	Tutankhamun Cleopatra Bess of Hardwick		Egyptians	Tudor/Elizabethan Hardwick
Year 6		Richard Arkwright		Mayans	Victorians

The concepts addressed within each unit at Bolsover Infant and Nursery School and at Bolsover Church of England Junior School are also built up within and across year groups as shown below:

Concepts:

Key Concept	Society and civilisation (what is life like?) Cultural, Religious and Social	Government Suffrage and Democracy	Legacy (Cultural) Significance	Power and Hierarch: Rulers Monarchy	Settlement Settlers	Freedom Oppression Persecution Slavery	Time and timelines – BC/AD	Religion	Additional Concept These are not covered every year but are built upon in KS3	Invasion / invaders	Equality (economic)
FS1	X										
FS2	X		X	X			X	X			
Y1	X	X	X	X		X					
Y2	X		X			X					
Y3	X	X	X	X	X	X	X	X			
Y4	X	X	X	X	X	X	X	X		X (Romans/ Anglo-Saxons and Vikings)	
Y5	X	X	X	X	X	X	X	X			X Tudors
Y6	X	X	X	X	X	X	X	X			X Victorians

Concepts

Concepts	Similarities and differences	Change and Continuity	Cause and Consequence	*Historical interpretation*	Historical evidence and perspectives
FS1	X	X			
FS2	X	X			
1	X	X			
2	X	X	X		
3	X	X	X	X	
4	X	X	X	X	
5	X	X	X	X	X
6	X	X	X	X	X