



# **Bure Park Primary School**

## **History**

- **Overview & Rationale**
- **Scheme of Work**
- **Progression of Skills & Year Group End Points**

## Early Years Foundation Stage

In our EYFS, the focus in history is on the children’s own lives and their families, and through topics and stories. In Nursery our children share ‘All about Me’ books and talk about their wider family, and how they themselves have changed since they were born. In Reception, the children build on this via a topic on ‘Toys: Past and Present’, which is built around key stories and the children’s own toys, the toys of significant people (grandparents, staff members) and toys from the local museum. Activities and discussions focus on comparing, similarities and differences, change and chronology. Simple time lines and vocabulary are introduced when the toys are ordered in terms of who played with them. Alongside this are stories, books and discussions about the days of the week, seasonal changes and cycles, birthdays, discussing families, and milestone changes in their own lives. For example: starting school, moving into Y1.



### End points for EYFS

Through our adult led learning and continuing provision, all pupils will have:

#### Understanding of the world – past and present

3 & 4 year olds will be learning to:	Children in Reception will be learning to:	Early Learning Goal
Begin to make sense of their own life-story and their family’s history.	Talk about members of their immediate family or community. Comment on images of familiar situations in the past. Compare and contrast figures from stories, including figures from the past. Name and describe people who are familiar to them.	Talk about the lives of people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.

<b>What does an EYFS historian need to understand?</b>	<b>What does an EYFS historian need to know?</b>	<b>How can they show they are historians?</b>
<b>Understand about their own life and the lives of people around them in the past and now.</b>	<p>Growth and change through time in their living memory -changes from when they were born, through toddler stage to their age now.</p> <p>About the lives of their parents/ grandparents/ siblings in the past and now, for example, what their parents' life as a child was like, what grandparents did as a job, etc.</p>	<p>Talking about things from the past in their living memory – Show and tell time, weekend news, holiday news.</p> <p>Exploring artefacts and photographs of themselves when they were younger and their parents/grandparents when they were younger. Discussion based around these artefacts/photographs.</p>
<b>Key terms and vocabulary linked to the passing of time.</b>	<p>Correct use of tenses (past/present) and use it correctly in context when discussing the past and present.</p> <p>Vocabulary associated with the passing of time – first, then, now.</p>	<p>Listening to stories about long ago and now and acting these stories/narratives out – through role play and small world.</p> <p>Through discussions and talk time – sharing news.</p> <p>Asking questions to find out more.</p> <p>Answer questions based on what they know/have experienced.</p>
<b>Similarities and differences between now and in the past.</b>	<p>How things have changed over time (within living memory and/or associated with significant individuals in their life), for example, childhood toys, homes and schools.</p> <p>That some things remain the same over time, for example, hair colour, eye colour.</p>	<p>Reflect on changes in their own lives and those around them and show this through role-play, drawings, exploring and making artefacts.</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>Exploring artefacts and making observations. Linking observations to their own experiences and linking this to their play, for example, bringing in their own favourite toy and comparing toys in a box from OCC Museum Service.</p>

## **Key Stages 1 & 2**

We have moved to a system of blocking our foundation subjects as a school to provide pupils with the opportunity to delve deeper into units of study across a continuous time period rather than having to revisit/recap/restart on a weekly basis although teachers use professional judgement whether the subject is best learned on a weekly basis. Our history curriculum is informed by the Focus Education Curriculum 2019 which covers the National Curriculum 2013.

In KS1 history, building on the history skills and topics covered in the EYFS, our children's historical learning includes finding out about the achievements of Roger Bannister, the history of our school, and significant events and individuals beyond living memory including The Great Fire of London, the history of flight and comparing the lives of Darwin and Attenborough. Social history is covered when the children compare seaside holidays of the present and the past. Our children learn what makes an event or individual significant in history and how they have influenced the present. They make comparisons and are introduced to key vocabulary. They are introduced to some of the sources that historians use to find out about the past, and whether they are an original source or an interpretation. The concrete time lines introduced in the EYFS are extended by using more abstract time lines which include events personal to the children, their grandparents and also the events they have studied that are beyond living memory.

In lower KS2, our children broaden their historical knowledge and concept of the past by beginning with a study of The Stone Age to the Iron Age. This is followed by topics on The Romans and the Ancient Egyptians. They continue to learn about significant events and individuals in British history, but begin to see a wider picture of the history of Great Britain in relation to European and then world history. This builds on the understanding of time lines as used in KS1. Significant events covered in KS1 are plotted on the time lines, but the children now learn how longer periods of time and different civilisations fit with what they have already learnt. They make comparisons and discuss how people lived and their beliefs, the significance and achievements of civilisations, and their impact on the present and the children's own lives. They examine a wider range of sources of evidence and build on their experience in KS1 with more of a focus on inferring for themselves when comparing interpretations of history and sources of history.


In upper KS2, our children continue to study significant events, individuals and civilisations in history while also applying the knowledge and skills they have gained at Bure Park. A local study of Bicester gives our children an understanding of where they fit and Bicester's place in British history, making connections with periods and events already studied and key events specific to Bicester. They continue to learn about ancient civilisations as in lower KS2, including the Greeks and Mayan civilisations, and periods of British history, including the Saxons and Vikings, and the lives of the Windrush generation. Our children are expected to be more critical of the historical evidence and make their own inferences. They bring together all topics studied during their time at Bure Park on a time line, using their understanding of the order of what they have learnt and how long ago they occurred. Our children consider the legacies and impact of the civilisations they have already studied, and are encouraged to make connections and use their prior knowledge, for example between the Roman invasion and Saxon invasions of Britain.

2024-2025			
	Autumn Term	Spring Term	Summer Term
Year 1	Lives of significant individuals of international achievement <a href="#">Darwin / Attenborough / Backshall</a> Events within living memory commemorated through anniversaries <a href="#">Remembrance Day</a>		Events beyond living memory that are significant globally <a href="#">The first aeroplane flight</a> Lives of significant individuals of international achievement <a href="#">Earhart, Johnson, Wright</a>
Year 2	Significant events, people and places in own locality <a href="#">Bicester</a>	Events beyond living memory that are significant nationally <a href="#">Great Fire of London</a>	Compare seaside holidays in the present and the past <a href="#">modern, 1950s and Victorian seaside holiday, Billy Butlin</a>
Year 3		Changes in Britain from Stone Age to Iron Age <a href="#">Stone Age to Iron Age</a>	Roman Empire and its impact on Britain <a href="#">Romans</a>
Year 4	Achievements of the earliest civilisations – an overview of where and when the first civilisations appeared and an in-depth study of Ancient Egypt <a href="#">Ancient Egypt</a>		
Year 5	Ancient Greece- a study of Greek life and achievements and their influence on the western world <a href="#">Ancient Greece</a>		A non-European society that provides contrasts with British history <a href="#">Mayan civilisation circa AD 900</a>
Year 6	A study of an aspect in British history that extends pupils' chronological knowledge beyond 1066	Britain's settlement by Anglo-Saxons and Scots	

	World War 2 and its impact on Bicester (local study)	The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor Saxons and Vikings	
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Year 1	Purple = Substantive Knowledge	Green = Implicit Knowledge / Skills
Autumn term	Spring term	Summer term
<p><b>Lives of significant individuals of international achievement</b> Darwin / Attenborough/ Backshall Investigate their lives and why they are famous Comparison of how they explored the world and the technology that was available Comparison of how they shared their knowledge Comparison of 'in living memory' (Attenborough and Backshall) and 'beyond living history' (Darwin)</p> <p><b>Events within living memory commemorated through anniversaries</b> Remembrance Day Explain why we participate in a group silence on Remembrance Day Share what we are grateful for and how lucky we are to be First Festival videos (BBC iPlayer)</p> <p><b>Changes over time</b> Placing events on a timeline</p>		<p><b>Events beyond living memory that are significant globally</b> The first aeroplane flight Investigate the history of flight Sort and sequence the events of the Wright brothers Comparison of planes in the past and present Comparison of the flying experience in the past and the present</p> <p><b>Lives of significant individuals of international achievement</b> Earhart, Johnson Use primary and secondary sources to investigate ways that we find out about the past and how the past is represented Stories and other sources: Items, videos and recordings of Amelia Earhart Compare the lives of Amy Johnson and Amelia Earhart</p> <p>Roger Bannister (sports week, local history)</p> <p><b>Changes over time</b> Pictures and dates to be added to class timeline</p>

<p>Discussions around the 'year' that events happen and how we can count backwards and forwards like we do in maths</p> <p>Class timeline to be added to throughout the year - including events personal to class as well as our history topics</p>		
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 <h2>End points for Year 1</h2> <p>Pupils can:</p>	
<p><b>use chronological knowledge and show understanding by being able to:</b></p> <ul style="list-style-type: none"> <li>● Name a famous person from the past and explain why they are famous</li> <li>● Place people and events into a chronological timeline</li> <li>● Identify similarities and differences between the lives of famous people in different periods</li> </ul>	<p><b>be a historian by being able to:</b></p> <ul style="list-style-type: none"> <li>● Use a wide vocabulary of everyday historical terms</li> <li>● Ask and answer questions, choosing and using parts of stories to show that they know and understand key features of events</li> <li>● Understand some ways we can find out about the past and identify ways the past is represented</li> </ul>

<b>K e y v o c a b u l a r y</b>	<b>Chronological knowledge of events</b> morning, afternoon, evening, order, now, present, past, recent, timeline, lifetime, future, date, before, after, today, tomorrow, last week, last month, last year, memory, within living memory, beyond living memory, old, new, sequence, modern, long ago	<b>Historical enquiry</b> <b>investigate, explain, sort, group, compare</b> question, artefacts, object, ask, comparison, interview, photograph, similar, similarity, different, difference, change, same, event, remember, memory, celebration, special
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<b>Year 2</b>	<b>Purple = Substantive Knowledge</b>	<b>Green = Implicit Knowledge / Skills</b>
Autumn term	Spring term	Summer term

<p><b>Significant events, people and places in own locality</b>  <b>Bicester</b>  Form questions to investigate how homes in our local area have changed over time.  Use artefacts and photographs to compare how people lived in their homes in the past and the present with a focus on children  <b>Changes over time</b>  Place events on a timeline  Bonfire night, when the school opened and the estate was built compared to homes in Priory Road etc.</p>	<p><b>Events beyond living memory that are significant nationally</b>  <b>Great Fire of London</b>  Investigate what was happening in London at that time  Identify how and why the fire started  Sequence the events  Compare sources of information: pictorial, written, Samuel Pepys diary, reliability of different sources  Compare housing in our locality to the houses at the time of the Great Fire    <b>Changes over time</b>  Place events on a timeline</p>	<p><b>Compare seaside holidays in the present and the past</b>  <b>Modern vs 1950s vs Victorian seaside holiday</b>  Compare and contrast seaside holidays now and in Victorian times with a focus on children.  Use sources to investigate the life of Billy Butlin and the rise of the holiday camp.    <b>Changes over time</b>  Pictures and dates to be added to class timeline</p>
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## End points for Year 2

Pupils can:

<p><b>use chronological knowledge and show understanding by being able to:</b></p> <ul style="list-style-type: none"> <li>● Know the name of a famous place close to where they live</li> <li>● Know what we use today instead of a number of older given artefacts</li> <li>● Differentiate between things that were here 100 years ago and things that were not (including buildings, tools, toys, etc.</li> <li>● Know about an event or events that happened long ago, even before their grandparents were born</li> <li>● Know that children’s lives today are different to those of children a long time ago</li> </ul>	<p><b>be a historian by being able to:</b></p> <ul style="list-style-type: none"> <li>● Use a wide vocabulary of everyday historical terms</li> <li>● Ask and answer questions, choosing and using parts of stories to show that they know and understand key features of events</li> <li>● Understand some ways we can find out about the past and identify ways the past is represented</li> </ul>
<p><b>K</b> <b>e</b> <b>y</b> <b>v</b> <b>o</b> <b>c</b> <b>a</b> <b>b</b> <b>u</b> <b>l</b> <b>a</b> <b>r</b> <b>y</b></p> <p><b>Chronological knowledge of events</b> decade, century, chronological order, reign (Victoria)</p>	<p><b>Historical enquiry</b> <b>compare and contrast, use sources</b> primary source, evidence, historic, historically significant, eyewitness account</p>

Year 3	Purple = Substantive Knowledge	Green = Implicit Knowledge / Skills
Autumn term	Spring term	Summer term
	<p data-bbox="768 435 1055 467">Stone Age to Iron Age</p> <p data-bbox="768 475 1361 539">Locate Stone Age, Bronze Age and Iron Age in time and create timeline.</p> <p data-bbox="768 547 1397 619">Describe the main changes within the periods of the Stone Age.</p> <p data-bbox="768 627 1346 659">Describe life in the Bronze Age and Iron Age.</p> <p data-bbox="768 667 1406 738">Identify and give reasons why major changes and developments took place.</p> <p data-bbox="768 746 1308 818">Highlight similarities with modern life. e.g farming, settlements and social hierarchy</p> <p data-bbox="768 826 1308 898">Understand how knowledge of the past is constructed from a range of sources.</p> <p data-bbox="768 906 1406 978">Know how historic items and artefacts have been used to help build up a picture of life in the past.</p>	<p data-bbox="1451 435 1554 467">Romans</p> <p data-bbox="1451 475 2085 539">Locate Ancient Rome in time and create timeline. Describe why and when the Romans came to Britain.</p> <p data-bbox="1451 547 2130 659">Investigate British resistance eg Boudicca/ Hadrian's wall</p> <p data-bbox="1451 667 2092 738">Identify the legacy of Roman culture that impacts the present.</p> <p data-bbox="1451 746 2101 858">Know about the impact that Ancient Rome had on the world and Britain in particular (language, architecture and government)</p> <p data-bbox="1451 866 2069 938">Research what it was like for children in Ancient Rome and present findings</p>



## End points for Year 3

Pupils can:

### **use chronological knowledge and show understanding by being able to:**

- Know how Britain changed between the beginning of the stone age and the iron age
- Know the main differences between the stone, bronze and iron ages
- Know what is meant by 'hunter-gatherers'
- Know how Britain changed from the iron age to the end of the Roman occupation
- Know how the Roman occupation of Britain helped to advance British society
- Know how there was resistance to the Roman occupation and know about Boudica
- Know about at least one famous Roman emperor

### **be a historian by being able to:**

- Note connections, contrasts and trends over time.
- Address historically valid questions about change, cause, similarity, difference and significance.

### **form an opinion on interpretation of history**

- Understand how knowledge of the past is constructed from a range of sources.

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<b>K e y V o c a b u l a r y</b>	<b>Chronological knowledge of events</b> AD, BC, period, prehistory, prehistoric, Palaeolithic, Mesolithic, Neolithic, Stone Age, Bronze Age, Iron Age, duration, chronology, Romans, legacy	<b>Historical enquiry</b> <b>use secondary sources, prove, use archaeological evidence, observe, reconstruct</b> secondary source, remains, certainty, possibility, confirm, prove, informed guess, archaeological evidence, reconstruction, continuity, historical significance, criteria, observation
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<b>Year 4</b>	Purple = Substantive Knowledge	Green = Implicit Knowledge / Skills
Autumn term	Spring term	Summer term
<p style="color: blue;">Ancient Egypt</p> <p style="color: purple;">Know that there were advanced societies in the world about 3000 years ago and Britain was not one of them: Ancient Egypt; Ancient Sumer; Indus Valley; the Shang Dynasty.</p> <p style="color: purple;">Compare achievements of Ancient Egyptians at the same time as the achievements of the British Bronze Age</p> <p style="color: purple;">Locate Ancient Egypt in time and create timeline.</p> <p style="color: purple;">Understand why much of the life of Egypt depended on the River Nile</p>		

<p>Use sources and artefacts to research Egyptian pyramids (use, Tutankhamun, construction, hieroglyphics)</p> <p>Use sources and artefacts to research Ancient Egyptian gods and goddesses</p> <p>Identify the hierarchy and social structure of life in Ancient Egypt</p> <p>Know about the impact that Ancient Egypt had on the world – pyramids, farming</p> <p>Understand how knowledge of the past is constructed from a range of sources.</p> <p>Know how historic items and artefacts have been used to help build up a picture of life in the past.</p> <p>Research what it was like for children in Ancient Egypt and present findings</p>		
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## End points for Year 4

Pupils can:

### use chronological knowledge and show understanding by being able to:

- Know about, and name, some of the advanced societies that were in the world about 3000 years ago
- Know about the key features of Ancient Egypt including pyramids, deities and afterlife

### be a historian by being able to:

- Note contrasts between countries 3000 years ago.
- Address historically valid questions about similarity, difference and significance.
- Construct informed responses that involve selection and organisation of relevant historical information.

<p><b>form an opinion on interpretation of history</b></p> <ul style="list-style-type: none"> <li>• Understand how knowledge of the past is constructed from a range of sources.</li> </ul>	
<p><b>K e y V o c a b u l a r y</b></p> <p><b>Chronological knowledge of events</b> BC, AD</p>	<p><b>Historical enquiry</b> <b>infer, deduce, evaluate,</b> inference, deduction, life expectancy, significant, evaluate, rank, bias, one-sided, balanced viewpoint, perspective, cause, consequence, impact, conclusion, enquiry, supporting evidence, credibility</p>

<b>Year 5</b>	<b>Purple = Substantive Knowledge</b>	<b>Green = Implicit Knowledge / Skills</b>
Autumn term	Spring term	Summer term

<p>Ancient Greece- a study of Greek life and achievements and their influence on the western world</p> <p>Ancient Greece</p> <p>Locate Ancient Greece in time and create a timeline</p> <p>Know some of the main characteristics of the Athenians and the Spartans</p> <p>Know about and can talk about the struggle between the Athenians and the Spartans</p> <p>Know about the influence the gods had on Ancient Greece</p> <p>Know about the link between the Ancient Greeks and the modern Olympics</p> <p>Know at least five sports from the Ancient Greek Olympics</p> <p>Know about the impact that Ancient Greece had on the world (education, language, architecture and government)</p> <p>Understand how knowledge of the past is constructed from a range of sources.</p> <p>Summarise how Britain may have learnt from the Ancient Greek civilization (historically and more recently)</p> <p>Research what it was like for children in a given period of history and present findings to an audience</p> <p>Know how the lives of wealthy people were different from the lives of poorer people.</p>		<p>A non-European society that provides contrasts with British history</p> <p>Mayan civilisation circa AD 900</p> <p>Locate The Mayan civilization in time and create a timeline</p> <p>Know about the impact that The Mayan civilization had on the world</p> <p>Know why they were considered an advanced society in relation to that period of time in Europe</p> <p>Research in order to find similarities and differences between two or more periods of history.</p> <p>Know how to place features of historical events and people from the past societies and periods in a chronological framework.</p> <p>Know about the main events from a period of history, explaining the order of events and what happened.</p> <p>Know that many of the early civilizations gave much to the world</p> <p>Compare Mayan civilisation to other Ancient Civilisations</p>
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## End points for Year 5

Pupils can:

### **use chronological knowledge and show understanding by being able to:**

- Know about the influence the Gods had on Ancient Greece
- Know at least five sports competed in the Ancient Greek Olympics
- Know some of the main characteristics of the Athenians and the Spartans
- Know about the impact that the Mayan civilization had on the world

### **be a historian by being able to:**

- Devise and address historically valid questions about cause, change, similarity, difference and significance.
- Construct informed responses that involve selection and organisation of relevant historical information.

### **form an opinion on interpretation of history**

- Understand how knowledge of the past is constructed from a range of sources.

K e y V o c a b u l a r y	<b>Chronological knowledge of events</b>	<b>Historical enquiry</b> <b>justify, form an opinion, investigate, link</b> inference, deduction, life expectancy, significant, evaluate, rank, bias, one-sided, balanced viewpoint, perspective, cause, consequence, impact, conclusion, enquiry, supporting evidence, credibility
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<b>Year 6</b>	<b>Purple = Substantive Knowledge</b>	<b>Green = Implicit Knowledge / Skills</b>
Autumn term	Spring term	Summer term
<p>A study of an aspect in British history that extends pupils' chronological knowledge beyond 1066</p> <p>World War 2 and its impact on Bicester</p> <p>Know about a theme in British history which extends beyond 1066 (WW2) and explain why this was important in relation to British history (how and why WW2 started, leaders, how the war ended and how people reacted)</p> <p>Know how to place historical events and people from the past societies and periods in a chronological framework</p>	<p>Britain's settlement by Anglo-Saxons and Scots</p> <p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor Saxons and Vikings</p> <p>Know how Britain changed between the end of the Roman occupation and 1066</p> <p>Know about how the Anglo-Saxons attempted to bring about law and order into the country</p> <p>Know that during the Anglo-Saxon period Britain was divided into many kingdoms</p> <p>Know that the way the kingdoms were divided led to the creation of some of our county boundaries today</p>	

<p>Know how Britain has had a major influence on the world – Battle of Britain, advancements in weaponry and combat</p> <p>Know about a period of history that has strong connections to Bicester and understand the issues associated with the period (rationing, evacuation, air fields, weaponry units, shelters).</p> <p>Know how Britain has had a major influence on the world.</p> <p>Know how the lives of wealthy people were different from the lives of poorer people.</p> <p>Research what it was like for children in a given period of history and present findings to an audience</p>	<p>Know where the Vikings originated from and show this on a map</p> <p>Know that the Vikings and Anglo-Saxons were often in conflict</p> <p>Know why the Vikings frequently won battles with the Anglo-Saxons</p> <p>Draw an accurate timeline with different historical periods showing key historical events or lives of significant people</p> <p>Describe events from the past using dates when things happened</p> <p>Know how an event or events from the past has shaped our life today</p> <p>Know how crime and punishment has changed over a period of time</p>	
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## End points for Year 6

Pupils can:

### use chronological knowledge and show understanding by being able to:

- Know how Britain changed between the end of the Roman occupation and 1066
- Know about how the Anglo-Saxons attempted to bring about law and order into the country
- Know that during the Anglo-Saxon period Britain was divided into many kingdoms
- Know that the way the kingdoms were divided led to the creation of some of our county boundaries today
- Know how the lives of wealthy people were different from the lives of poorer people
- Use a time line to show when the Anglo-Saxons were in England

### be a historian by being able to:

- Devise and address historically valid questions about cause, change, similarity, difference and significance.
- Construct informed responses that involve selection and organisation of relevant historical information.

	<ul style="list-style-type: none"> <li>● Know where the Vikings originated from and show this on a map</li> <li>● Know that the Vikings and Anglo-Saxons were often in conflict</li> <li>● Know why the Vikings frequently won battles with the Anglo-Saxons</li> <li>● Know how to place features of historical events and people from the past societies and periods in a chronological framework</li> <li>● know how Britain has had a major influence on the world</li> </ul>	
	<p><b>form an opinion on interpretation of history</b></p> <ul style="list-style-type: none"> <li>● Understand how knowledge of the past is constructed from a range of sources.</li> </ul>	
<p>K e y V o c a b u l a r y</p>	<p><b>Chronological knowledge of events</b></p>	<p><b>Historical enquiry</b>  <b>justify, form an opinion, investigate, link,</b> trustworthy, reliability criteria, significance, census, reliable, audience, purpose, accuracy, creator, representation, historical investigation, link, interpretation</p>