

Boroughbridge Primary School Curriculum Statement for History

| Intent | Implementation | Impact |
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| What will take place before teaching in the classroom? | What will look like in the classroom? | How will be the outcome? |
| <p>The school's senior leadership team will support the subject leader and class teachers to ensure:</p> <ul style="list-style-type: none"> ➤ All colleagues understand and articulate the expectations of the curriculum ➤ Our History curriculum offers an appropriate progression of knowledge, skills and vocabulary is in place which supports pupils learning year on year in knowing more and remembering more as Historians. ➤ All pupils are supported to be the best Historians they can be, and challenge teachers to support struggling Historians and extend more competent ones. ➤ That resources are appropriate, of high enough quality and are plentiful so that all pupils have the correct tools and materials. ➤ Every child has an understanding of the history of the UK and the wider world, from ancient civilisations, to events beyond 1066. Every child can put events in chronological order and understand the links between cause and effect in different historical event | <p>Our teaching sequence:</p> <ul style="list-style-type: none"> ➤ Big picture: Placing of the History being studied in the chronological context of previous learning, using the class timeline. ➤ The children experience a 'launch' activity to engage and inspire. Throughout the topic they work towards a 'landing' which will give the topic context and purpose. ➤ Conduct Historical enquiry using a variety of sources and / or artefacts making use of local primary sources as much as possible. ➤ Interpret their findings. ➤ Communicate their historical knowledge and understanding appropriately. ➤ Evaluate their learning and compare with other historical periods studied as appropriate. ➤ Each lesson includes a review where we Revisit previous skills and learning including class timeline. ➤ Specifies key vocabulary to be used and its meaning. ➤ Pupils will have access to challenging selections of texts, both non-fiction and fiction, accessible throughout learning to develop wider understanding and underpin reading skills. ➤ Will provide opportunities for children to work as an individual or collaborate with others and support development of successful collaborative work. | <p>Monitoring including Pupil Voice will evidence:</p> <p>By the time they leave primary school, children will have knowledge about the history of Britain and the wider world and have a coherent understanding of historical concepts and historical enquiry. Children will be able to use history to understand the world and society today and make links to British values.</p> <ul style="list-style-type: none"> ➤ A varied and engaging curriculum which develops a range of historical skills. ➤ Clear progression of skills in line with expectations set out in the progression grids. ➤ That pupils, over time, develop a range of skills and techniques across all of the areas of the historical curriculum. ➤ A progression of understanding, with appropriate vocabulary which supports and extends understanding. ➤ Confidence in discussing historical periods and the similarities and differences etc their own work and identifying their own strengths and areas for development. ➤ Displays will celebrate success and evidence progression of skills throughout school. ➤ Monitoring activities will ensure improvement in standards and high expectations. |

| Boroughbridge Primary School and Nursery Knowledge Progression for History | | | | |
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| EYFS | | | | |
| Nursery | | Reception | | |
| | Children at the expected level of development will: *Talk about the lives of the people around them and their roles in society. *Know some similarities and difference between things in the past and now, drawing on their experiences and what is being read in class. *Understand the past through settings, characters and events encountered in books, read in class and story-telling. | | | |
| | EYFS sets the foundation for history throughout the school. Enabling the children to discuss the past using key vocabulary including; now, then, soon, later, before, yesterday, today and tomorrow. The use of books and reading is key, enabling the children to learn about change over time, similarities and differences and understand the past through ideas encountered in stories. Key topics in EYFS including 'All about me' enable the children to discuss changes since they were born and special events in their lives. Throughout topics the children are exposed to a variety of careers and learn about these roles in society. | | | |
| | Government | Society | Cultural | Trade |
| | The role of a king/queen in stories. Their title being a monarch. Examples of monarchs linked to anniversaries and events marked such as bonfire night. The UK still having a reigning monarch today and how they are similar/different to a monarch in the story. | The varied characters in stories including their roles in society and the 'power' they have. Looking at the different roles people have in our society today. | Looking at the local Church - What is it? Where is it? What is it used for? When was it built? Are there others? Festivals and celebrations in their lives. | The role of money and concept of shops. The idea of how our food gets to our plates and where it comes from. |
| Year 1 | | | | |
| Chronological knowledge | | Five finger facts | | Substantive Concepts |
| How have people like Florence Nightingale helped to make the world a better place? | | | | |
| Year 1 | Children should understand that this is beyond living memory. She was born in 1820 and died in 1910. The Crimean war started in 1853. | <ul style="list-style-type: none"> I know Florence Nightingale and <i>Mary Seacole</i> were nurses. I know she helped soldiers in the war. I know Florence Nightingale was known as the lady of the lamp. I know Florence Nightingale made hospitals cleaner and better. I know Florence Nightingale opened her own nursing school. | Florence Nightingale Nurse Soldier War Injured | Society The role both nurses held in that society. |

| Why did the great fire of London start? | | | | | |
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| Year 1 | | <p>Children should understand that this is beyond living memory.</p> <p>2 September 1666 - A fire broke out in a bakery on Pudding Lane in London a little after midnight, and eventually spread across most of the city.</p> <p>6 September 1666 - The very last fire was extinguished early in the morning by a crew led by Samuel Pepys.</p> <p>27 October 1666 - Robert Hubert was hanged at Tyburn for starting the fire – he confessed that he did this, but it later turned out that he was innocent and that the fire was an accident.</p> | <ul style="list-style-type: none"> • The fire started in a Bakery in pudding lane. • The fire spread quickly because the houses were made from straw and wood and were built so close together. • A man called Thomas Farynor started the fire. • The fire started on the 2nd September 1666 and lasted for five days. • St Pauls Cathedral was burnt down. | <p>London Firefighter fire brigade escape Pudding Lane Samuel Pepys River Thames Stuarts leather buckets King Charles II fire chain drought bakery</p> | <p>Government The role of King Charles II in organising the response and rebuilding of London. He was the only one who had the authority to pull down streets and houses (not the mayor). Compare that with the role of Queen Elizabeth today.</p> <p>Society The varied impact the fire had on different groups. The wealthier residents lived in areas that were relatively unaffected by comparison. The ability to access a boat or cart to remove their goods from homes.</p> |
| What has changed since my Grandparents were young? | | | | | |
| Year 1 | | <p>Children should understand that these changes have happened within living memory.</p> <p>I know that my grandparents went to school about 60 years ago.</p> | <ul style="list-style-type: none"> • I know that the toys my grandparents played with were different to my own. • I can name some of the toys my grandparents played with. • I can organise a number of artefacts by age. • I know how television programmes have changed from when my grandparents were younger. • I know the main differences between when my grandparents went to school and my school now. | <p>Blackboard, Chalk, Nit nurse, Inkwell, Pen and nib, Skipping, Marbles, Snakes and ladders, Ludo.</p> | <p>Trade The demographic changes to available goods.</p> |
| Year 2 | | | | | |

| | | Chronological knowledge | Five finger facts | Vocabulary | Substantive Concepts |
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| | | How have people like Rosa Parks helped to make the world a better place? | | | |
| Year 2 | | <p>Children should understand that Rosa Parks was a significant individual within living memory. She refused to give up her seat in 1955 when the children's grandparents would have been alive.</p> <p>1st December 1955: Rosa Parks refused to give up her set to a white man on a bus. 1964: Segregation ended in the USA. 1994: Apartheid in South Africa ended (after most of their Mums and Dads were born).</p> | <ul style="list-style-type: none"> • I know that in the past, black people were treated differently. • I know that Rosa Parks fought for black and white people to be treated the same. • I know that Rosa Parks refused to give up her seat on the bus for a white person. • I know that Rosa Park's actions brought about change in people's views. • I know that history has changed since 1955 and that everyone should be treated equally. | Rosa Parks Racism Equality Refuse Segregation | <p>Society The Rosa Parks and Emily Davidson held in that society. The way in which they were treated because of societal beliefs.</p> <p>Cultural The way religion and the Church was part of this time period.</p> |
| | | Why was the first flight so important? | | | |
| Year 2 | | <p>Children should understand that this is beyond living memory.</p> <p>December 17, 1903 – first flight</p> <p>1910 – first female pilot to fly.</p> | <ul style="list-style-type: none"> • In December 1903 the first flight was happened. • It was a plane called a Wright Flyer and it lasted only 12 seconds. • This flight happened in North Carolina. • This changed the world through making powered flight possible. • This flight began the process which allowed people to travel further and faster. | Wright Flyer Aircraft | <p>Trade Paved the way for modern transportation of goods. it</p> <p>Culture This was a big step in advancement for the world and changed the culture of travel massively in the long term. This also links to WWII and how planes were weaponised.</p> |
| | | How has transport changed over the years? | | | |

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| Year 2 | | Children should understand that this is within living memory. | | | Trade Culture Society Government |
| | Local History – Devils Arrows | | | | |
| Year 2 | | <p>Children should understand that this is beyond living memory.</p> <p>Children should begin to use the term prehistoric and understand this means before written records.</p> | <ul style="list-style-type: none"> • I know that the Devil’s arrows are four standing stones. • I know that the Devil’s arrows are prehistoric (very old). • I know that some people used to think they were 5 stones. • I know that story behind their name. • I can describe what they mean. | Devil’s arrows Boroughbridge Prehistoric Standing stones | Cultural Looking at local history and what cultural meaning the stone had/have. |

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| | Year 3 | | | |
| | Chronological knowledge | Essential Knowledge | Vocabulary | Substantive Concepts |
| | Who first lived in Briton? | | | |

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| <p style="text-align: center;">Year 3</p> | <p>Using the large class timeline, the children should begin to link new and existing knowledge and develop a chronological understanding.</p> <p>3,000 BC - New Stone Age begins: farming people arrive from Europe. First stone circles erected.</p> <p>2,100 BC Bronze Age begins</p> <p>2,000 BC Stonehenge completed</p> <p>750 BC Iron Age began. Iron replaces bronze as most useful metal.</p> | <p>I know that Stone Age period is said to have started around 3 million years ago when humans started to live in Europe.</p> <p>I know how Britain changed between the beginning of the stone age and the iron age.</p> <p>I know the main differences between the stone, bronze and iron ages.</p> <p>I know what is meant by 'hunter-gatherers'.</p> <p><i>I know that the reconstruction of the 'Cheddar Gorge Man' suggests that he may have had black hair and skin and blue eyes.</i></p> | <p>Stone, Bronze and Iron Age, Archaeologists, Artefacts, Neolithic, BC, Tribal, Hunter-gatherers, Shelter, Civilization, Settlement, Prey, Star Carr, Bronze/Iron Roundhouse.</p> | <p>Government Consider societal change as an important change from Neolithic onwards. Iron age tribes and their monarch leaders.</p> <p>Society It is hard to define exactly when society begins so it can vary depending on the definition used. Lived in small groups as nomadic hunter-gatherers. Settlement and agriculture meant societies increased in society and complexity.</p> |
| <p>Overview of all ancient civilisations and a focus on – How can we recreate the wonder of Ancient Egypt?</p> | | | | |

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| Year 3 | <p>Using the large class timeline, the children should begin to link new and existing knowledge and develop a chronological understanding.</p> <p>3100BC – People began to settle in the area of Ancient Egypt.</p> <p>2700BC – The first pyramid structure of ‘Saqqara’ was built for Pharaoh Djoser.</p> <p>2250BC – The Great Pyramid of Giza was built.</p> <p>332BC – Greek leader, Alexander, successfully conquered Egypt, where he ruled until his death.</p> | <ul style="list-style-type: none"> • I know what the Ancient Egyptians believed and how we know that. • I can describe how beliefs in Ancient Egypt were different from today. • I know how religion affected life in Ancient Egypt. • I know how civilisation adapted to the needs of Egyptian life. • I know that the Egyptians were the first civilization to invent writing. • I know that Tutankhamen was known as the boy king, and was famous because his tomb was found in 1922. • I know that Cleopatra was the last pharaoh of Egypt before the Romans took over. | <p>Pharaoh, Scarab, Amulet, Canopic jar, Sarcophagus, Tomb, Afterlife, Hieroglyphics, Mummification, Rosetta Stone, Archaeologist, Pyramid, Scribe, Papyrus, Scarab.</p> | <p>Government All the ancient civilisations had a monarchy government structure. The role of Pharaoh in society and religious aspects. Link between the monarch and the gods. Bureaucracy to support the administration of a complex society (harvest, taxation, etc).</p> <p>Society Hierarchical structure headed by the monarch (Pharaoh). Educated groups such as the priest and scribal class held power. Majority of society illiterate. Slave and labourers at the bottom of the hierarchy.</p> <p>Cultural Devoutly religious.</p> |
| | Year 4 | | | |
| | Chronological knowledge | Essential Knowledge | Vocabulary | Substantive Concepts |
| Why were the Romans so powerful and what did we learn from them? | | | | |

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| Year 4 | <p>Using the large class timeline, the children should begin to link new and existing knowledge and develop a chronological understanding.</p> <p>43 AD - Romans invade and Britain becomes part of the Roman Empire 61 AD - Boudicca leads the Iceni in revolt against the Romans 70 AD - Romans conquer Wales and the North 122 – 128 AD - Emperor Hadrian builds a wall on the Scottish Border 140 AD - Romans conquer Scotland 401 – 410 AD - The Romans withdraw from Britain: Anglo Saxons migrants begin to Settle</p> | <p>I know how the lives of wealthy people were different from the lives of poorer people during this time.</p> <p>I know how Britain changed from the iron age to the end of the Roman occupation.</p> <p>I know how the Roman occupation of Britain helped to advance British society.</p> <p>I know how there was resistance to the Roman occupation and know about Boudicca.</p> <p>I know about at least one famous Roman emperor.</p> <p><i>I know that Roman Britain was diverse including that Emperor Severus from Libya died in York and the first recorded African community in Britain was a fort in Burgh by Sands.</i></p> <p><i>I can consider the evidence that Professor Mary Beard shared about the following video.</i> https://www.youtube.com/watch?v=nN_x9o8MV1o</p> | <p>Empire, Aqueduct, Centurion, Emperor, Boudicca, Chariot, Invasion, Occupation, Society, Wealthy, Poor, Iron Age.</p> | <p>Government The republic becoming an empire. The role of the senate. The emperor as a monarch. Administration by governors across empire.</p> <p>Society Hierarchical structure headed by the monarch (Emperor). Being a citizen brought advantages and rights. Majority of society illiterate. Diverse society with migration within and across the empire.</p> <p>Cultural Devoutly religious.</p> |
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Local history study – Why was Aldborough so important to the Romans?

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| Year 4 | <p>Using the large class timeline, the children should begin to link new and existing knowledge and develop a chronological understanding.</p> <p>AD 70 - Yorkshire and the north of England was conquered by the Romans.</p> <p>AD 71 - York became a key strategic base for the Romans as a legendary fortress.</p> <p>AD 78 - The Romans began to use their main road into Scotland now known as Dere Street.</p> <p>AD 120 – AD 400 - Isurium Brigantum (Aldborough Roman town) became the civilian ‘capital’ of an extensive region of north Britain.</p> <p>AD 800 – 1000 - During the Anglo-Saxon period Isurium Brigantum was a burgh (an Anglo-Saxon town) and gained the name Aldborough from ‘old borough’.</p> | <ul style="list-style-type: none"> • I know that the Roman name for Aldborough was Isurium Brigantum. • I know that Aldborough was strategically founded on the Roman road network and the highest navigable point on the river Ure, the town was a vital point of communication, administration and trade the Roman north. • I know that Dere Street linked Eboracum to the Roman site of Aldborough. • I know that during the Anglo-Saxon period Isurium Brigantum was a burgh (an Anglo-Saxon town) and gained the name Aldborough from ‘old borough’. • I know how the Roman presence in Aldborough impacted the local area and can give 3 examples. • <i>I know about the Ivory Bangle Lady and her high status in Roman York.</i> (https://www.yorkshiremuseum.org.uk/collections/collections-highlights/ivory-bangle-lady/) | <p>Archaeologist, Roman, Aldborough, Isurium Brigantum, Sources, Chronological, Strategic, Trade, Communication, River Ure, Hadrian’s Wall, Eboracum, Settlement, Administration.</p> | <p>Trade Aldborough was a strategic place for trade.</p> <p>Government/Cultural/Society As in Roman topic but linked closely to locality.</p> |
| Year 5 | | | | |
| | Chronological knowledge | Five finger facts | Vocabulary | Substantive Concepts |
| Who were the Anglo-Saxons and the Scots? | | | | |

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| <p style="text-align: center;">Year 5</p> | <p>Using the large class timeline, the children should be able to link new and existing knowledge and have an increasingly secure chronological understanding.</p> <p>350 AD Anglo-Saxons raid English settlements and are beaten back by the Romans</p> <p>410 AD Romans Leave England and English shores are unprotected</p> <p>449 – 550 AD Arrival of Jutes from Jutland, Angles from South of Denmark and Saxons from Germany.</p> <p>556 AD Seven kingdoms are created across Britain</p> <p>597 AD St Augustine brings Christianity to Britain from Rome and becomes Archbishop of Canterbury.</p> | <p>The Anglo-Saxons were made up of three tribes: the Angles; Saxons; and Jutes. The Jutes came from Jutland, the Angles from South of Denmark and the Saxons from Germany.</p> <p>They came to Britain from across the North Sea in the middle of the 5th Century.</p> <p>For a long time, England was not one country. Anglo-Saxon kings ruled seven kingdoms across the land. Boroughbridge would have been in the kingdom called Northumbria.</p> <p>The Scots invaded from Northern Ireland to the north of Britain which is now known as Scotland.</p> <p>The Picts and Scots were strong fighter and a threat to Britain, especially without Roman support.</p> <p>The Anglo-Saxon period ended when the Normans conquered Britain in 1066. This was following the death of Anglo-Saxon king Edward the Confessor who had no heir.</p> <p><i>I know that St Hadrian of Canterbury was a key figure in the development of the Anglo-Saxon Church.</i> (https://www.english-heritage.org.uk/visit/places/st-augustines-abbey/history-and-stories/st-hadrian-of-canterbury/)</p> <p>Local Links: The oldest parts of the Church of England parish church of All Saints, Kirby-on-the-Moor are Anglo-Saxon and were built in the 10th-century.</p> <p>St Andrew’s Church is built on the site of an Anglo-Saxon Church that was destroyed by Scottish Raiders.</p> | <p>Anglo-Saxons The Scots Jutes Angles Saxons Northumberland Normans Conquered Christianity Pagan Sutton Hoo Mercia East Anglia Kent Essex Sussex Wessex</p> | <p>Cultural Religion at the heart of life.</p> <p>Society Hierarchical structure headed by the monarch (kings). Educated groups such as the priest and nobles class held power. Majority of society illiterate.</p> <p>Government The lack of a unified country (smaller kingdoms). The chief king (Bretwalda). Varying degrees of power. The role of the church as an institution in society and politics.</p> |
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Were the Vikings always vicious and victorious?

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| <p>Year 5</p> | <p>Using the large class timeline, the children should be able to link new and existing knowledge and have an increasingly secure chronological understanding.</p> <p>789 AD: The first recorded Viking raid happened.</p> <p>793 AD: The Vikings attack the Lindisfarne Monastery.</p> <p>867 AD: A Viking army kills both Northumbrian kings and take the city of Jorvik.</p> <p>869 AD – 1013 AD: There are a series of Viking and Anglo-Saxon conflicts.</p> <p>1042 AD: Edward the Confessor becomes King of England.</p> <p>1066 AD: Edward the confessor dies.</p> | <p>Sailors – The Vikings were sailors they came from Norway, Denmark and Sweden which are known as Scandinavia.</p> <p>Raiders – They invaded Britain on June 793 AD, they plundered the monastery at Lindisfarne and massacred all the monks.</p> <p>Traders – The Vikings set up trade routes across the world. If a settlement was strong they would make a trade.</p> <p>Settlers – Many of the Vikings came over to England and settled there. This land became known as Danelaw.</p> <p>Farmers - Not all Vikings were warriors. Many came in peace and become farmers.</p> <p>Craftsmen – Vikings were fantastic craftsmen. They were blacksmiths, carpenters and leatherworkers.</p> | <p>Archaeologist Raids Vicious Longhouse Longship Odin Scandinavia Danelaw Jorvik Sailors Raiders Traders Settlers Farmers Craftsmen Plunder</p> | <p>Trade The Vikings had trade routes across the world.</p> <p>Government The role of the Witan in selecting the next king. Partitioning England into Wessex and Danelaw. Alfred’s dream to unite England Athelstan, first King of England The challenges of succession (1066)</p> <p>Society Hierarchical structure headed by the monarch (kings). Educated groups such as the priest and nobles class held power. Majority of society illiterate. Two groups interacted for various reasons. Both groups lived in the other’s kingdoms.</p> <p>Cultural Religion at the heart of life.</p> |
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| <p style="text-align: center;">Year 5</p> | <p>Using the large class timeline, the children should be able to link new and existing knowledge and have an increasingly secure chronological understanding.</p> <p>Children should understand the different time periods that existed between 1066 and now. Including: Norman Britain, Medieval Britain, Tudor Britain, Stuart Britain, Georgian Britain, Victorian Britain and the 20th Century.</p> | <p>Crimes are actions which are an offense and punishable by law some examples include stealing, murder and fraud.</p> <p>Punishment means the consequence for committing a crime some examples include transportation, the pillory, prison, a fine, the crank and treadwheels.</p> <p>I know that crimes have changed because lifestyle and technology have developed. I can give some examples of this.</p> <p>Punishment have changed because they are more about reforming prisoners than making them suffer. We no longer have the death penalty.</p> <p>I can give examples of some different punishments.</p> <p>I can name and explain some different ways that crimes have been investigated from 1066 to now.</p> <p>Views about crimes have changed because people are more sympathetic based on the circumstances around the crime and the age of the offender. For example, being homeless is not seen as a crime anymore.</p> <p>Stories of the past are not always realistic of historic events and crimes. For example, they are often shown to be more gruesome than reality.</p> <p>I can name at least three crimes that have been the most worrying over time and give a reason why I chose them.</p> <p><i>I can discuss why in Tudor times Queen Elizabeth did not deport the 'Blackamoors'.</i></p> | <p>Crime Punishment Court Judge Jury Detection Verdict Government Law Reform Hard labour Transportation Execution/death penalty Prison Police officer</p> | <p>Society Looking at the changes in how society perceived crime and how this impacted on the punishments.</p> <p>Cultural Considering the impact of religion and culture on what is viewed as a crime and the punishments.</p> <p>Government Considering what influence the monarch/government had on the crime and punishment during their reign/time period.</p> |
| <p>Year 6</p> | | | | |

| | Chronological knowledge | Enquiry questions | Vocabulary | Substantive Concepts |
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| | Why were the Ancient Greeks ruled by their gods? | | | |
| Year 6 | <p>Using the large class timeline, the children should be able to link new and existing knowledge and have an increasingly secure chronological understanding.</p> <p>776 BC - The first Olympic games were held in Olympia.</p> <p>31 BC - The Romans took control of the Ptolemaic Kingdom in the Battle of Actium, which Alexander the Great had set up in 322 BC it marked the end of what had been a large Greek society, and it also marked the beginning of the Roman Empire.</p> <p>700-480BC – Ancient Greek Empire.</p> | <ul style="list-style-type: none"> • I know who the Ancient Greeks were. • I explain what artefacts and archaeological sites tell us about what life was like in Ancient Greece. • I can give examples of how the Ancient Greeks have impacted my life today. • I can explain how the Ancient Greeks governed and discuss any similarities and differences with how we are governed today. • I can describe how the Olympic Games changed since they were first held in Ancient Greece. • I know more than five sports from the Ancient Greek Olympics • I can explain which is the most important legacy of the Ancient Greeks. • I can describe the influence the gods had on Ancient Greece | <p>Democracy, Acropolis, Philosophy, Athenians, Spartans, Democracy, Olympics, Plague, Truce, Zeus, Apollo, Sacred truce, Temple, Olympics, Citizen.</p> | <p>Government</p> <p>Independent city-states that all governed themselves.</p> <p>Different systems of government in each state (oligarchy, monarchy, democracy).</p> <p>How each state made decisions and contrasts between them.</p> <p>Society</p> <p>Varied by city-state.</p> <p>Women held wealth and property rights in Sparta but not in Athens.</p> <p>Considerable numbers of slaves.</p> <p>Majority of society illiterate.</p> <p>Cultural</p> <p>Devoutly religious.</p> <p>The importance of the gods.</p> <p>The starting of the Olympic games.</p> <p>Trade</p> <p>It was a key part of Greek culture including; pottery, wine, olives (exports).</p> |
| | What was the Ancient Mayan Civilisation like? | | | |

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| Year 6 | <p>c. 2000 BC The Maya civilisation comes into being in Central America.</p> <p>AD 1500s (16th century) The Spanish arrive in South America and set out to destroy the remaining elements of Maya civilisation as part of their conquest.</p> | <ul style="list-style-type: none"> • The Maya developed an advanced number system for their time. • The Maya people mainly ate maize (corn). Maize was very important to them as they believed that the first humans were made from maize dough by the gods. • The Maya writing system was used to write several different Maya languages. • The Maya believed in many gods and goddesses. They thought that the gods/goddesses had a good side and a bad side and that they could help or hurt them. • The society was rigidly divided between nobles, commoners, serfs, and slaves. Look at the impact of this. • The Mayans created an effective set of trade routes along the seacoast. • They developed a hierarchical government ruled by kings and priests. | <p>Mesoamerica</p> <p>logograms</p> <p>hieroglyphs</p> <p>noble status</p> <p>hierarchical system</p> <p>scribes</p> <p>codices</p> <p>maize</p> <p>cacao beans</p> | <p>Society</p> <p>It was rigidly divided between nobles, commoners, serfs, and slaves. Look at the impact of this.</p> <p>Cultural</p> <p>Deeply religious – impact of gods in their lives.</p> <p>Art/architecture/math/ etc</p> <p>Trade</p> <p>A network of trade routes on the seacoast.</p> <p>Government</p> <p>They developed a hierarchical government ruled by kings and priests.</p> |
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Boroughbridge Primary School and Nursery Learning Skills Progression for History

EYFS

Nursery

Reception

Children at the expected level of development will:

*Talk about the lives of the people around them and their roles in society.

*Know some similarities and difference between things in the past and now, drawing on their experiences and what is being read in class.

*Understand the past through settings, characters and events encountered in books, read in class and story-telling.

EYFS sets the foundation for history throughout the school. Enabling the children to discuss the past using key vocabulary including; now, then, soon, later, before, yesterday, today and tomorrow. The use of books and reading is key, enabling the children to learn about change over time, similarities and differences and understand the past through ideas encountered in stories. Key topics in EYFS including 'All about me' enable the children to discuss changes since they were born and special events in their lives. Throughout topics the children are exposed to a variety of careers and learn about these roles in society.

EYFS

KS1

Lower KS2

Upper KS2

Year One

Year Two

Year 3

Year 4

Year 5

Year 6

Chronological understanding – Constructing the past

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| History Programme of Study Statement | EYFS Statutory Framework and Development matters | Study knowledge of and can recall key information and characteristic features of historical periods. | Develop knowledge and understanding of British, local and world history. Establish clear narratives within and across the periods they study. Understand overview and depth. | Establish clear narratives within and across the periods they study. Note connections, contrasts and trends over time. Combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content. |
| | Talk about the lives of people around them and their roles in society. Understand the past through settings, characters and events encountered in in books read in class and storytelling. | | | |

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| Boroughbridge Progression Statement | Talk about past & present events in their own lives & in the lives of family members. Use past, present & future forms accurately when talking about events that have happened or are to happen in the future. Understand the past through talking about settings, characters and events from in books read in class and storytelling. | In discussion I can identify relevant features of particular historical themes, events and people from family, local, national and global history. I can demonstrate some understanding of the characteristics of the period studied. | I can confidently identify relevant features of particular historical themes, events and people from family, local, national and global history. I can demonstrate understanding of the characteristics of the period studied. | I can describe details about events and people from within and across several themes, societies, events and significant people covered in local, national and global history. I can describe events and periods using the words; BC, AD, decade and century. | I can describe a range of details about events and people from within and across local, national and global history, to demonstrate some overall awareness of themes, societies, events and people, I will begin to make connections between societies studied, with some development of reasoning. | I can use knowledge gained to demonstrate an understanding of aspects of different themes, individuals, societies and events studied. I will make some reference to and identify connections between societies studied. | I can use knowledge gained to give an overview of the most significant details of different themes, individuals, societies and events studied including grouping them into themes. I will make some reference to and identify connections between societies studied and group these into themes such as social, cultural. |
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Chronological understanding - Sequencing the past

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| History Programme of Study Statement | EYFS Statutory Framework and Development matters | Know where people and events fit within a chronological framework. | Develop chronologically secure knowledge and understanding of British, local and world history. |
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| Boroughbridge Progression Statement | <p>EYFS use a timeline for the year which is added to as they go. This is referred to for discussion.</p> | <p>I can use a simple timeline to order simple events/objects/images or information. I know that some objects belonged to the past and can arrange some artefacts in order of age. I can explain how I have changed since I was born. I can use words and phrases like: old/ new, now/then, before/after and a long time ago.</p> | <p>I can independently sequence on a timeline with some confidence, a number of events/objects/images or information. I can begin to give reasons for their order. I can use words and phrases like: 'before', 'after', 'past', 'present', 'then' and 'now' accurately and demonstrate some understanding of the words used. I can use phrases like before I was born and when I was younger in discussion.</p> | <p>I can use a timeline within a specific time in history to sequence events, objects, themes, societies and people studied. This will include some dates, labels and key terminology linking to the time period studied. I can they use my mathematical knowledge to work out how long-ago events would have happened. I can provide valid reasons why I have sequence or sorted information in this way.</p> | <p>I can accurately use a timeline within a specific time in history to confidently sequence and plot; events, objects, themes, societies and people within and across topics studied. This will include confidently using key dates and terminology linking to the time periods studied. I can use my mathematical skills to round up time differences into centuries and decades I can provide detailed valid reasons why I have sequence or sorted information in this way.</p> | <p>I can plot and sequence with some independence and increasing accuracy many of the significant events, objects, themes, societies and people within and across topics studied onto an annotated timeline. This will include using appropriate dates, period labels, language and terms. I can make some links between this sequence to the events and people within other time periods studied. I can use my mathematical skills to work out exact time scales and differences as need be.</p> | <p>I can sequence with independence many of the significant events, objects, themes, societies and people within and across UKS2 topics studied onto an annotated timeline. This will include using appropriate dates, period labels and terms. I can accurately make links between this sequence to the events and people within other time periods studied. I can say where a period of history fits on a timeline. I can place a specific event on a timeline by decade.</p> |
| Change and development/Similarities and Differences | | | | | | | |
| History Programme of | <p>EYFS Statutory Framework and Development matters</p> | <p>Identify similarities and differences between ways of life in different periods/times.</p> | <p>Address and devise historically valid questions about change, similarity and difference. Note connections, contrasts and trends over time.</p> | | | | |

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| | <p>Compare and contrast characters from stories, including figures from the past.</p> <p>Know some similarities and differences between things in the past and now, drawing on what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in in books read in class and storytelling.</p> | | |
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| Boroughbridge Progression Statement | <p>Talk about past & present events in their own lives & in the lives of family members.</p> <p>Use past, present & future forms accurately when talking about events that have happened or are to happen in the future.</p> <p>Know some similarities and differences between things in the past and now in their own life and in stories.</p> <p>To compare and contrast characters from stories, including figures from the past.</p> | <p>I can identify a few similarities, differences and changes between past and present.</p> | <p>I can describe independently and accurately similarities, differences and changes both within and across time periods and topics studied e.g. comparing past and present. I can begin to demonstrate some understanding of which are the most important differences and why.</p> | <p>I can begin to generate historically valid questions about change, similarity and difference.</p> <p>I can make valid statements about the main similarities, differences and changes occurring within time periods to answer questions.</p> <p>I can identify connections between changes, and begin to identify types of change.</p> <p>I can demonstrate some awareness of the significance of change and its impact.</p> <p>I can through research, identify similarities and differences between given periods in history.</p> | <p>I can generate historically valid questions about change, similarity and difference.</p> <p>I can research and make valid statements to identify and explain significant changes and developments within and across topics studied. This may include some ideas about which aspects did not change much within a time period and why.</p> <p>I can identify connections between changes.</p> <p>I can demonstrate an awareness of the why some changes are more significant than others including why.</p> | <p>I can independently and confidently provide a comprehensive list of the changes within the period studied.</p> <p>I can research and make valid statements to identify and explain things which have changed and things which have stayed the same within and across topics studied. This will include some ideas about which aspects did not change much within a time period and why.</p> <p>I can identify a range of connections between changes.</p> <p>I can independently generate valid reasons why some changes and developments are more significant than others within a particular topic.</p> | <p>I can make valid statements to compare similarities, differences, changes and continuity within and across periods of time studied. Including the significance, progress or nature of the change.</p> <p>I can confidently identify a range of connections between various changes.</p> <p>I can independently begin to understand valid reasons why some changes and developments were extraordinary and some were common.</p> |
| | Cause and Effect | | | | | | |
| History Programme of Study Statement | EYFS Statutory Framework and Development matters | <p>Choose and use parts of stories and other sources to show that they know and understand key features of events related to their cause and effect.</p> | <p>Address and devise historically valid questions about cause.</p> | | | | |
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| Boroughbridge Progression Statement | Investigate in areas of provision different causes and effects. e.g. with sand and water or planting seeds. | I can identify one cause for and effect of an event within topics studied. | I can identify multiple causes and effects of events within topics studied. I demonstrate some understanding that certain causes and/or effects are of increased importance. | I can describe some valid causes for, and effects of, some of the key events within topics studied. I demonstrate an understanding that certain causes and/or effects are of increased importance. I can devise some questions about cause. | I can independently and confidently discuss the importance of causes for, and effects of, some of the key events within topics studied. I understand that one event can have both positive and negative effects. I can devise historically valid questions about cause. | I can independently and confidently explain the role of different causes for, and effects of, the key events within topics studied. I can make connections between causes for, and effects of, key events comparing topics studied. I can order causes and effects by their importance giving valid reasons for my decisions. | I can independently and confidently generate a detailed list of valid causes for, and effects of, key events within topics studied. I can make valid connections between causes for key events comparing these with events occurring in other periods or topics studied and consider how the effects of these could be similar. I can demonstrate some understanding of causes as long or short-term and how these may have immediate or future effects. |
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Significance and Interpretations

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| History Programme of Study Statement | <p>EYFS Statutory Framework and Development matters</p> <p>Begin to make sense of their own life story.</p> | Understand some of the ways in which they can find out about the past and identify different ways it is represented. | <p>Address and devise historically valid questions about significance.</p> <p>Understand how and why different interpretations of the past have been constructed.</p> |
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| Boroughbridge Progression Statement | <p>To begin to make sense of their own life-story and family's history.</p> | <p>I can demonstrate an understanding of the word 'significance'. I can through discussion give examples of someone or something significance with a reason. I can begin to make some connections between significant events or people.</p> | <p>I can demonstrate a secure understanding of the word 'significance'. I can give a broad range of valid reasons why someone or something is significant. I can make some valid connections and judgements between significant events or people. I can give some valid reasons why one aspect of a person's life or event is of particular importance in making them/it significant.</p> | <p>I can identify the most significant information in a historical account linking to a topic studied. I can justify my choices with a valid reason. I can identify a range of ways in which two versions of the same event maybe similar or different and begin to discuss reasons why these may differ.</p> | <p>I can confidently identify the most significant information in a historical account linking to a topic studied. I can justify my choices with a number of valid reasons including; why others may be less significant. I can begin to demonstrate some understanding that some things have a short-term significance while others have a long-term significance. I can identify a range of ways in which two or more versions of the same event maybe similar or different and to discuss a range of reasons why these may differ.</p> | <p>I can confidently identify the most significant information in a historical account linking to a topic studied. I can justify my choices with a number of valid reasons including; why others may be less significant. I can demonstrate understanding that some things have a short-term significance while others have a long-term significance. I can confidently identify a range of ways in which multiple versions of the same event or person may differ. I can also demonstrate understanding of why there may also be similarities within the versions. I can explain a range of valid reasons why these may differ.</p> | <p>I can confidently explain why certain aspects of a topic studied, were of significance. I can order information by its significance and justify my choices with a number of valid reasons including; why some aspects can be considered no longer relevant or have lasting effects. I can confidently and independently identify the different versions of the same event or person and provide a range of valid reasons why these may differ in a range of topics. I can demonstrate understanding of why there may also be similarities within the versions.</p> |
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Historical Enquiry – planning and carrying out.

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| History Programme of Study Statement | EYFS Statutory Framework and Development matters | Ask and answer questions, choose and use parts of stories and other sources to show that they know and understand key features of events, use a wide vocabulary of everyday historical terms. | Construct informed responses that involve thoughtful selection and organisation. Develop appropriate use of historical terms. |
| | <p>Begin to make sense of their own life story.</p> <p>Comment on images of familiar situations in the past.</p> <p>Compare and contrast characters from stories, including figures from the past.</p> <p>Talk about the lives of people around them and their roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in in books read in class and storytelling.</p> | | |

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| Boroughbridge Progression Statement | <p>To answer questions about the past & present events in their own lives & in the lives of family members.</p> <p>To ask questions about the past through storytelling.</p> | <p>I can ask and answer questions about old and new objects and what they were used for.</p> <p>I can use some appropriate historical vocabulary.</p> | <p>I can ask and answer a range of questions independently.</p> <p>I can research the past using the Internet and other sources to find out information.</p> <p>I can use appropriate historical vocabulary.</p> | <p>I can ask and answer a range of historically valid questions independently linking to different types of enquiry.</p> <p>I can use various sources to piece together information about a specific period or event in history</p> <p>I can use a range of appropriate historical vocabulary and terminology.</p> | <p>I can independently ask and answer a range of historically valid questions linking to significant historical enquiry.</p> <p>I can use a range of varied and relevant sources of evidence to support responses.</p> <p>I can clearly structure my response to communicate knowledge and understanding to demonstrate contrasting viewpoints both orally and in writing.</p> <p>I can use a broad range of appropriate historical vocabulary and terminology.</p> <p>I can work with increasing independence and confidence.</p> | <p>I can independently and confidently devise a range of historically valid questions linking to significant historical enquiries.</p> <p>I can consider and investigate a hypothesis to answer a question.</p> <p>I can begin to think critically about my historical enquiries and consider ways in which they could be improved.</p> <p>I can clearly structure my response for presenting an argument to communicate knowledge and understanding to demonstrate contrasting viewpoints both orally and in writing.</p> <p>I can use my evidence to reach a valid conclusion to a historical enquiry.</p> <p>I can use a broad range of appropriate historical vocabulary and terminology throughout.</p> <p>I can work independently and confidently.</p> | <p>I can independently produce a detailed response to a range of historical enquiries.</p> <p>I can use a broad range of appropriate evidence from a wide range of varied sources studied within sessions to present an argument to communicate knowledge and understanding to demonstrate contrasting viewpoints to answer a question and use my evidence to reach a valid conclusion to a historical enquiry with clear links to the arguments and evidence discussed.</p> <p>I can think critically about my historical enquiries and consider ways in which they could be improved.</p> <p>I can confidently use a broad range of appropriate historical vocabulary and terminology throughout.</p> |
| Historical Enquiry – using sources as evidence | | | | | | | |

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| History Programme of Study Statement | EYFS Statutory Framework and Development matters | Understand some of the ways in which they find out about the past and identify different ways in which it is represented. | Understand how our knowledge of the past is constructed from a range of sources. |
| | <p>Begin to make sense of their own life story.</p> <p>Comment on images of familiar situations in the past.</p> <p>Talk about the lives of people around them and their roles in society.</p> <p>Understand the past through settings, characters and events encountered in in books read in class and storytelling.</p> | | |

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| Boroughbridge Progression Statement | <p>To use objects, pictures and stories to talk about past & present events in their own lives, in the lives of family members and from storytelling.</p> <p>To comment on images of familiar situations in the past.</p> | <p>I can identify the different ways in which the past is represented.</p> <p>I can identify old and new things in a picture/photograph/storybook etc</p> <p>I can answer questions using an artefact/photograph/story provided.</p> <p>I can give a plausible explanation about what an object was used for in the past using information from at least one story and another type of source.</p> | <p>I can confidently answer questions by using information from several source types including written, visual, oral sources and artefacts.</p> <p>I can demonstrate an understanding that some sources are more useful than others in providing information to answer a historical question.</p> | <p>I understand that information from sources can be used to answer a range of historically valid enquiries.</p> <p>I can use various sources of evidence to write detailed responses about historical information.</p> <p>I demonstrate an awareness that some sources are more reliable and useful than others in answering questions.</p> | <p>I understand that a range of sources can possibly be used to answer a range of historically valid enquiries.</p> <p>I can use a range of sources to answer historical enquiries.</p> <p>I demonstrate an awareness that some sources are more reliable and useful than others in answering questions by discussing their importance.</p> | <p>I can appreciate the significance of historical artefacts in helping us to understand more about British lives in the present and past.</p> <p>I can use a broad range of varied and relevant sources of evidence to answer questions and support my arguments.</p> <p>I use my awareness that some sources are more reliable and useful than others to decide which I will use to carry out an enquiry.</p> <p>I can justify my choice with reference to use and reliability.</p> | <p>I can look at two different versions and discuss how the author may be attempting to persuade or give a specific viewpoint.</p> <p>I can describe a key event from Britain's past using a range of evidence from different sources.</p> <p>I can confidently use my awareness of the value of a range of sources including my understanding that some sources are more reliable and useful than others to decide which I will use to carry out an enquiry.</p> <p>I can confidently justify my choice with reference to use and reliability as well as considering the purpose, audience, and accuracy of how the source was created.</p> |
| | | Vocabulary | | | | | |

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| | <p>Today, tomorrow, yesterday, old/new, next, before you were born/when you were a baby, same/different, story/book.</p> | <p>Old/new, now/then, before/after, a long time ago, same/different, because, significance, picture/photograph, story, object, timeline, order.</p> | <p>Sequence/order, timeline, event, object, because, before, after, past, present, then and now, before I was born, when I was younger, similar, different, change, important, significant, research, artefacts, images, useful.</p> | <p>BD/AD, decade, century, timeline, chronological order, sequence, change, similar/different, connects, changes, significance, impact, causes, effects, importance, because, sources, artefacts, research, reliable/useful.</p> | <p>BD/AD, decade, century, timeline, chronological order, sequence, events, local, national, global, societies, themes, because, change, similarities, differences, connections, significance, importance, causes, effects, positive and negative impacts, short-term, long-term, sources – oral/visual/written, artefacts, reliable/useful.</p> | <p>BC/AD, decade, century, timeline, chronological order, sequence, events, themes, societies, connections, plot, significance, importance, scale, similarities/differences, changes, connections, causes for, effects of, short-term, long-term, versions of events, conclusion, enquiry, artefacts, written/visual/oral sources, artefacts, reliable/useful.</p> | <p>BC/AD, decade, century, chronological order, sequence, significance, importance, themes, events, societies, connections, social, cultural, annotated timeline, period, century, decade, similarities/differences, change/continuity, extraordinary/common, valid causes for, effects of, periods, short-term, long-term, immediate/future effects, relevant, different version, enquiry, evidence, viewpoint, oral/visual/written sources, artefacts, reliable/useful, purpose, audience, accuracy.</p> |
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