

History



OUR CURRICULUM INTENT

To nurture independent, resilient, inquisitive learners, who have a breadth of knowledge, experiences and skills, with aspiration to succeed in the wider world.

The GOLDEN THREADS of our Intent

Oracy

Diversity

Independence

History – EYFS / Reception

NC Area of Learning

Understanding the World ELG

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.

Early Learning Goals

Children at the expected level of development will:

- Talk about the lives of the 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.

Examples of how to support this (Development Matter 2021)

- During dedicated talk time, listen to what children say about their family.
- Share information about your own family, giving children time to ask questions or make comments.
- Encourage children to share pictures of their family and listen to what they say about the pictures.
- Using examples from real life and from books, show children how there are many different families.
- Name and describe people who are familiar to them.
- Talk about people that the children may have come across within their community, such as delivery and shop staff, hairdressers, the police, the fire service, nurses, doctors and teachers.
- Listen to what children say about their own experiences with people who are familiar to them.
- Present children with pictures, stories, artefacts and accounts from the past, explaining similarities and differences.
- Offer hands-on experiences that deepen children’s understanding, such as visiting a local area that has historical importance. Include a focus on the lives of both women and men.
- Show images of familiar situations in the past, such as homes, schools, and transport.
- Look for opportunities to observe children talking about experiences that are familiar to them and how these may have differed in the past.
- Offer opportunities for children to begin to organise events using basic chronology, recognising that things happened before they were born.
- Frequently share texts, images, and tell oral stories that help children begin to develop an understanding of the past and present.
- Feature fictional and non-fictional characters from a range of cultures and times in storytelling. Listen to what children say about them.
- Draw out common themes from stories, such as bravery, difficult choices and kindness, and talk about children’s experiences with these themes.
- In addition to storytelling, introduce characters, including those from the past using songs, poems, puppets, role play and other storytelling methods.

History - Key Stage 1 and 2

Curriculum Objectives	KS1	Pupils should be taught about: <ul style="list-style-type: none"> changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life; events beyond living memory that are significant nationally or globally [for example the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]; the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]; significant historical events, people and places in their own locality. 		
	KS2	Pupils should be taught about: <ul style="list-style-type: none"> changes in Britain from the Stone Age to the Iron Age; the Roman Empire and its impact on Britain; Britain's settlement by Anglo-Saxons and Scots; the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor; a local history study; a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066; 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; a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300. 		
Key Vocabulary Progression	KS1	<p>General old, new, year, decade century ancient modern long ago, timeline, date order, similar, different, because important, living memory, remembers, 1950s, toys, inventions, homes, houses, grandparents' time, the older generation, memories, drawing, photograph, camera, detective, opinion, artefact, What...? When...? Where...? earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after to show the passing of time.</p> <p>Chronological order, era/period, The Tudors, The Stuarts The Gunpowder Plot, plotters, Parliament, secret, King James, Guy Fawkes, Catholic, Protestant, traitor, treason The Great Fire of London, Samuel Pepys, diary, danger Christopher Wren, St Paul's Cathedral, explorers, Colombus, Armstrong, travel, encounter, impact, significant, brave pioneer, Atlantic Ocean, America space rocket, moon landing Grace darling, Queen Victoria, Queen Elizabeth, Buckingham Palace, rescue danger survive, memorial, investigate, research, evidence Why...?, historians, experts, letters, newspapers, websites detective, opinion, What...? When...? Where...?</p>	<p>General invention, archaeologist, archaeology, sources, importance, significance, legacy, impact, effects, reason, change, continuity, this suggests..., may be, perhaps could be, first hand evidence, second hand evidence, myths and legends, Impact, effects, consequences, change, continuity cause/s, infer, suggest My conclusion is that... historian, archaeologist, archaeology, Ancient Egyptians Egyptologist</p> <p>Stone age to iron age Prehistory, beaker, hunter –gatherer, celt, nomad, bronze, palaeolithic, roundhouse, Mesolithic, hillfort, Neolithic, quern, tribe, smelting, Neanderthal, druid, homosapiens, borer, pelt, domesticate,</p> <p>Egyptians Pharaoh, mummification, scarab, irrigation, papyrus, shaduf, scribe, amulet, oasis, Canopic jar, Egyptologist, sarcophagus, askh, tomb, pyramid, afterlife, barter, hieroglyphics, Rosetta stone.</p> <p>Mayans Ahau, city-states, dynasty, terraces, maize, pyramid, codex, peasant, hieroglyphics, bloodletting. Stela, cacao, scribe, cenote, haab, huipil, jade. Popol Vuh, sacrifice, Tzol'in.</p> <p>Ancient Greece Democracy, Agora, Acropolis, Hellenistic, city-state, phalanx, Parthenon, aristocrat, marathon, mythology, Olympics, column, citizen, hoplite, philosopher, Peninsula, alphabet, oracle, tragedy, terraced.</p>	<p>General: To weigh up both sides, on one hand, however, different experiences, primary evidence, secondary evidence, eye witness, this source suggests that...this source doesn't show, that..., reliable, could have been..., might have been... may be, impact effects consequences, significance, impression, change, continuity cause/s, infer, suggest, My conclusion is that, variety of sources, I can infer that..., impression, the source omits to mention..., the purpose ... , one sided biased, motive, mistake, this source doesn't show that..., change continuity, extent of change.</p> <p>Romans: Empire, mosaic, toga, arch, aqueduct, chariot, coliseum, hypocaust, centurion, tunic, emperor, Aquila, amphitheatre, pantheon, senate, terstudo, gladiator, circus maximus, republic, legionary.</p> <p>Anglo Saxons: Angles, Hengest and Horsa, Saxons, monk, Jutes, Illumination, mead, Manuscript, rune, Weergeld, Wattle-anddaub, Athelstand, Thatch, Christianity, Farmor-warrior, Augustine, Sutton Hoo, Alfred the Great, Linisfarne, Aethelred the Unready.</p> <p>Vikings: Longboat, Runes, longhouse, farmer-warrior, chieftain, pagan, Berserker, Danelaw, Danegeld, Asgard, Thing, Jarl, Feast, Karl, Raid, Figurehead, Trade, Chainmail, Yggdrasil, Valhalla.</p> <p>WW1 & WW2: World War I World War II, nation, monarchy, execution, trench, war, recruit alliance, Blitz, Home Front, morale, democracy, Parliament, vote, suffrage, Houses of Parliament</p> <p>Victorians: British Empire, Emigration, Factory Commission, Maltings, Model town, Poor Law, Ragged School, Reformer, Workhouse, Queen Victoria- 1819-190, Isambard Kingdom Brunel, Alexander Graham Bell, Charles Babbag</p>

History – KS1

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		Within living memory Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life	Lives of significant people The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods	Local history Significant historical events, people and places in their own locality	Key Vocabulary
Year 1	Substantive Knowledge	Know that the toys their grandparents played with were different to their own. Know what a number of older objects were used for. Know the main differences between their school days and that of their grandparents.	Know the name of a famous person from the past. Know what they did. Know about the impact they had nationally / internationally.	Know the name of a famous person close to where they live and explain what they were/are famous for. Or Know the name of a famous place or event close to where they live and why it is/was famous.	Use words and phrases such as: <i>old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after</i> to show the passing of time. Show an understanding of historical terms, such as <i>monarch, parliament, government, war, remembrance</i>
	Disciplinary Knowledge (Skills)	Children at age related expectations can: <ul style="list-style-type: none"> • use historical vocabulary related to the passing of time. • use historical vocabulary to retell simple stories about the past; • observe and use pictures, photographs and artefacts to find out about the past; • ask simple questions about the past, observing or handling evidence as prompts. • describe memories and changes that have happened in their own lives; • start to recognise some similarities and differences between the past and the present. • describe significant individuals from the past. • talk, draw or write about things from the past. Children may also: <ul style="list-style-type: none"> • organise a number of artefacts by age; • order dates from earliest to latest on simple timelines; • sequence pictures from different periods; • talk, draw or write explaining how we find things out about things from the past; 			

History – KS1

History – KS1					
		Beyond living memory Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries.	Lives of significant people The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods	Local history Significant historical events, people and places in their own locality	Key Vocabulary
Year 2	Substantive Knowledge	<p>Know key dates about an event(s) that happened long ago, even before their grandparents were born. Know what happened. Know why it happened and the impact the event had nationally/globally.</p> <p>Know what we use today instead of a number of older given artefacts</p> <p>Know that children's lives today are different to those of children a long time ago</p>	<p>Know the name, D.O.B (and death) of a famous person from outside the UK.</p> <p>Know what they did.</p> <p>Know the impact they had nationally / internationally.</p>	<p>Know how the local area is different to the way it used to be a long time ago.</p> <p>Differentiate between things that were here 100 years ago and things that were not (including buildings, tools, toys, etc.)</p>	<p>General old, new, year, decade century ancient modern long ago, timeline, date order, similar, different, because important, living memory, remembers, 1950s, toys, inventions, homes, houses, the older generation, memories, drawing, photograph, camera, detective, opinion, artefact, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after to show the passing of time.</p> <p>Chronological order, era/period, Parliament, secret, The Great Fire of London, Samuel Pepys, diary, danger, St Paul's Cathedral, explorers, travel, encounter, impact, significant, Queen Victoria, Queen Elizabeth, Buckingham Palace, rescue danger survive, memorial, investigate, research, evidence Why...?, historians, experts, letters, newspapers, websites detective, opinion, What...? When...? Where...?</p>
	Disciplinary Knowledge (Skills)	<p>Children at age related expectations can:</p> <ul style="list-style-type: none"> • use a wide vocabulary of everyday historical terms. • use historical vocabulary to retell simple stories about the past; • ask and answer simple questions about the past. • sequence different periods of time on a simple timeline (includes dates). • talk, draw and write to explain about things from the past; • observe and use pictures, photographs and artefacts to answer simple questions about the past. • describe significant individuals from the past, showing an understanding of why they acted as they did. • identify similarities and differences between ways of life in different periods, starting to compare with the present. • start to explain some of the ways in which we find out about the past. <p>Children may also:</p> <ul style="list-style-type: none"> • sequence artefacts and events that are close together in time; • choose and using a variety of evidence sources to show that they know and understand key features of events. • explain that there are different types of evidence and sources that can be used to help represent the past. 			

History – Lower KS2

History – Lower KS2						
		CHRONOLOGY (Stone age to 1066) To include: •Stone age to Iron age, Romans, Anglo-Saxons, Vikings	ANCIENT ANCIENTS (approx. 3000 years ago) •Cover each of and then choose one to look at in depth: •Ancient Egypt •Ancient Sumer •Indus Valley •Shang Dynasty	CIVILIZATIONS from 1000 years ago •Choose one of: •Mayans •Islamic Civilizations •Benin Civilization	ANCIENT GREECE •Greek life and influence on the Western world	Key Vocabulary
Across Years 3 and 4	Substantive Knowledge	<p>Know when the stone and iron age period in time was.</p> <p>Know how Britain changed between the beginning of the stone age and the iron age</p> <p>Know the main differences between the stone, bronze and iron ages</p> <p>Know what is meant by 'hunter-gatherers'</p>	<p>Know when the ancient Egyptians lived.</p> <p>What else about the Egyptians??</p>	<p>Know when the Mayan civilization existed.</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>Know when the ancient Greeks lived.</p> <p>Know some of the main characteristics of the Athenians and the Spartans</p> <p>Know about the influence the gods had on Ancient Greece</p> <p>Know at least five sports from the A.Greek Olympics</p>	<p>General: invention, archaeologist, archaeology, sources, importance, significance, legacy, impact, effects, reason, change, continuity, this suggests..., may be, perhaps, hand evidence, second hand, evidence, myths and legends, Impact, effects, consequences, change, continuity cause/s, infer, suggest My conclusion is that.... historian, archaeologist, archaeology, Ancient Egyptians Egyptologist</p> <p>Stone age to iron age: Prehistory, beaker, hunter –gatherer, celt, nomad, bronze, palaeolithic, roundhouse, Mesolithic, hillfort, Neolithic, quern, tribe, smelting, Neanderthal, druid, homosapiens, borer, pelt, domesticate,</p> <p>Egyptians: Pharaoh, mummification, scarab, irrigation, papyrus, shaduf, scribe, amulet, oasis, Canopic jar, Egyptologist, sarcophagus, askh, tomb, pyramid, afterlife, barter, hieroglyphics, Rosetta stone.</p> <p>Mayans: Aha, city-states, dynasty, terraces, maize, pyramid, codex, peasant, hieroglyphics, bloodletting. Stela, cacao, scribe, cenote, haab, huipil, jade. Popol Vuh, sacrifice, Tzol'in.</p> <p>Ancient Greece: Democracy, Agora, Acropolis, Hellenistic, city-state, phalanx, Parthenon, aristocrat, marathon, mythology, Olympics, column, citizen, hoplite, philosopher, Peninsula, alphabet, oracle, tragedy, terraced.</p>
	Disciplinary Knowledge (Skills)	<p>Children at age related expectations can:</p> <ul style="list-style-type: none"> identify key features, aspects and events of the time studied; use and understand appropriate historical vocabulary to communicate information about a period in time such as ruled, reigned, empire, invasion, conquer, kingdoms; investigate more than two versions of the same event or story in history and identify differences; explain some of the reasons why accounts of the same historical event / story may be different. construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information; use a range of sources to build a clearer out about the past; 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; explain key changes over a period of time and be able to give reasons for those changes; explain how people and events of the period being studied in the past have influenced life today; address and sometimes devise own questions to find answers about the past; 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>(Year 3 – start to / begin to...)</p> <p>Children may also:</p> <ul style="list-style-type: none"> • begin to undertake their own research. • describe connections and contrasts between aspects of history, people, events and artefacts studied. • start to present ideas based on their own research about a studied period. 				

History – Upper KS2

		CHRONOLOGY (Stone age to 1066) To include: •Stone age to Iron age, Romans, Anglo-Saxons, Vikings	Beyond 1066 An aspect of theme that takes pupils beyond 1066 WWI, WWII and Victorians	LOCAL STUDY A local study linked to one of the periods of time studied under chronology; or A local study that could extend beyond 1066 Roman Lincoln	Key Vocabulary
Across Years 5 and 6	Substantive Knowledge	<p>Know how Britain changed from the iron age to the end of the Roman occupation</p> <p>Know how the Roman occupation of Britain helped to advance British society</p> <p>Know how there was resistance to the Roman occupation and know about Boudica</p> <p>Know about at least one famous Roman emperor</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 dates of Victorian period, WWI and WWII</p> <p>Know about a theme in British history which extends beyond 1066 and explain why this was important in relation to British history – which theme?</p> <p>Know how Britain has had a major influence on the world</p>	<p>Know about a period of history that has strong connections to their locality and understand the issues associated with the period.</p> <p>Know how the lives of wealthy people were different from the lives of poorer people during this time</p> <p>Know how Lincoln changed during the Roman times.</p> <p>Need to be more exact...what key knowledge about Roman Britain do we want to stick?</p>	<p>General: To weigh up both sides, on one hand, however, different experiences, primary evidence, secondary evidence, eye witness, this source suggests that...this source doesn't show, that..., reliable, could have been..., might have been... may be, impact effects consequences, significance, impression, change, continuity cause/s, infer, suggest, My conclusion is that, variety of sources, I can infer that..., impression, the source omits to mention...,the purpose ... , one sided biased, motive, mistake, this source doesn't show that..., change continuity, extent of change.</p> <p>Romans: Empire, mosaic, toga, arch, aqueduct, chariot, coliseum, hypocaust, centurion, tunic, emperor, Aquila, amphitheatre, pantheon, senate, terstudo, gladiator, circus maximus, republic, legionary.</p> <p>Anglo Saxons: Angles, Hengest and Horsa, Saxons, monk, Jutes, Illumination, mead, Manuscript, rune, Weergeld, Wattle-anddaub, Athelstand, Thatch, Christianity, Farmor-warrior, Augustine, Sutton Hoo, Alfred the Great, Linisfarne, Aethelred the Unready.</p> <p>Vikings: Longboat, Runes, longhouse, farmer-warrior, chieftain, pagan, Berserker, Danelaw, Danegeld, Asgard, Thing, Jarl, Feast, Karl, Raid, Figurehead, Trade, Chainmail, Yggdrasil, Valhalla.</p> <p>WW1 & WW2: World War I World War II, nation, monarchy, execution, trench, war, recruit alliance, Blitz, Home Front, morale, democracy, Parliament, vote, suffrage, Houses of Parliament</p> <p>Victorians: British Empire, Emigration, Factory Commission, Maltings, Model town, Poor Law, Ragged School, Reformer, Workhouse, Queen Victoria- 1819-190, Isambard Kingdom Brunel, Alexander Graham Bell, Charles Babbag</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>Seem like loads here!! Maybe need to slim down.</p>			
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Disciplinary Knowledge (Skills)</p>	<ul style="list-style-type: none"> • use a wide range of appropriate historical terms such as culture, religious, social, economic and political when describing the past; • show a good understanding of historical vocabulary including abstract terms such as democracy, civilisation, social, political, economic, cultural, religious; • order an increasing number of significant events, movements and dates on a timeline using dates accurately; • accurately use dates and terms to describe historical events; • understand and describe in some detail the main changes to an aspect in a period in history; • identify and note connections, contrasts and trends over time in the everyday lives of people; • find and analyse a wide range of evidence about the past; • use a wide range of different sources to offer some clear reasons for different interpretations of events, such as ceramics, pictures, documents, printed sources, posters, onlinematerial, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites; • recognise when they are using primary and secondary sources of information to investigate the past; • evaluate the usefulness and accuracy of different sources • understand the difference between primary and secondary evidence and the impact of this on reliability; • show an understanding that people in the past represent events or ideas in a way that may be to persuade others; • show an awareness of the concept of propaganda; • 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>(Year 5 – with developing confidence. Year 6 – confidently...)</p> <p>Children may also:</p> <ul style="list-style-type: none"> • select relevant sections of information to address historically valid questions and construct detailed, informed responses; • investigate their own lines of enquiry by posing historically valid questions to answer. • plan and present a self-directed project or research about the studied period. • understand how some historical events/periods occurred concurrently in different locations, e.g. Indus Valley and Ancient Egypt. • examine causes and results of great events and the impact these had on people; 			

