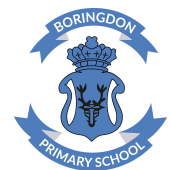


History at Boringdon Primary School (Y3)



'A Boringdon historian will have an enquiring and questioning mind and a knowledge and understanding of how historical periods affected those that came after them through a real understanding of chronology. They will have a deep understanding of the key milestones and features of taught historical periods and how they have influenced us today.'

Intent:

History at Boringdon provides the children with opportunities to gain a coherent knowledge and understanding of Britain’s past, including the local area and the wider world. The knowledge gained and understood is built upon as the children progress through school through a carefully crafted enquiry curriculum, alongside the knowledge-rich Opening Worlds curriculum. This enables deeper learning and understanding of history. Throughout their time at Boringdon, the children will become curious about stories and events from the past, consider significant events and people in living memory and beyond, ask questions and develop perspective and judgements. History will help the children to understand the stories from different time periods, the complexity of people’s lives, process change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

How is History planned and taught at Boringdon Primary School?

We have a carefully constructed curriculum at KS1 which has been constructed and developed by the school alongside experts in the Trust. The learning is sequenced with a clear progression of knowledge, concepts, skills and vocabulary which help the children to develop as young historians. The techniques used in the delivery of the KS1 curriculum supports the children’s transition into KS2. At KS2, we use the Opening Worlds Humanities Curriculum to deliver the National Curriculum for History. Opening Worlds is a knowledge-rich humanities programme for teaching History in Years 3 to 6. Where meaningful, there are cross-curricular links to other subjects for our units.

We teach a coherent curriculum that is the progression model. Each area of study has an enquiry question (a synoptic task) that the children work towards answering using the components of knowledge that are taught during that unit. This taught knowledge allows the children to make connections and reach their own informed conclusions. There is a specific disciplinary focus for each synoptic task, but the children use various disciplinary concepts as they move through units. Through both shared stories and teaching, there is exploration and teaching of key vocabulary. This allows the children to gain understanding and put meaning to the vocabulary taught. Through these stories and the creativity within lessons, we ensure that our children are engaged and enthused learners. Each lesson builds on previous knowledge and we ensure that all children understand before learning continues. Our History curriculum covers a range of cultural, historical and ethical backgrounds and offers purposeful and meaningful experiences to apply, share and develop knowledge. Planning provides the opportunity to embed previous learning and develop links between lessons and key concepts. The Opening Worlds programme at KS2 has strong vertical sequencing within subjects (where children gain security in their use of rich and broad vocabulary through systematic introduction, sustained practice and deliberate revisiting) allowing for ‘overlaps of learning’ and carefully designed horizontal and diagonal connections across the Humanities subjects.

We aim to ensure that our History curriculum prompts curiosity, critical thinking and allows learners to connect strands of learning across, not only our Humanities curriculum, but all aspects of the curriculum.

Enrichment

We recognise the importance of enrichment opportunities within our History curriculum and ensure this happens in a variety of ways, including:

- Visits to local historical sites and museums
- Workshops from visiting speakers
- Displays and exhibitions for parents and carers

How do we check that pupils have understood before we move on?

- Answering retrieval questions to support recall and committing information to their long-term memories
- Understanding and using prior knowledge, from current or previous year groups, alongside the unit, making connections and thinking about similarities, differences, and connections
- Confidently debating and discussing choices made
- Lesson observations and subject leader discussions with pupils
- Regular pupil voice opportunities to allow the children to demonstrate their knowledge and also reflect on their own learning and progression
- End of unit synoptic tasks

Children will demonstrate their understanding and knowledge through independently applying all that they have learned to answer the main enquiry question (synoptic task). Assessments are made formatively and summatively with retrieval quizzes within lessons and synoptic tasks used as an end of unit assessment where the main enquiry question is answered. These synoptic tasks give the children scope to share a wide breadth of understanding in relation to the topic taught.

We use an impact document to measure the effectiveness of our learning. This helps us improve our teaching and scaffolding of learning for the following year. Information is fed back to previous teachers if it was felt that the knowledge from that year was also not secure enough. The impact of the History curriculum is regularly reviewed in staff meetings and INSET days throughout the year. We have strong links with other schools, both primary and secondary, within Westcountry Schools

Trust which ensure a continuous review of practice and provision as well as expert guidance from the Executive Director of History.



What is Opening Worlds?

Opening Worlds is a knowledge-rich humanities programme for teaching history, geography and religion in Years 3 to 6. As a school, we are provided with curriculum resources together with training, support and ongoing programme-related professional development for our school teachers.

The uniqueness and background of every child is recognised and valued. Because of this, our curriculum covers a range of cultural, historical and ethical backgrounds and offers purposeful and meaningful experiences to apply, share and develop this knowledge.

Our diverse, culturally rich and wide-scoping curriculum is underpinned by the teaching of basic skills, knowledge, concepts and values in a rigorous and coherent way. Explicit links to story-telling and creativity are made to enthuse learners. Many enhancement and enrichment activities are used throughout the curriculum to engage children and create purposeful, high-leverage outcomes that give children the opportunity to use and apply their developing knowledge and skills.

Our aim is to create an environment that prompts curiosity, critical thinking and allows learners to connect strands of learning across all aspects of the curriculum.

What does this look like at Boringdon Primary School?

The programme meets and substantially exceeds the demand of the National Curriculum for history and geography and is compatible with our locally agreed syllabus in RE. The programme is characterised by strong vertical sequencing within subjects (so that pupils gain security in a rich, broad vocabulary through systematic introduction, sustained practice and deliberate revisiting) and intricate horizontal and diagonal connections, thus creating a curriculum whose effects are far greater than the sum of its parts.

Year 3	Ancient Egypt	Cradles of Civilisation	The Indus Valley Civilisation	Persia and Greece	Ancient Greece	Alexander the Great
Main enquiry	How much did Ancient Egypt change over time?	How similar and how different were Ancient Egypt and Ancient Sumer?	How do we know about the Indus Valley civilisation?	What did Greek city-states have in common?	What can historians learn from Ancient Greek sources?	How did Alexander the Great conquer so much land?
Major disciplinary focus of end-of-unit synoptic task *Disciplinary content is threaded through all units	change/continuity	similarity and difference	evidential thinking	similarity and difference	evidential thinking	causation
NC coverage	the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China	the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China	the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China	Ancient Greece – a study of Greek life and achievements and their influence on the western world	Ancient Greece – a study of Greek life and achievements and their influence on the western world	Ancient Greece – a study of Greek life and achievements and their influence on the western world
Lesson titles	1. Howard Carter Gets a Big Surprise 2. How Did the Ancient	1. The land of the two rivers 2. Trading, Building, Writing 3. The Epic of Gilgamesh	1. The Dancing Girl 2. So Many Puzzles! 3. Bricks, Buildings, Baths and	1. The King of Kings 2. The Persian Empire 3. The Greek City-states	1. Athens Tries Something Different 2. The Peloponnesian War	1. Greece and Macedon 2. King Philip Makes Macedon Great

	Egyptians Live? 3. How Did the Ancient Egyptians Change Over Time? 4. What Did the Ancient Egyptians Believe? 5. What Did the Ancient Egyptians Believe about Death? 6. How Did the Ancient Egyptians Write?	4. Cradles of Civilisation 5. Similarities between civilisations 6. Art in Ancient Civilisations	Bedrooms 4. Making Beautiful Things 5. Boats, Barter, Trade and Travel! 6. Two More Puzzles: Rulers and Religion	4. Greek Gods and Goddesses 5. The Greek Language 6. The Greek and Persian Wars	3. The Parthenon 4. Greek Literature 5. The Odyssey 6. The Greeks Loved Philosophy	3. Alexander: From Boy to King 4. Alexander's Battles 5. Alexander Conquers Persia 6. The Wonderful Library of Alexandria
Substantive knowledge	- Location, origin in settlements around the Nile, living by the Nile, the role of the Nile in developing belief systems as well as agriculture. - How the power structures (pharaohs, the double crown) were linked to the geography of Egypt; how they were sustained through art, writing, belief systems. - Ancient Egyptian religion, government, art, - great monuments, beliefs about death, farming. - How Egypt changed through time - kingdoms, art, pyramids, beliefs and writing	- The land between two rivers: Ancient Mesopotamia – the unique 'cradle' (development of writing to record trade). - Then, geographical overview of ancient civilisations of the world, inc. - Big map seeing where they all were & geographical similarities. - Depth study of ancient Sumer in Mesopotamia via rivers & settlements (reinforce geog knowledge so far) and via art of ancient civilisations. - Ziggurats	- Sites and artefacts in the Indus Valley (including the dancing girl, the priest king, seals, the threshing platforms, pots and potsherds, beads, weights, toys) - Bricks, buildings, baths, bathrooms, drainage - Mohenjo Daro, Harappa, Lothal - Similarities and differences between Indus Valley and Sumer and Egypt (e.g. writing, monuments) - Craftsmanship, trade, barter - Puzzles for historians, including rulers and religion	- Start with ancient Persia and its empire to set geographical & political context. - Ancient Greek city states, inc. Sparta and Athens. Why/how did they form? - Homer's Iliad - Greco-Persian wars, inc. battle of Marathon, Thermopylae, Salamis - Ancient Greek language - Peloponnese War - Greek religion – gods and goddesses	- Athenian democracy and empire - Art, culture & learning in Ancient Greece - Greek architecture, inc. Parthenon - Greek religion in Greek stories (use stories to revisit content from Greek politics, culture and religion in Spring 2) - Greek literature, inc. epic poetry – inc Homer's Odyssey. - Tragedy in Greek theatre - Philosophy and enquiry in Ancient Greece, inc. - Aristotle – depth on Aristotle.	- Where did Alexander come from? Backstory of Philip of Macedon and the Macedonian empire. - Alexander the Great: childhood, education (link to Aristotle in Summer 1), early battles, conquest of Persia, death Library of Alexandria (laying the ground for Y4 Rome and Y5 Baghdad) - Meanwhile in Egypt.... Egypt under the Ptolemy family. Greece and Egypt – where do our stories converge? Why did the Egyptian empire last so long? Why did it fizzle out this time? - What have we learned about why empires rise and fall?
Vocabulary	Chapter 1 Valley of the Kings, archaeologist, excavate, tomb, ruler, Ancient Egypt, remains, hieroglyphics, ebony, Tutankhamun, excavating Chapter 2 historian, civilisation, BC (Before Christ), BCE (Before Common Era), Nile, Mediterranean Sea, kingdom, Upper Egypt, Lower Egypt, united, crown, double crown, pharaoh, taxes, enemies, priests, scribes, fertile, mine, protected Chapter 3 pyramids, Old Kingdom, Middle	Chapter 1 clay tablets, tablets, Sumer, Tigris, Euphrates, Mesopotamia, Fertile Crescent Chapter 2 trade, weaving, herding, ziggurat, cuneiform Chapter 3 Gilgamesh, epic, Assyria Chapter 4 Indus valley, Shang, nomadic, cradle, bronze Chapter 5 altar, sacrifices, decipher	Chapter 1 necklace, bangles, Mohenjo, Daro, merchants, market, Indus Valley, civilisation, reconstruction, reconstructed, Harappa, monuments, seals Chapter 2 sources, evidence, trench, pottery, potsherds, threshed, threshing, barley, beckon Chapter 3 urban, citadel, fired, kiln, technology, sewage, Lothal, drain, wells, draw water Chapter 4 jewellery, oxen, rhinoceroses,	Chapter 1 Darius, empire, Persian Empire, Cyrus, Babylon Chapter 2 slaves, succeeded, satrapy, satrap, taxes, tax Chapter 3 city, state, polis, agora, acropolis, temple, gymnasium, theatre Chapter 4 Zeus, displeased, shrines, owls, Olympus, Ares, Poseidon, trident, Hera Chapter 5 alphabet, alpha, beta, Homer,	Chapter 1 democracy, citizens, voted, assembly, Pericles Chapter 2 Golden Age, declared war, Peloponnesian War, starve, plague, allies, surrendered, enslaved Chapter 3 Parthenon, architecture, architects, inspired, columns, scrolls, frieze, sculptures, pediment Chapter 4 spectators, chorus, masks, playwrights, Sophocles, tragedy,	Chapter 1 Macedon, puppet king, hoplite, Philip of Macedon, captured, hostage, sarissa, phalanx Chapter 2 Delphi, oracle, prophecy, prophesy, league, League of Corinth Chapter 3 Bucephalas, assassinated, determined, Gordium, wagon, legend Chapter 4 pledged, loyalty, Issus, Alexandria, Gaugamela, chariots, retreated

	Kingdom, New Kingdom, Giza, Cheops, Amun, chariots, overpower, weapons, ankh Chapter 4 Amun, Ra, hawk, Amun-Ra, Osiris, Isis, flooded, dependent, Ma’at, universe, order, underworld, Anubis, underworld Chapter 5 soul, ba, limb, decay, decaying, preserve, preserved, canopic jar, embalming, embalmed, mummy, mummification Chapter 6 Rosetta, Rosetta Stone, translate, translated, inscription, cartouche, carved, papyrus, law	Chapter 6 sculptures, mythical, decorative	unicorns, terracotta, ornaments, carnelian Chapter 5 barter, weights, transport, prow, trade route Chapter 6 governed, governments, robe, figurines, fertility, Asia, Asian, Hindu, granary	Iliad, Achilles, besiege Chapter 6 messengers, surrender, surrendered, Marathon, pass, strait	comedy, satire, gestures, literature, Homer Chapter 5 Odyssey, Odysseus, off course, Cyclops, Sirens, sailors, mast, nymph, disguised, revealed Chapter 6 philosophy, wisdom, philosophers, Socrates, Plato, Academy	Chapter 5 victor, divine, flew, into a rage, Ptolemy Chapter 6 founded, scrolls, Euclid, geometry, astronomy, astronomer, Galen
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