

History at Bomere Heath

History is taught through topics. Our aim is to introduce the children to the 'past', and to develop understanding of conventions of time and chronology. They study events in their own lives and in those of adults around them. They are told stories of the past to help them distinguish between fantasy and reality. We study ceremonies, anniversaries etc., to contribute to an understanding of local, national and world history.

We introduce the children to historical artefacts and visual material to inform their study of the past, working with The Shropshire Library Service and their 'Museum in a Box' scheme where appropriate. Educational visits are arranged to raise awareness and extend knowledge. Pupils consider in depth periods of historical periods set in a British, European and World context. These include a local study, Ancient Egypt, Ancient Greece, The Romans, The Tudors, The Ancient Maya and The Victorians. In Upper KS2, the theme of Crime and Punishment is one of the pupils' favourites!

Progression of skills: History				
	Reception	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
Chronological Understanding	<p><u>Understanding the World</u></p> <p><u>The World</u></p> <p>To look closely at similarities, differences, patterns and change.</p> <p>To know about similarities and differences in relation to places, objects, materials and living things. To talk about the features of their own immediate environment and how environments might vary from one another</p>	<p>Children 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.</p> <p>Children can:</p> <p>a. sequence artefacts and events that are close together in time;</p> <p>b. order dates from earliest to latest on simple timelines;</p> <p>c. sequence pictures from different periods;</p> <p>d. describe memories and changes that have happened in their own lives;</p> <p>e. use words and phrases such as: old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after to show the passing of time.</p>	<p>Children 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.</p> <p>Children can:</p> <p>a. sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time;</p> <p>b. understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini).</p>	<p>Children 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.</p> <p>Children can:</p> <p>a. order an increasing number of significant events, movements and dates on a timeline using dates accurately;</p> <p>b. accurately use dates and terms to describe historical events;</p> <p>c. understand and describe in some detail the main changes to an aspect in a period in history;</p> <p>d. understand how some historical events/periods occurred concurrently in different locations, e.g. Indus Valley and Ancient Egypt.</p>
	Knowledge & Understanding of Events, Causation and Change	<p><u>People & Communities</u></p> <p>To talk about past and present events in their own lives and in the lives of family members.</p> <p>To know about similarities and differences between themselves and</p>	<p>Children should identify similarities and differences between ways of life in different periods.</p> <p>Children should choose and use parts of stories and other sources to show that they know and understand key features of events.</p> <p>Children can:</p> <p>a. recognise some similarities and differences between the past and the present;</p> <p>b. identify similarities and differences between ways of life in different periods;</p> <p>c. know and recount episodes from stories and significant events in history;</p>	<p>Children should note connections, contrasts and trends over time.</p> <p>Children can:</p> <p>a. note key changes over a period of time and be able to give reasons for those changes;</p> <p>b. find out about the everyday lives of people in time studied compared with our life today;</p> <p>c. explain how people and events in the past have influenced life today;</p> <p>d. identify key features, aspects and events of the time studied;</p> <p>e. describe connections and contrasts between aspects of history, people, events and artefacts studied.</p>

	others, and among families, communities and traditions.	<p>d. understand that there are reasons why people in the past acted as they did;</p> <p>e. describe significant individuals from the past.</p>		
Historical Interpretation		<p>Children should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p> <p>Children can:</p> <p>a. start to compare two versions of a past event;</p> <p>b. observe and use pictures, photographs and artefacts to find out about the past;</p> <p>c. start to use stories or accounts to distinguish between fact and fiction;</p> <p>d. explain that there are different types of evidence and sources that can be used to help represent the past.</p>	<p>Children should understand how our knowledge of the past is constructed from a range of sources.</p> <p>Children can:</p> <p>a. look at more than two versions of the same event or story in history and identify differences;</p> <p>b. investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different.</p>	<p>Children should understand how our knowledge of the past is constructed from a range of sources.</p> <p>Children can:</p> <p>a. find and analyse a wide range of evidence about the past;</p> <p>b. use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past;</p> <p>c. consider different ways of checking the accuracy of interpretations of the past;</p> <p>d. start to understand the difference between primary and secondary evidence and the impact of this on reliability;</p> <p>e. show an awareness of the concept of propaganda;</p> <p>f. know that people in the past represent events or ideas in a way that may be to persuade others;</p> <p>g. begin to evaluate the usefulness of different sources.</p>
Historical Enquiry		<p>Children should ask and answer questions, using other sources to show that they know and understand key features of events.</p> <p>Children can:</p> <p>a. observe or handle evidence to ask simple questions about the past;</p> <p>b. observe or handle evidence to find answers to simple questions about the past on the basis of simple observations;</p>	<p>Children should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>Children should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>Children can:</p> <p>a. use a range of sources to find out about the past;</p>	<p>Children should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>Children should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>Children can:</p>

		<p>c. choose and select evidence and say how it can be used to find out about the past.</p>		<p>b. construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information;</p> <p>c. gather more detail from sources such as maps to build up a clearer picture of the past;</p> <p>d. regularly address and sometimes devise own questions to find answers about the past;</p> <p>e. begin to undertake their own research.</p>		<p>a. recognise when they are using primary and secondary sources of information to investigate the past;</p> <p>b. use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites;</p> <p>c. select relevant sections of information to address historically valid questions and construct detailed, informed responses;</p> <p>d. investigate their own lines of enquiry by posing historically valid questions to answer.</p>	
<p>Organisation & Communication</p>		<p>Children can:</p> <p>a. show an understanding of historical terms, such as monarch, parliament, government, war, remembrance;</p> <p>b. talk, write and draw about things from the past;</p> <p>c. use historical vocabulary to retell simple stories about the past;</p> <p>d. use drama/role play to communicate their knowledge about the past.</p>		<p>Children should develop the appropriate use of historical terms.</p> <p>Children can:</p> <p>a. use and understand appropriate historical vocabulary to communicate information such as ruled, reigned, empire, invasion, conquer, kingdoms;</p> <p>b. present, communicate and organise ideas about the past using models, drama role play and different genres of writing including letters, recounts, poems, adverts, diaries, posters and guides;</p> <p>c. start to present ideas based on their own research about a studied period.</p>		<p>Children should develop the appropriate use of historical terms.</p> <p>Children can:</p> <p>a. know and show a good understanding of historical vocabulary including abstract terms such as democracy, civilisation, social, political, economic, cultural, religious;</p> <p>b. present, communicate and organise ideas about from the past using detailed discussions and debates and different genres of writing such as myths, instructions, accounts, diaries, letters, information/travel guides, posters, news reports;</p> <p>c. plan and present a self-directed project or research about the studied period.</p>	
	<p>Vocabulary</p> <p><i>Each building on and including previous year(s)</i></p>	<p>yesterday tomorrow present past future day week month</p>	<p>year century ancient modern long ago timeline date order</p>	<p>chronological order era/period The Tudors The Stuarts The Gunpowder Plot plotters Parliament secret</p>	<p>B.C.E (Before the Common Era) C.E (The Common Era) B.C (Before Christ) A.D (Anno Domini) millennium Stone Age Iron Age</p>	<p>Stone Age Iron Age Celts The Saxons The Vikings The Dark Ages Middle Ages empire invasion</p>	<p>Ancient Greece The Ancient Greeks Sparta Athens Democracy nation execution</p>

<p>long ago old new/recent parent grand parent great grand parent clue memory lifetime calendar Who? What? Remember</p>	<p>similar different because important living memory remembers museum toys inventions homes houses memories drawing photograph camera detective artefact Why? What...? When...? Where...? Monarchy King Queen Prince Princess Heir Throne Royal Royalty Battle Castle</p>	<p>King James Guy Fawkes Catholic Protestant traitor treason The Great Fire of London Samuel Pepys diary danger Christopher Wren St Paul's Cathedral explorers Columbus Armstrong Astronaut travel impact significant space rocket moon landing memorial investigate research evidence historians letters newspapers websites primary source secondary source eye witness World War I</p>	<p>Celts Neolithic Bronze Age Skara Brae hunter-gatherer religion spirits Stonehenge hill forts sacrifice Britons nomad/nomadic Boudicca resistance conquest revolt gods/goddesses invention archaeologist archaeology sources importance significance impact effects reason change this suggests... Ancient Egypt Ancient Egyptians The Nile first civilisations North Africa flood fertile agriculture tomb Pharaoh pyramid Tutankhamun achievements</p>	<p>civilisation settlers Romans Roman withdrawal invasion civilisation Emperor Caesar republic empire army/soldiers kingdoms settlements conversion Christianity reputation raids resistance Danegeld culture impact effects consequences change cause infer suggest My conclusion is that.... first hand evidence second hand evidence myths and legends The Victorians The Industrial Revolution child labour mills/factories reformers legislation slums Local history</p>	<p>extent of change... extent of continuity... turning point on one hand however this source suggests that... this source doesn't show that... reliable could have been... might have been... may be impact effects significance impression infer suggest continuity</p>	<p>Attitudes Mayan civilization Ancient Maya Indus Valley Central America Astronomy</p>
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Suggested Contexts	Significant Individuals (Amelia Earhart, Mary Anning) Dinosaurs Houses and Homes The history of Great Britain	War and Remembrance (World War One) Comparing significant individuals (Colombus & Armstrong) Fire! (Gunpowder Plot & Great Fire of London) Royalty Holidays	Stone Age Egypt Local History Study Significant periods of History in the locality (development of the railways)	Victorians Anglo-Saxons Vikings The Romans	Ancient Greeks Crime and Punishment Ancient Maya World War Two