

History

At Bassingbourn Community Primary School, our teachers hope to inspire a passion for history and an enthusiastic engagement in learning which develops a sense of curiosity about the past. Our curriculum will help pupils gain a coherent knowledge and understanding of the past and we will teach pupils to ask perceptive questions, think critically, weigh evidence and develop perspective and judgement.

Pupils should develop an understanding of 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.

Our curriculum is designed so each year group develops chronologically understanding through learning about an era that is more recent compared to one a much longer time ago.

Reception

Statutory Framework:

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.

In EYFS Children will...

- Discuss the past, present and future
- Visit places in their local community
- Discuss places that are familiar to them
- Create time lines
- Describe changes over time, this relates to transport, living through time and the natural world around them
- Compare and contrast characters and figures from the past and compare them to the present

Vocabulary

astronaut , past, present, pirate, ship, sail, booty, treasure, travel, silver jewels, anchor, today, the present, day, long ago, parent, clue, calendar, materials, yesterday, the past, week, old, grand parent, memory, who, plastic, tomorrow, future, month, new, recent, life time, what, remember, timeline, inventions, moon rocket, compare

Reception should be able to ...

Autumn :

- Talk about members of their family
- Talk about members of their community
- Name and talk about people who are familiar to them
- Understand what is the present and the past
- Talk about their present and past
- Visit and talk about special places within their community
- Experience and learn how people in different cultures celebrate special celebrations and compare that with special celebrations in their lives

Spring

- Compare and contrast characters in stories including figures from the past
- Recognise that people have different beliefs and celebrate special times in different ways
- Explore and talk about changes in their natural world around them
- Describe similarities and differences between countries

Summer

- Compare and contrast characters in stories including figures from the past
- Comment on images of familiar situations in the past
- Compare and contrast characters from stories including figures from the past
- Discuss ways in which people such as emergency services and doctors help them and their community
- Recognise that people have different beliefs and celebrate special times in different ways
- Explore and talk about changes in their natural world around them
- Describe what they see hear and feel whist outside
- Recognise some environments that are different from the one in which they live



History: Progression of Knowledge & Skills

Year 1				
Termly Topic	All about me	Brilliant Bassingbourn	Toy story	
Focus	Children will know that life used to be different and will know how we have changed over time, knowing changes that have happened in their lifetime.	Children will know where we live Children will know about the history and key events of where they live, knowing key changes, including changes in their lifetime.	Children will know how toys have changed over time. Toys have been around for thousands of years. The earliest toys were dolls which were often made from wood. Looking at the materials that toys are made of, gives us clues about how old it is. Older toys are made from wood, tin, cloth or household materials. They had to be moved by hand. They were made by hand, by toy makers, and would take a long time to make. Teddy bears have been toys for over 100 years. Teddy bears used to be stuffed with wood shavings. Parts of dolls were made from porcelain (china clay) and were very delicate, this means they could easily break. Lots of modern toys use electricity to work and are often made from plastic.	
Key Knowledge/coverage and significant figures	<p>Chronological understanding: To use role play and pictures to tell stories of events in the past, including recounting changes that have occurred in their own lives.</p> <p>Communication: To recount changes that have occurred in their own lives, using words and phrases such as a long time ago, recently, when my parents/carers were children to show the passing of time.</p> <ul style="list-style-type: none"> Place events and artefacts in order on a time-line (eg photos, pictures of themselves to show change over time) Use dates where appropriate Label time- lines with words or phrases such as: past, present, older, newer, then, now Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life eg holidays 	<p>Interpreting history: To identify similarities and differences between ways of life in different periods.</p> <ul style="list-style-type: none"> To understand some of the ways in which we find out about the past and the different ways in which it is represented. Ask questions such as: What was it like for people? What happened? How long ago? Use artefacts, pictures, stories, online sources and databases to find out about the past. Use vocabulary eg, past, present, decade, century. To understand some of the ways in which we find out about the past and the different ways in which it is represented. Ask questions such as: What was it like for people? What happened? How long ago? Use artefacts, pictures, stories, online sources and databases to find out about the past. Use vocabulary such as; past, present, decade etc 	<p>Chronological understanding: To place events and artefacts in order on a timeline, labelling the timeline using words or phrases such as: past, present, older and newer.</p> <ul style="list-style-type: none"> Historical enquiry: To observe and handle evidence to ask questions and use the evidence to answer questions about the past. Label time-lines with words or phrases such as: past, present, older and newer. Ask and answer questions about the past, choosing and using parts of stories and other sources to show what they know and understand. Use artefacts, pictures, stories, online sources and databases to find out about the past. Use words and phrases such as: a long time ago, recently, when my parents/carers were 	<p>Historical enquiry: To use pictures and stories to ask questions such as what was it like for people? What happened? How long ago?</p> <ul style="list-style-type: none"> Range and Depth of knowledge: To describe an historical event, including events within living memory (compare transport in the past with transport today) Describe historical events and use dates Place artefacts and events in order on a time line Label time lines with words or phrases such as: past, present, older, newer, then, now Ask and answer questions about the past Identify some of the different ways the past has been represented Use artefacts, pictures, stories, online sources and

		<ul style="list-style-type: none"> Place events and artefacts in order on a time line. Know where people and events fit in a chronological framework. 	children, years, decades and centuries to describe the passing of time.	databases to find out about the past.
Local links	My home My school My High Street	My home My school My High Street		
Key vocabulary	past, present, older, newer, then, now	Past, present, decade, century	Past, present, older, newer, timeline, order	
A Year 1 historian should...				
<ul style="list-style-type: none"> ➤ Distinguish between fact and fiction ➤ Discuss what memory is and how reliable it is ➤ Sequence events, including events in their own lives ➤ Recognise the difference between past and present ➤ Begin to use sources to learn more about the past ➤ Use common words or phrases relating to the passing of time: then, now, past, present, older, newer 				
Year 2				
Termly Topic	Explorers and adventurers	Great fire of London 1666	Seaside, trains and planes	
Focus	<p>Comparing lives of significant individuals:</p> <p>Children will know about the Robert Falcon Scott's expedition and the moon landing and will know the similarities and differences between the two events with a focus of exploration.</p>	<p>Significant historical events, people, and places in our locality:</p> <p>Children will know about the Great Fire of London</p>	<p>Events beyond living memory that are significant nationally or globally (for example, First aeroplane flight)</p> <p>Changes within living memory</p> <p>Children will know how the British seaside has changed over the time, knowing the impact of transport development.</p>	
Key Knowledge/coverage and significant figures	<p>Interpreting history: To identify similarities and differences between ways of life in different periods.</p> <p>Range and Depth of knowledge: To understand what a nation is, and describe significant people from the past their relevance to a nation's history.</p> <ul style="list-style-type: none"> Describe historical events. Describe significant people from the past and present (Shackleton, Matthew Henson, Helen Skelton) Ask questions such as: What was it like for people? What happened? How long ago? Recognise that there are reasons why people in the past acted as they did. 	<p>Interpreting history: To identify similarities and differences between ways of life in different periods.</p> <ul style="list-style-type: none"> To understand some of the ways in which we find out about the past and the different ways in which it is represented. Ask questions such as: What was it like for people? What happened? How long ago? Use artefacts, pictures, stories, online sources and databases to find out about the past. 	<p>Historical enquiry: To use pictures and stories to ask questions such as what was it like for people? What happened? How long ago?</p> <ul style="list-style-type: none"> Range and Depth of knowledge: To describe an historical event, including events within living memory (compare transport in the past with transport today) 	<p>Chronological understanding: To use role play and pictures to tell stories of events in the past, including recounting changes that have occurred in their own lives.</p> <p>Communication: To recount changes that have occurred in their own lives, using words and phrases such as a long time ago, recently, when my</p>

	<ul style="list-style-type: none"> • Use artefacts, pictures, stories, online sources and databases to find out about the past. • Use dates and language past, present, older, newer 	<ul style="list-style-type: none"> • Use vocabulary eg, past, present, decade, century. • Place events and artefacts in order on a timeline. • Know where people and events fit in a chronological framework. 	<ul style="list-style-type: none"> • Describe historical events and use dates • Place artefacts and events in order on a timeline • Label timelines with words or phrases such as: past, present, older, newer, then, now • Ask and answer questions about the past • Identify some of the different ways the past has been represented • Use artefacts, pictures, stories, online sources and databases to find out about the past. 	<p>parents/carers were children to show the passing of time.</p> <ul style="list-style-type: none"> • Place events and artefacts in order on a timeline (eg photos, pictures of themselves to show change over time) • Use dates where appropriate • Label timelines with words or phrases such as: past, present, older, newer, then, now • Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life eg holidays
Key vocabulary	memory Explorer, timeline, long ago, similar, date, year	Monarchy, artefact, primary source, evidence, eye witness, significance	Decades, different, similar, fade, new/newer/newest, old/older/oldest	
A Year 2 historian should...				
<ul style="list-style-type: none"> ➤ Use a range of sources to find out about the past (artefacts, newspapers, photos, art, diaries etc.) ➤ Discuss how reliable accounts or stories can be and why they may differ ➤ Begin to recognise why events happened, why people did certain things and what happened as a result ➤ Communicate their knowledge through a variety of mediums such as discussion, pictures, drama, model-making and extended writing pieces ➤ Begin to use dates accurately when discussing historic events or periods 				

Year 3			
Termly Topic	Hunter Gatherers	Exploring Egypt	Glorious Greeks
Focus	Children will know the changes in Britain from Stone Age to Iron Age	Children will know when and where the ancient Egyptian civilization appeared and what life was like at the time.	Children will know about ancient Greek life, their achievements and their legacy.
Key Knowledge/coverage and significant figures	<p>Interpreting history: To compare some of the times studied with those of other areas of interest around the world, and identify key changes within a period of history.</p> <ul style="list-style-type: none"> Identify how technology and lifestyles changed across the Stone Age and Bronze Age. Describe the social, ethnic, cultural or religious diversity of past society Understand where the periods/events/people they have studied fit into a broad overview of a wider chronology Use appropriate historical vocabulary to communicate, including: dates, time period, era, change, chronology Place events, artefacts and historical figures on a timeline using dates Understand the concept of change over time, representing this, along with evidence, on a timeline Use dates and terms to describe events Compare some of the times studied with those of other areas of interest around the world Suggest causes and consequences of the main events and changes in history 	<p>Early Civilizations’ achievements, an overview of where and when they first appeared, and an in-depth study of: Ancient Egypt</p> <ul style="list-style-type: none"> Range and Depth of knowledge: Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. Use appropriate historical vocabulary to communicate about the Ancient Egyptians. Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace Describe the social, ethnic, cultural or religious diversity of past society <p>Understand where the periods/events/people they have studied fit into a broad overview of a wide chronology.</p>	<p>Communication: To accurately use dates and terms to describe events, and can construct an informed response to questions about change/cause/ similarity-difference/significance involving thoughtful selection and organisation of relevant historical information.</p> <ul style="list-style-type: none"> Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. Link these features to build an overview of changes in world history. Use appropriate historical terms in spoken and written responses. Use sources of evidence to deduce information about the past. Select suitable sources of evidence, giving reasons for choices. Use sources of information to form testable hypotheses about the past. Seek out and analyse a wide range of evidence in order to justify claims about the past. Understand that no single source of evidence gives the full answer to questions about the past. Refine lines of enquiry as appropriate. Compare some of the times studied with those of the other areas of interest around the world.
Local links	Wandlebury (Iron age)	Rosetta Stone – British Museum	
Key vocabulary	palaeolithic, Mesolithic, Neolithic, Pre history, BC/BCE and AD, excavate, archaeology, artefact, flint, evidence, chronology	Tutankhamun , Howard Carter, Cleopatra Egyptologist, River Nile, Afterlife, Mummification, Embalming Sarcophagus, God-King, Scarab, Papyrus, Hieroglyphs ,Inundation, Irrigation, Delta Shaduf, Archimedes’ Screw, Ptolemies Giza, Astronomy, Arithmetic,, geometry Pharaohs, Rosetta Stone, engineering Valley of Kings	God, myth, democracy, philosophy, philosopher, Athens, Empire, Democracy, Oligarchy, Tyrant Citizen, Government, Civilisation City states -, Athens, Corinth, Sparta Alexander The Great , Archaic Period , philosophy, Olympics Battle of Marathon, Bulgaria, Turkey, Theatre, Olymp, Persians Alexander the Great
A Year 3 historian should...			

- Use a diverse range of sources to find out about the past
- Look at differing accounts of a historical event and suggest reasons why sources may differ
- Place historical periods on a timeline and note important events
- Make comparisons between the historical periods studied and our time
- Discuss reasons for and results of people's actions
- Communicate their knowledge through a variety of mediums, such as discussion, pictures, drama, extended written pieces and presentations.

Year 4

Termly Topic	Romans- Roman Impact on Britain	Coming to Britain - Anglo Saxon migration	Ancient Mayans
Focus	Children will know about the Roman Empire and the impact it had on Britain.	Children will know about the Anglo Saxons and their way of life.	Children will find out when Maya civilisation was first recognised by archaeologists and when this society is said to have come to an end, recognising that there are still living Maya people today. Examine different types of evidence that tell us about the Maya. Explore the region of the Maya civilization in Mesoamerica and create a Maya corner in the classroom
Key Knowledge/coverage and significant figures	<p>Historical enquiry: To use and understand the need for more than one source of evidence for historical enquiry, to gain a more accurate understanding of history.</p> <ul style="list-style-type: none"> • Explain how the Romans changed Britain • Describe social/ethnic/cultural or religious diversity of a past society • Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace • Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ 	<p>Range and Depth of knowledge: To describe the social, ethical and cultural or religious diversity of past society, and describe main changes in a period of history.</p> <ul style="list-style-type: none"> • Explain how useful 'Beowulf' is as a source about Anglo-Saxon Britain • Understand that no single source of evidence gives the full answer to questions about the past. • Use appropriate historical vocab to communicate, inc: dates, time, period, era, chronology, continuity, change, century, decade, legacy. 	<p>Range and Depth of knowledge: To describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. Link these features to build an overview of changes in world history.</p> <ul style="list-style-type: none"> • Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural) • Describe the social, ethnic, cultural or religious diversity of past society. <p>Describe how the Mayan civilisation grew to be very strong Suggest reasons for the collapse of the Mayan civilisation Compare the similarities and differences between the Maya civilisation and England from the 8th century to the 10th century.</p>
Local links	Ermine street, Verulamium, - St Albans Roman Baths – Welwyn Grden City, Londinium	Bassingbourn – Bassa, West Stowe, Sutton Hoo	
Key vocabulary	Celtic, warrior, conquer, defeat, empire, gladiator, forts, defend, BC/BCE and AD	Conqueror, succession, invaders, raiders, paganism, conversion, monastery, religious, cultural	Civilisation, glyph, Chichen Itza, Tikal, ahau/ahaw, deity, Maya codex/codices, artefact, conquest, conquistador, primary and secondary sources

A Year 4 historian should...

- Make comparisons between Rome, Greece and Maya as Ancient Civilisations.

- Use evidence presented to build up a picture of the past and express opinions based on the evidence.
- Suggest suitable sources of evidence for enquiry.
- Begin to evaluate the usefulness of different sources.
- Use secondary sources (historical textbooks, the internet and library) to conduct research.
- Suggest causes and consequences of some of the main events in history, using evidence to support.
- Communicate their knowledge through a variety of mediums such as discussion, extended writing pieces and whole-class presentations

Year 5				
Termly Topic	Vikings – Invaders or global traders?	The Silk Road	What did the Victorians do for us?	
Focus	Children will know about the Viking invasion and their trading around the world.	Children will know about trade along the Silk Road and about development of major cities along the route	Children will know about the industrial revolution and how life changed for children over time.	
Key Knowledge/coverage and significant figures	<p>Historical enquiry: To use evidence to form testable hypotheses, and refine lines of enquiry as appropriate, based on several contrasting sources of evidence.</p> <ul style="list-style-type: none"> • Understand how our knowledge of the Vikings is constructed from a range of sources, and why different versions of the past may exist. • Use dates/terms accurately to describe events. • Use sources of evidence to deduce information about the past. • Select suitable sources of evidence, giving reasons for choices. • Seek out and analyse a wide range of evidence in order to justify claims about the past. • Understand no single source of evidence gives the full answer to questions about the past. • Use appropriate historical vocabulary to communicate, including: dates, time, period, era, chronology, continuity, change, century, decade, legacy. • Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past. <p>Use original ways to present info and ideas.</p>	<p>Range and Depth of knowledge: To describe connections, contrasts and simple trends in a period of history. They can describe the social, ethnic, cultural or religious diversity of a past society.</p> <p>Interpreting history: To suggest cause and consequences of some of the main events and changes in history. They can understand how different sources can give us a different view of the past.</p> <ul style="list-style-type: none"> • Choose more than one source of historical information to answer questions about the past. • Describe historical changes that have happened in the locality of the school • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children • Place events, artefacts, historical figures on a time line using dates • Understand the concept of change over time, representing this, along with evidence, on a time line <p>Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace</p>	<p>Chronological understanding: To place events, artefacts and historical figures on a timeline using dates, including AD and BC. They can place periods of British history in order on a timeline.</p> <p>Communication: To use literacy, numeracy and computing skills to a good standard to communicate information about the past using historical vocabulary.</p> <ul style="list-style-type: none"> • Discuss connections/contrasts/simple trends in British education over time. • Describe historical changes that have happened in the locality of the school • Describe the social, ethnic, cultural or religious diversity of a past society 	<p>Historical enquiry: To ask and answer questions relating to the significance of key events in history, and explore key trends in a period in history.</p> <ul style="list-style-type: none"> • Use original ways to present information and ideas. • To build an overview of world history • Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). • Identify periods of rapid change in history/contrast with times of relatively little change. • Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line. • Use dates and terms accurately in describing events. • Use dates and terms accurately in describing events.
Local links	Bassa, West Stowe, Sutton Hoo – Anglo-saxons, Santon Down, Thetford, Middle Harling – Viking Burial grounds, Grantabridge		Hitchin – Ragged school	Wicken fen – Victorian naturalists, Audley End
Key vocabulary	dates, time, period, era, chronology, continuity, change, century, decade, legacy, Conquest, raids, change, cause, consequence, longboat, pillage, invaders, settlers	Prophet Muhammad, Al Kindi, Jabir Ibn Hayyan,, Trade, merchant , Economy, Silk ,porcelain rhubarb Jade, Dynasty, Baghdad , House of Wisdom mosque , calligraphy, scholar , a manuscript , a madrassa , an observatory , astrology , a caliphate The Dark Ages, globalisation, caravan	Technological, industrialisation, factory, machinery, Victorians, revolution, trade Queen Victoria Lord Shaftesbury, Workhouse, Industry, Invention, Rural, Urban, Manufacturing, Parliament, Labour, Factory Act, Coal Mines Act, Ragged Schools	

A Year 5 historian should...

- Know how an event or events from the past have shaped our lives today.
- Sequence key significant figures or events studied in chronological order on a timeline.
- Describe events from the past identifying the dates when these occurred.
- Compare fiction and non-fiction sources and discuss how these differ.
- Begin to identify primary and secondary sources.
- Begin to identify what constitutes an economic, cultural, social, religious, technological and political change.
- Make comparisons between different historical periods.
- Communicate their knowledge through a variety of mediums such as discussion, pictures, drama, model-making, extended writing pieces, whole-class presentations , and debates.
- Examine and suggest causes and results of events

Year 6

Termly Topic	World War II	Farming through the ages - A local history study:	The Space race
Focus	Children will know about the cause and key events of World War II. They will know the impact of their locality on the war. Battle of Britain - Discuss invasion threat.	Children will learn about when farming was introduced into Britain, the corn laws, the impact of the British industrial revolution and its impact on farming, impact of modern farming methods on the environment and future food security.	Children will know about the cold war and the development of space exploration.
Key Knowledge/coverage and significant figures	<p>Interpreting history: To identify periods of rapid change in history, and contrast them with times of relatively little change. Can select suitable sources of evidence, giving reasons for their choices.</p> <p>Chronological understanding: To understand concepts of continuity and change over time between events in history, representing them, along with evidence, on a timeline. Understand how difference in time affected people's and country's experiences.</p> <ul style="list-style-type: none"> • Understand where the periods/events/people they have studied fit into the wider chronology of British and World history • Describe the social, ethnic, cultural or religious diversity of past society. 	<p>Communication: To use literacy, numeracy and computing skills to communicate information about the past, including using appropriate historical terms such as dates, time, period, era, chronology, continuity, change, century, decade, legacy.</p> <ul style="list-style-type: none"> • Understand/describe a moment in history, & the people who lived then. • Use sources of evidence to deduce information about the past. • Select suitable sources of evidence, giving reasons for choices. • Use sources of information to form testable hypotheses about the past. 	<p>Historical enquiry: To ask and answer questions relating to the significance of key events in history, and explore key trends in a period in history.</p> <ul style="list-style-type: none"> • Use original ways to present information and ideas. • To build an overview of world history • Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). • Identify periods of rapid change in history/contrast with times of relatively little change. • Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line. • Use dates and terms accurately in describing events.

	<ul style="list-style-type: none"> Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women. 	<ul style="list-style-type: none"> Seek out and analyse a wide range of evidence in order to justify claims about the past. Understand that no single source of evidence gives the full answer to questions about the past. Identify continuity and change in the history of the locality. Understand where the periods/events/people they have studied fit into the wider chronology of British and World history. Compare some of the times studied with those of the other areas of interest around the world. Use original ways to present information and ideas. 	
Local links	Duxford, Local airfields including Bssingbourn	<ul style="list-style-type: none"> Local farms, agriculture in Cambridgeshire 	Stevenage - aerospace
Key vocabulary	Blitz, blackout, air raid, Anderson/Morrison/ air raid shelters, Jewish, evacuee, concentration camp, holocaust, rationing, political	time, period, era, chronology, continuity, change, century, decade, legacy.	Soviet leader Nikita Khrushchev U.S. Pres. John F. Kennedy , U.S. Pres. Ronald Reagan Mikhail Gorbachev, Astronaut cosmonaut Apollo 11, Soviet, USSR, Communism, Capitalist, Orbit, Cold war, Territory, Election Allies, Technology, Development, exploration
A Year 6 historian should...			
<ul style="list-style-type: none"> ➤ Know how to place features of historical events and people from the past in chronological order. ➤ Research to find similarities and differences between two periods of history. ➤ Explain how some events in history impact others. ➤ Consider how to check the accuracy of sources and suggest reasons why sources may differ. ➤ Know key dates, significant figures and events of time periods studied. ➤ Explore the concepts of continuity and change over time. ➤ Consider main changes in terms of whether they are social, religious, political, technological or cultural. ➤ Communicate their knowledge through a variety of mediums such as discussion, pictures, drama, model-making, extended writing pieces, whole-class presentations and debates. 			