

Bowling Park Primary School

Learning Together, Achieving Together



History

History Vision and Design



	Responsible	Confident	Successful
<p>Vision</p>	<p>We want our children to be responsible citizens by:</p> <ul style="list-style-type: none"> - Contributing to society by having key skills developed in History needed to secure a job, for example debating, exploring and analysing. Challenging injustices or different opinions respectfully whilst exploring a variety of historical periods and identifying similarities and differences with their own lives and society today. Identifying mistakes made in the past, and how we, as humans and within society, have learnt from them and made changes. -Being able to work individually and as a team. -Recognising how important history is in shaping communities and nations. They will develop a sense of belonging and will consider how they can have a positive contribution to their community. 	<p>We want our children to be confident individuals by:</p> <ul style="list-style-type: none"> - Expressing their own opinions to others through their voices, movement and what they create during the Historical Enquiry cycle. - Seeing themselves as Historians, with an understanding of the subject and that sense of purpose. -Having the vocabulary, sense of belonging and range of experiences needed to access the same opportunities as their peers. -Developing a sense of belief that they can achieve anything they want to. Children will research significant historical events and figures (old and new) and believe that they themselves can make a difference to society. 	<p>We want our children to experience success at Bowling Park and beyond by:</p> <ul style="list-style-type: none"> - Being able to produce purposeful outcomes. - Being able to confidently take part in conversations with their peers and others. - Being ready to take on the world in 21st century Britain, with a knowledge of what has happened in the past, and how this has shaped today's society.

History Vision and Design



Design

Igniting Curiosity

Gives us the opportunity to explore, find out more, ask and answer interesting questions, nurtures our individuality through tailored enquiry and investigate artefacts/pictures from the time.

Connecting our experiences

Learning is enhanced through educational visits and experiences that enable us to connect our learning in a variety of contexts. Children are given a range of choices when communicating their understanding of Historical Concepts including through drama/oracy, art, timeline work etc.

Empowering our learning

Gives us a sense of pride in our learning and makes us consider how we could use our skills as historians in future life. We have opportunities to show off our understanding in a variety of ways throughout a topic which guides us towards a purposeful outcome that is relevant to our topic, and our lives. We share our History learning in class assemblies, class museums and on trips.

Characteristics of a Historian at Bowling Park



- Develop a secure understanding of people, events and key threshold concepts from a range of historical periods.
- The capacity to ask and answer interesting and appropriate historical questions within a given historical enquiry.
- Develop an understanding of why it is important to study history and understand that history shapes our future.
- Acquire knowledge about when history started, and how this relates to the periods of history we learn about.
- Demonstrate a passion and enjoyment for history.
- Be able to link periods of history studying with previous learning, including the chronology of key events and contexts.
- Explore historical artefacts: ask questions, differentiate between primary and secondary sources and predict how and why they may have been used by people in a given historical period.
- Begin to evaluate events from the past, considering how things have changed, and how other things has stayed the same.

Our journey could lead your child to.....



- **Archaeologist**
People who study archology, archaeologists, study things that people made, used and left behind by digging up key evidence. They try to understand what people of the past were like and how they lived.
- **Curator**
A person who manages a museum that offers exhibits. Curators must be able to offer key information about the exhibit, so would need lots of knowledge about various periods within history.
- **Tour guide**
Someone who shows visitors around a place. In history, this could include a famous historical building such as the Tower of London, or Buckingham Palace, so a tour guide would need lots of knowledge to share with tourists.
- **Secondary Teacher**
A teacher of history that can inspire and educate young adults on various aspects of history.
- **Museum Education Officer**
Making links between museums and schools to offer educational visits to enhance the teaching and learning of history.

Our journey could lead your child to



Archaeologist



Tour guide



Museum Education
Officer



Curator



History Teacher

Significant People in History we can look up to



Mary Anning



Matthew Henson



Mary Seacole



Howard Carter



Amelia Earhart

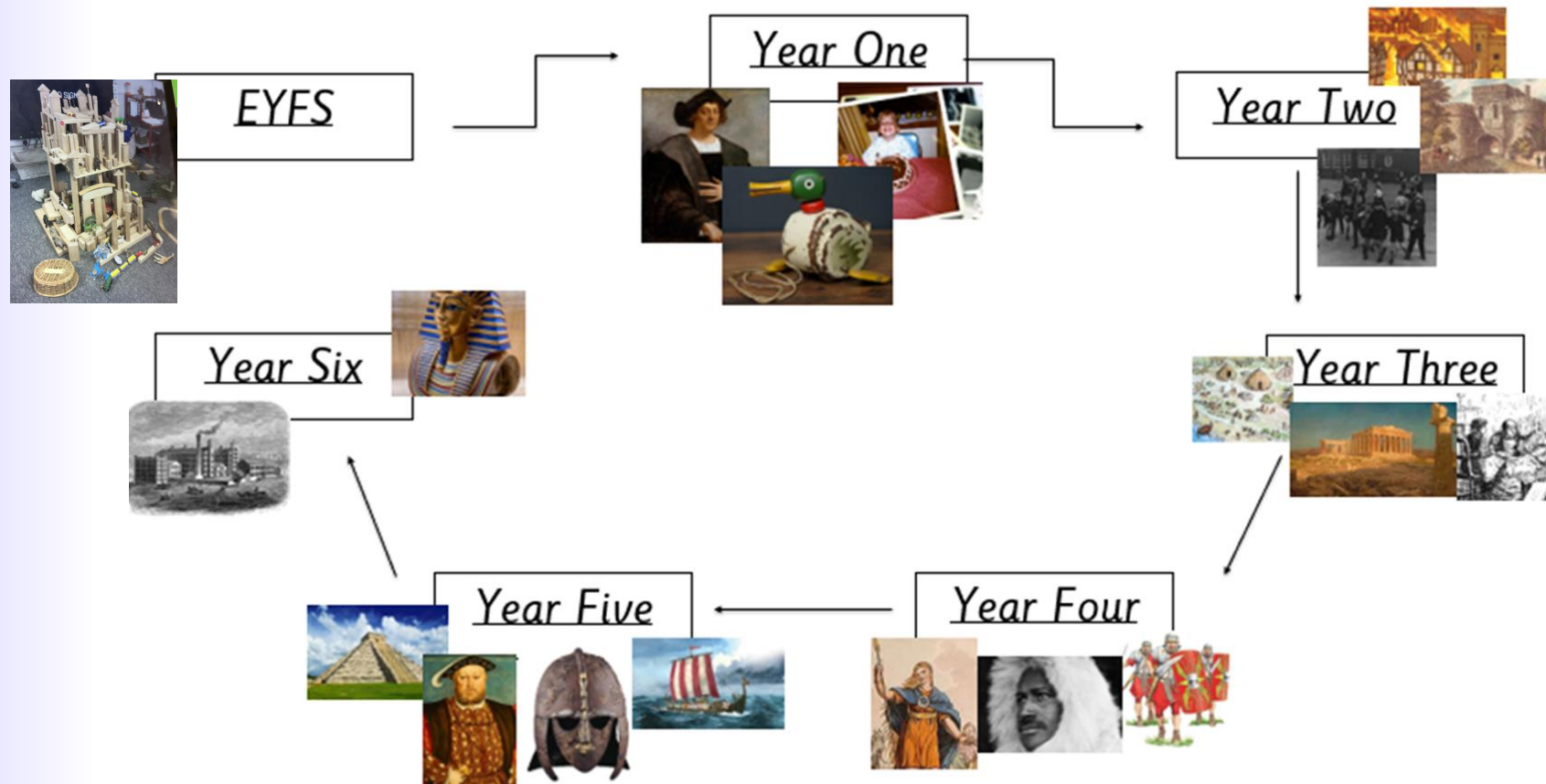


Samuel Pepys

History Curriculum Coverage




What does our journey as historians look like at our time at Bowling Park?




Examples of work in History





The robot is from 1900 first metal
This metal



The teddy bear is now is made from soft fabric

W/C 15th January 2024
WALT: innovate

What were the parts of a castle?
Castles have portcullis, arrow loops, masts towers, bailey and drawbridge. They would have some safe to live.

Who lived in castles?
Kings and queens lived in castle. The soldiers and cleaners also they live there. The rich people live there, because they can stay safe.

Parts of a castle
The tower was big and when arrow loops can't shoot in but they can shoot out. The bailey was so busy. There was lots of people to sell food. The drawbridge up and down. What a great castle!

Why were castles built?
A long time ago enemies came to steal things. The castles were big and strong because invaders they can't steal. The rich people stay in the castle because they are safe.

old toy
past

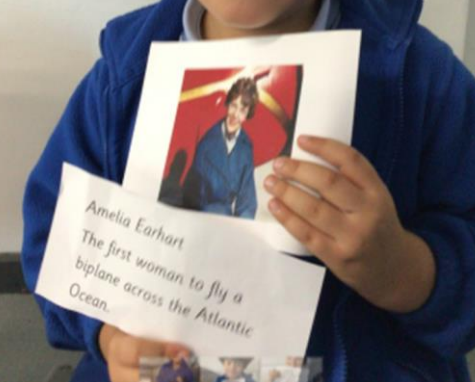




new toy
present

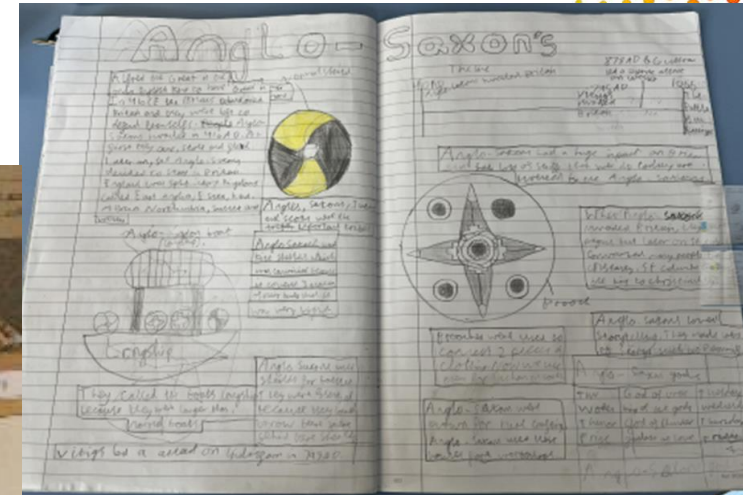
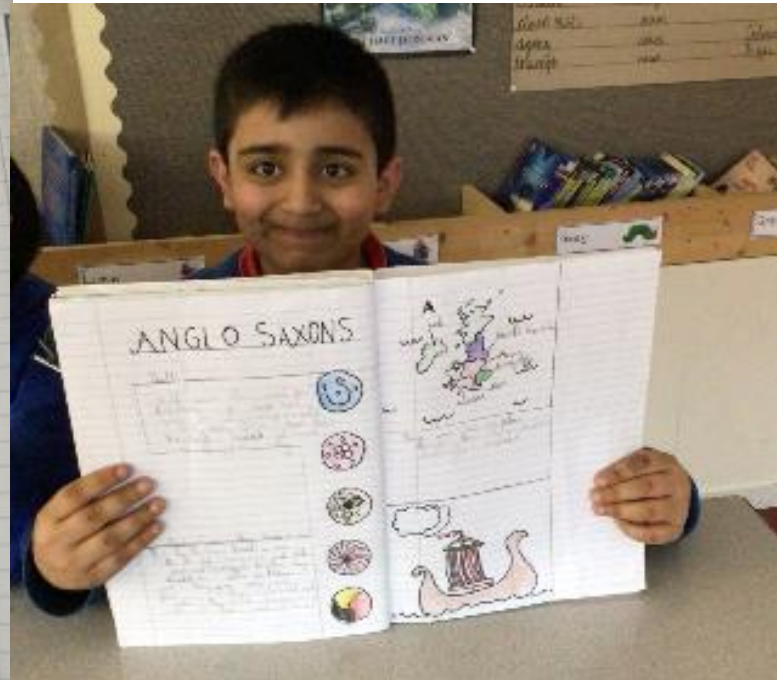
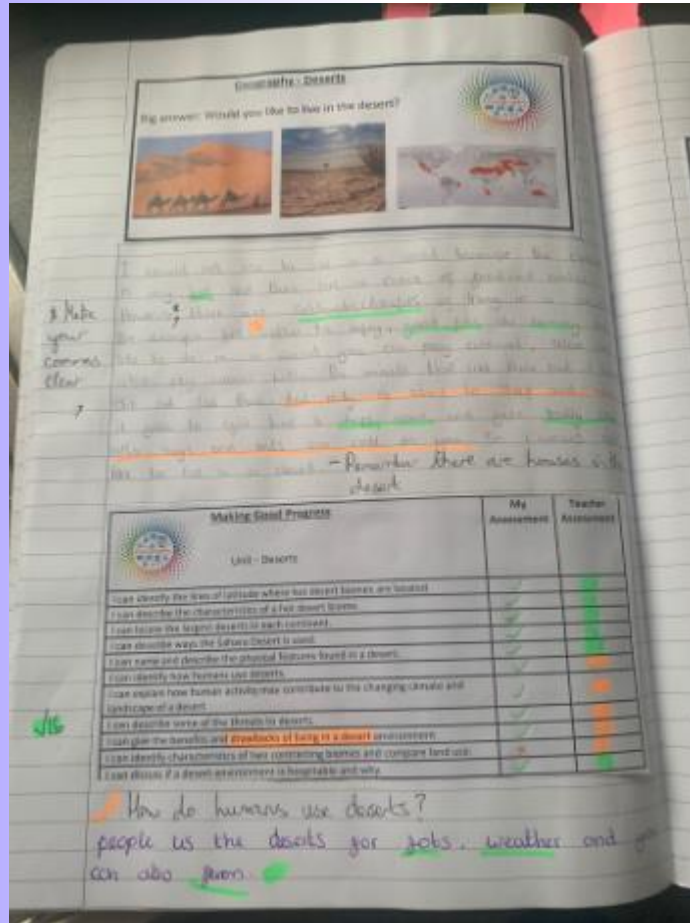




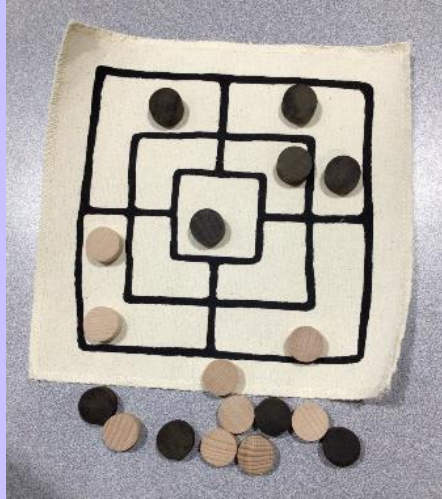


Amelia Earhart
The first woman to fly a biplane across the Atlantic Ocean

Examples of work in History



Examples of work in History



Progression of Historical Vocabulary



EYES	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
calendar	a long time ago	century	millennium	achievements	agriculture	accuracy
day	ancient	chronological order	AD (Anno Domini)	case	change	ancient civilisations
family tree	artefact	diary	BC (Before Christ)	continuity	concurrent	attitudes
lifetime	contemporary history	encounter	BCE (Before the Common Era)	conquered	continuity	biased
long ago	date order	experts	CE (Common Era)	culture	conversion	diversity
memory	decade	evidence	archaeologist	democracy	Dark Ages	extent of change
month	detective	investigate	archaeology	effect	effects	empires
new/recent	different	museum	change	empire	fertile land	impression
parent	historians	monarchy	citizen	invasion	kingdom	interpretation
old	intentions	newspapers	civilisation	legacy	legislation	motive
remember	living memory	parliament	effects	primary source	Middle Ages	multicultural society
the future	memories	research	era	raids	Renaissance Era	reliability
the past	modern	significant	period	reputation	revolution	represent
the present	opinion	traitor	excavate	resistance	nation	singularity
today	remembers	travel	importance	secondary source	settlers	traditional
tomorrow	similar	treason	impact	version	settlements	variety
week	sources	websites	settlers		significance	
year	timeline				trade links	
yesterday	grandparent					
	great grandparent					

Subject-specific Historical Vocabulary



EYES	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
a long time ago	siblings	stove	Stone Age	Briton	Maya	Delta
baby	parent	school log book	Bronze Age	Romans	abandon	Egypt
before	grandparent	textbook	Iron Age	Celts	decline	River Nile
change	great grandparent	blackboard	Prehistoric Britain	civilisation	Classic Period	creation story
child	childhood	abacus	Skara Brae	enslaved	deforestation	Pharaoh
different	time capsule	slate	roundhouse	togas	drought	pulley
history	toy	chalk	flint	settlers	hieroglyphics	pyramid
I remember	wooden	pen and ink	trade	armour	rainforest	quarrying
new	plastic	Britain	import	tunic	Angles	amulet
now	metal	London	export	legion	Saxons	immortal
old	mohair	Samuel Pepys	exchange	state	Jutes	linen
today	explorer	Great Fire of London	goods	legal system	invasion	preserve
tomorrow	exploration	gunpowder	occupation	tin	empire	foundations
order	achievement	plot	politician	Picts	kingdom	polytheism
past	discovery	Guy Fawkes	parliament	pilum	claimants	hierarchical
photograph	transport	monarch	poverty	galea	longships	suffrage
present	equipment	power	life expectancy	Boudica	wattle and daub	
similar	yacht	ruler	living conditions	scutum	Wessex	
then	voyage	attack	sanitation	gladius	Mercia	
toddler	solo	battle	working conditions	legatus	Northumbria	
when I was little	North Pole	conquer	servant	cohort	East Anglia	
dad	resilience	coronation	wealthy	century	Kent	
mum	determination	crowning	Ancient Greece	centurion	Christianity	
family	qualities	defend	Mount Olympus	formation	missionaries	
fairytale	coat of arms	government	Zeus	testudo	Pope	
granddad		turret	democracy	wedge	peasants	
grandma		talon	landlocked	tablet	Vikings	
queen		castle	assembly	aqueduct	trader	
rule		gatehouse	legacy		raider	
					engineer	
					paganism	

History Enrichment Opportunities



The children have lots of opportunities to take part in educational visits that enhance their understanding of history and enable them to see elements of history in real life. We also receive Topic Boxes from the Bradford Museum Service. The children love exploring the boxes, which are filled with exciting artefacts linked to their topic.

