



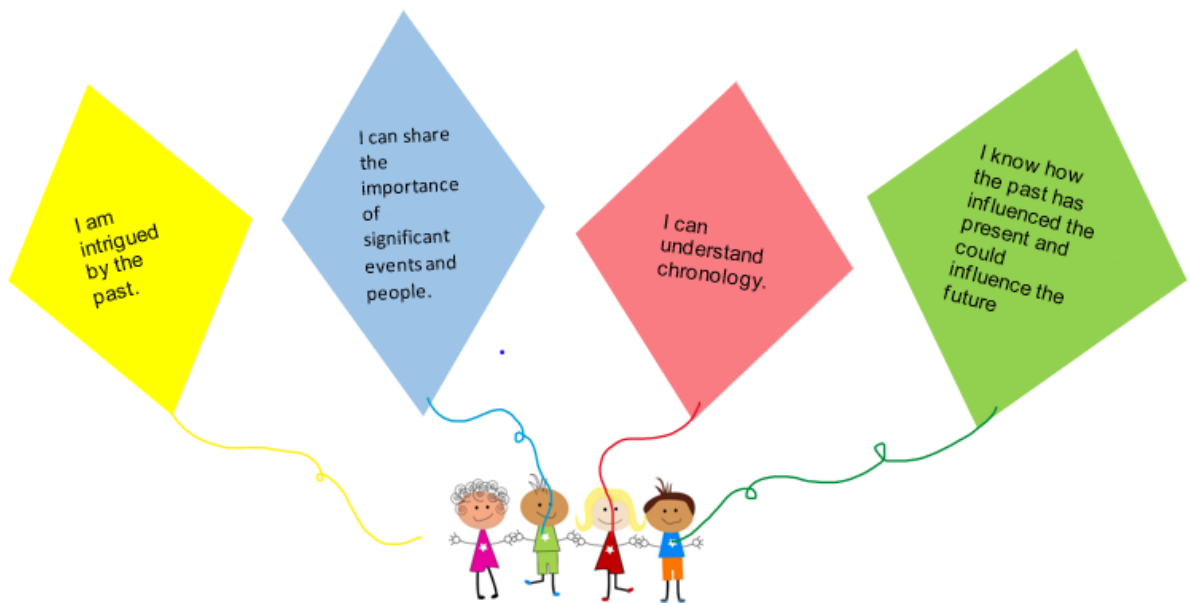
**BOWLING
GREEN**
ACADEMY

A Great Heights Academy Trust School

How to teach History at Bowling Green Academy

History Curriculum

Intent



History: Unit Focus Overview



		Autumn	Spring	Summer
Reception	Laying the foundations of narrative and time	Looks closely at similarities, differences, patterns and change Uses everyday language related to time Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences	Uses talk to organise, sequence and clarify events. Introduces a storyline or narrative into their play	Understand and use terms such as: past, present and future. Identifying and talking about things that have changed over time
Year 1	Introducing the second order concepts. People, places and events	Change and continuity/similarity and difference How has family life changed over time?	Significance Who was Grace O'Malley and why is she remembered?	Significance Who was Mary Anning and why is she remembered?
Year 2	Introducing the second order concepts. People, places, events; the local and the national	Interpretation and significance: Why do we wear a poppy?		Continuity and Change Enquiry question : Has the Piece Hall always been the same?
Year 3	Developing the second order concepts; introducing historical time; people, places and beliefs (social history, cultural history). Beginning the British narrative; contrasting geographical history Big pictures and patterns, smaller narratives as exemplars	Stone Age to Iron Age (2 enquiries) Continuity & Change What was the Ancient Britons' greatest invention? Significance: What mattered to the Ancient Britons?	Ancient Egypt Similarities and Differences What was the Ancient Egyptians' greatest invention... Who were the greatest inventors of the period? The Britons or The Egyptians?	Similarities and Differences; significance What mattered to the Ancient Egyptians...Did the Ancient Egyptians and Britons care about the same things?
Year 4	Developing the second order concepts; people places and power (military history, political history). Developing the British Narrative, contrasting geographical history Big pictures and patterns, smaller narratives as exemplars.	British History, Roman Empire Change and continuity/interpretation How did life in Britain change when the Romans ruled? How should we remember Boudicca?	Cause & Consequence Why was the Roman Army so good?	Ancient Greece Causation/significance: How did the Greeks change the world? Who was the greatest Ancient Greek? Why was the Spartan Army so good?
Year 5	Developing the second order concepts; people, places, power and belief (political, social, economic, cultural history) Developing the British Narrative to include the local	Changed continuity/Cause and Consequence. Why did the Anglo Saxons invade Britain and what did they change?	Change and continuity/Cause and Consequence Why did the Vikings invade Britain and what did they change?	Continuity and change How has Halifax changed over time?
Year 6	Developing the second order concepts; Pulling together the British historical narrative; patterns over long time spans (the political, religious, the social history) Contrasting non British unit	Continuity and Change How has Halifax changed over time? (revisit ordinary life up to 1066)		Islamic Civilisation Causation and consequence/Significance Why was Baghdad such an important city in 900CE? How did Islam change the world?

History at Bowling Green is taught in Autumn 2, Spring 2 and Summer 2. We have a bespoke history curriculum that has been planned to expose children to both world and Local/British history while meeting and exceeding the expectations of the national curriculum. The key themes run through our history scheme as can be seen in bold above. Lessons provide children with the opportunity to develop key history skills such as: understanding chronology, interpreting sources and information, forming arguments and developing their reasoning. Teachers supplement their history lessons with well chosen, reliable resources that are added to unit overviews to help constantly improve the unit planning and therefore the lesson quality.

Inclusion

What knowledge must learners acquire?

- Chronological understanding.
- Key vocabulary.
- Understand significant people and events.
- Recognise the impact history has on the present.

Strategies to support learners (examples*)

- Key word/vocab map prompt
- Visual aids on working walls
- Visual aids individually in books.
- Sentence stems for written work.

Where is vocabulary and language explicitly taught?

- Every lesson
- Reinforced in writing and reading activities.

Strategies to support learners include

- Key word/vocab map prompt in books
- Vocabulary display as part of History working wall.
- Match it style activities to help children understand vocabulary further.

What does progression look like?

Children show evidence of:

- Understanding how things were different in the past.
- The need to look at sources and whether they can be trusted.
- Using historical vocabulary in spoken and written work (unprompted).
- Starting to understand bias and that the past can be studied from more than one viewpoint.

Strategies to support learners include

- Modelling of spoken and written answers.
- Visual sources which allow children to explore on their own terms.
- concrete examples, linked to previous learning/familiar contexts.
- checking understanding – careful questioning, asking the student to explain to a classmate, applying learning to a different context.
- Include an index on any reading materials.
- Use of writing frames to help structure any written work.

Seesaw

Teachers should plan for effective use of seesaw in history lessons. Where possible, work should be uploaded and commented on by the child to show their learning. Activities that could be uploaded to seesaw are: timelines to build the understanding of chronology, the use of pictures and images from the past and what they might be able to tell us about that period, studying artefacts and what they tell us about the period studied and any verbal reasoning, persuading or arguments that make take place as part of their unit focus.

Resources

<https://www.history.org.uk/>

<https://www.clapgateprimaryschool.co.uk/approach/history/>