

History Statement of Intent:

Our History curriculum will enable children to:

- Ignite their curiosity about the past in Britain and the wider world.
- Understand how the past influences the present.
- Become critical thinkers, through historic enquiry.
- Develop context for growing a sense of identity and chronological framework for their knowledge of significant events and people.

Implementation:

As a school, we maintain strong links to the National Curriculum guidelines to ensure all aspects, knowledge and skills of History are being taught across all year groups. We use progression grids to ensure there is clear skills, knowledge and vocabulary progression throughout school. Our curriculum is taught on a two-year cycle (Year A and Year B) and within phases (Years 1/2, Years 3/4 and Years 5/6).

Where appropriate we use historical artefacts, visitors, workshops and visits to excite and intrigue our children to find out more about events and people from the past. We aim to give our children as much understanding as possible about what is like to be around at a particular period in history by having practical and experiential lessons where possible.

By the end of Year 6, children will have a chronological understanding of British history from the Stone Age to the present day. They are able to draw comparisons and make connections between different time periods and their own lives. Interlinked with this are studies of world history, such as the ancient civilisations of Greece and the Egyptians. They complete an end of unit assessment for each block, which links back to the knowledge organisers they have, containing the key aspects of the topic.

EYFS

The children will learn new skills, knowledge and attitudes in the seven areas of the EYFS Framework. Their learning and development within these seven areas will be nurtured and challenged in the following ways.

- Continuous provision that stimulates investigation and questioning through an enabling environment.
- Child-initiated play where children can select resources for their own learning.
- Adult modelling provides a framework for role-play and activities the children can then recreate and develop independently.
- Adult led activities which will focus on direct teaching and guided learning.

Subject Knowledge**Process Knowledge or key skills****EYFS**

To compare pictures of schools and familiar situations in the past.

To know schools were different in the past, using our school to see change.

To compare and order pictures of transport from the past.

Know about transport from the past.

| Class 2 Year A | Changes in Living Memory: Communication | Explorers – Neil Armstrong and Ibn Battuta | Local History Study – Tattershall Castle |
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| | <p>Know about very early communication such as cave paintings, smoke signals and tribal dances.</p> <p>Know about the early postal system and electrical telegrams.</p> <p>Know that Alexander Graham Bell invented the first telephone using wires to transmit voices over long distances.</p> <p>Know about modern communications – ranging from telephones, televisions, radio and computers/internet today.</p> | <p>Know the names of significant people in History.</p> <p>Know that Neil Armstrong was the first human to walk on the moon.</p> <p>Know that Ibn Battuta was a great Muslim explorer who was born in Tangier, Morocco.</p> <p>Know that at 21, Ibn Battuta made a pilgrimage to Mecca.</p> <p>Know that travel was not easy at that time.</p> <p>Know the different ways he travelled – camel, donkey, foot and boat.</p> | <p>Know about the different types of a medieval castles; Motte-and-Bailey Castle, Stone Keep, Concentric Castle.</p> <p>Know the origins of Tattershall Castle.</p> <p>Know about the roles of people in a case during the Tudor period.</p> <p>Know what happened at Tattershall Castle during the Tudor period.</p> <p>Know about attacking castles.</p> <p>Know what happened to Tattershall Castle during the Civil War.</p> <p>Know how Tattershall Castle became the place it is today.</p> |

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| | <p>Know how to use sources of information to recount details from the past.</p> <p>Know how to use information to describe differences between then and now.</p> <p>Know how to order objects chronologically.</p> <p>Know how to carefully look at objects or pictures to find out about the past.</p> | <p>Know he travelled on his own and other times in a caravan of people.</p> <p>Know Ibn Battuta is commemorated in a number of ways – a crater named after him in the moon and in a Dubai mall.</p> <p>Know how to recount the main events from a significant period in History.</p> <p>Know how to order people using a given scale.</p> <p>Knows and understands why some people in the past did things.</p> <p>Know how to use different sources of information to find answers to questions.</p> | <p>Know how to recount the main events from a significant period in History.</p> <p>Know the names of key places and people from certain periods of time (Tudor for example.)</p> <p>Know how to look carefully at pictures and objects to find information about the past.</p> <p>Knows and understands why some people in the past did things.</p> |
| Class 2 Year B | Great Fire of London | Rosa Parks and Emily Davidson | All Aboard! (Transport and Travel) |
| | <p>Know that the Great Fire of London started in Pudding Lane Bakery on 2nd September 1666 in Thomas Farriner's bakery.</p> <p>Know the fire spread so fast because houses were made of wood and straw and built close together.</p> <p>Know that people used leather buckets and water squirts to try and put the fire out but they did not work.</p> <p>Know that Samuel Pepys wrote a diary about the Great Fire of London.</p> <p>Know what people learnt from the Great Fire of London and how this impacted on building afterwards.</p> <p>Know how to use information to describe differences between then and now.</p> <p>Know how to use different sources of information to find answers to questions.</p> <p>Know how to recount the main events from a significant period in History.</p> <p>Knows and understands why some people in the past did things.</p> | <p>Know where the Victorian and Edwardian period is on a timeline.</p> <p>Know that women could not vote or do many jobs they can today.</p> <p>Know that women had to wear clothes that fully covered them.</p> <p>Know that suffragettes were people who wanted women to have the vote and equal rights to men.</p> <p>Know that some women did not want equal rights.</p> <p>Know that on 4th June 1913 Emily Davison stepped out in front of the Kings Horse at Epsom Derby and died on 8th June 1913 for her cause.</p> <p>Know that Africans had been taken to America during the slave trade.</p> <p>Know that some people in England became very rich because of the slave trade.</p> <p>Know that slaves had no rights and were sold to landowners.</p> <p>Know that slavery ended in 1863 but black African Americans still had very few rights.</p> <p>Know that William Wilberforce from Hull was an important person that helped end slave trade.</p> <p>Know that segregation meant white and black people could not mix.</p> <p>Know Rosa Parks was a civil rights leader whose protest led to change and the end of segregation.</p> <p>Knows how to place events in order on a timeline of the period being studied.</p> <p>Knows some key features of technology, dress and beliefs of the period and how that differs from today.</p> <p>Know the names of key people and events.</p> <p>Know how to order people using a given scale.</p> <p>Know how to carefully look at objects or pictures to find out about the past.</p> <p>Knows and understands why some people in the past did things.</p> | <p>Know why people have travelled in the past.</p> <p>Know who the Vikings were in relation to present day and know how they would travel.</p> <p>Know that cars have changed since they were invented.</p> <p>Know about the life of George Stephenson 'Father of the Railways.'</p> <p>Know that Stephenson created the 'Rocket' in 1825.</p> <p>Know that the use of trains have changed over time and changed people's lives.</p> <p>Know hot air balloons were a successful early method of flight.</p> <p>Know the Wright Brothers invented the early aeroplane.</p> <p>Knows some key features of technology, dress and beliefs of the period and how that differs from today.</p> <p>Knows and understands why some people in the past did things.</p> <p>Know how to use information to describe differences between then and now.</p> <p>Know how to carefully look at objects or pictures to find out about the past.</p> <p>Know how to recount the main events from a significant period in History.</p> <p>Know how to tell the difference between past and present in own and other people's lives.</p> |
| Class 3 Year A | Romans | Crime and Punishment | |
| | <p>Know how the Roman Empire began.</p> <p>Know the importance of the Roman Army.</p> <p>Know why the Romans invaded Britain.</p> | <p>Know that laws are written down in this country and that judges interpret the laws.</p> <p>Know that police forces are there to enforce law but not make it.</p> | |

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| | <p>Know how Celts felt about the Roman invasion. Know who Boudicca was. Know how Boudicca rebelled against the Romans. Know what the Romans built in Britain. Know what people did for leisure in Roman Britain. Know about houses in Roman Britain by looking at archaeological sites. Know about Roman mosaics. Know the impact the Romans had on Britain. Know how to identify the difference between primary and secondary sources. Know how to identify beliefs, ideas, attitudes and experiences of men, women and children of the past. Know how to describe similarities and differences between people, events and objects. Know how to use printed sources, the internet, pictures, photos, music, artefacts, buildings and visits to collect information about the past. Know how to suggest sources of evidence to use to help answer questions. Know how to ask questions such as 'How did people?' and 'What did people do for...?' Know how to name and place events in order on a timeline of a period being studied. Know names and place dates of significant events from the past on a timeline.</p> | <p>Know the principle of being innocent until proven guilty. Know that being poor is not a crime today. Know that in Roman times, treason against the Empire was the most serious crime. Know the Romans had no police force for some crimes, so citizens were expected to catch the criminal and bring them to court. Know that at a Saxon trial there were no lawyers and a jury would decide guilt or innocence. Know the king appointed a shire-reeve (sheriff) who had responsibilities of keeping the peace and bringing criminals to justice. Know how to identify beliefs, ideas, attitudes and experiences of men, women and children of the past. Knows that a timeline can be divided into AD/BC. Know how to use printed sources, the internet, pictures, photos, music, artefacts, buildings and visits to collect information about the past. Know how to name and place events in order on a timeline of a period being studied. Know how to ask questions such as 'How did people?' and 'What did people do for...?'</p> | |
| Class 3 Year B | Mayans | Stone Age to Iron Age | |
| | <p>Know when and where the Maya lived and the type of environment they lived in. Know what the rainforest is like. Know how the Maya fitted in to a wider chronological pattern of other civilisations and periods. Know about the Maya's writing system and its uses. Know about the Maya Calendar 'round.' Know some of the goods the Maya traded. Know some of the jobs people had. Know the similarities and differences between Maya and UK mathematical system. Know about the Mayan culture. Know how to identify the difference between primary and secondary sources. Know how to identify beliefs, ideas, attitudes and experiences of men, women and children of the past. Know how to describe similarities and differences between people, events and objects.</p> | <p>Know what life was like after the Ice Age. Know that the change from a hunter-gatherer to a farming way of life is what defines the start of the Neolithic or New Stone Age. Know what archaeology is. Know what we can learn about the Stone Age from Howick House. Know the chronology of the Stone Age era. Know where bronze came from and what it was used for. Know how Bronze weapons and tools changed life. Know where Iron came from and what it was used for. Know how Iron changed life in Britain. Know what Britain was like in 55BC using 'buried hoards.' Know differences between the Stone Age, Bronze Age and Iron Age. Know how to place events in order on a timeline of a period being studied. Know how to suggest sources of evidence to use to help answer questions.</p> | |

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| | <p>Know how to suggest sources of evidence to help answer questions.</p> <p>Knows that a timeline can be divided into AD/BC.</p> <p>Know how to ask questions such as 'How did people?' and 'What did people do for...?'</p> | <p>Know how to ask questions such as 'How did people?' and 'What did people do for...?'</p> <p>Know how to use printed sources, the internet, pictures, photos, music, artefacts, buildings and visits to collect information about the past.</p> <p>Know how to identify the difference between primary and secondary sources.</p> <p>Know how to identify beliefs, ideas, attitudes and experiences of men, women and children of the past.</p> <p>Know how to describe similarities and differences between people, events and objects.</p> <p>Know how to describe how some of the past events/people affect life today.</p> <p>Know how to name and place events in order on a timeline of a period being studied.</p> | |
| Class 4 Year A | Vikings and Anglo Saxons (1066) | Ancient Egypt | |
| | <p>Know about the Roman withdrawal from Britain and the fall of the western Roman Empire.</p> <p>Know about the Scots invasions from Ireland to North Britain (Now Scotland.)</p> <p>Know about Anglo-Saxon invasions and kingdoms.</p> <p>Know the reasons the Anglo-Saxons invaded.</p> <p>Know that the kingdoms were ruled separately.</p> <p>Know about Anglo-Saxon settlements, place names and village life.</p> <p>Know about Anglo-Saxon Art and Culture.</p> <p>Know about Christian Conversion – Canterbury.</p> <p>Know what happened during Viking invasions.</p> <p>Know how some Kings in Britain dealt with the Vikings.</p> <p>Know why the Vikings invaded.</p> <p>Know about Danelaw.</p> <p>Know about Alfred the Great and Athelstan, First King of England.</p> <p>Know how Vikings lived and worked.</p> <p>Know about Danegeld.</p> <p>Know about Anglo-Saxon law and justice.</p> <p>Know about Edward the Confessor and his death in 1066.</p> <p>Know how to place the period of time being studied onto a wider timeline.</p> <p>Knows how to identify change and links within and across time periods studied.</p> <p>Know that there is not always a single answer to historical questions.</p> | <p>Know where Ancient Egypt was located.</p> <p>Know Ancient Egypt was part of the fertile crescent (Cradle of Civilisation.)</p> <p>Know how the rulers of Ancient Egypt were divided into families of dynasties.</p> <p>Know how rich and powerful Pharaohs were.</p> <p>Know that different crowns and symbols represented each Pharaoh.</p> <p>Know what life and society was like in Ancient Egypt.</p> <p>Know that Ancient Egyptians wrote in hieroglyphs.</p> <p>Know that hieroglyphs represent the sounds that made up words.</p> <p>Know how Champollion broke the hieroglyph code.</p> <p>Know how the pyramids were constructed.</p> <p>Know what the purpose of the pyramid was in Ancient Egypt.</p> <p>Know what makes Howard Carter a good archaeologist.</p> <p>Know how Tutankhamun's tomb was found.</p> <p>Know about Howard Carter.</p> <p>Know how to place the period of time being studied onto a wider timeline.</p> <p>Knows how to identify change and links within and across time periods studied.</p> <p>Knows how to make links between some features of past societies.</p> <p>Knows how to use a timeline to place and sequence local, national and international events.</p> <p>Know some causes and consequences of the main events, situations and changes in the period studied.</p> | |

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| | <p>Know how to select the most appropriate sources of evidence for particular tasks.</p> <p>Know how to suggest accurate and plausible reasons for how/why aspects of the past have been represented and interpreted in different ways.</p> <p>Know how to look at different accounts of the same event and identify differences.</p> <p>Know how to discuss the reliability of evidence (bias etc)</p> <p>Know how to choose reliable sources of evidence to support answers.</p> <p>Know how to use a timeline to demonstrate change.</p> | <p>Know that people can represent events or ideas in ways that persuade others.</p> <p>Know that there is not always a single answer to historical questions.</p> <p>Know how to suggest accurate and plausible reasons for how/why aspects of the past have been represented and interpreted in different ways.</p> <p>Know how to describe using evidence how some changes still affect life today.</p> | |
| Class 4 Year B | Ancient Greece | WWII – Local History Case Study (Airfields Focus) | |
| | <p>Know the location of Ancient Greece in the world.</p> <p>Know there were four main periods during Ancient Greece (Dark ages, Archaic, Classical, Hellenistic.)</p> <p>Know what subjects were taught in Ancient Greece.</p> <p>Know what school was like in Sparta.</p> <p>Know what school was like in Athens.</p> <p>Know the Ancient Greece influence on education today.</p> <p>Knows the origins of democracy.</p> <p>Know how democracy worked in Ancient Greece.</p> <p>Know how democracy works in Modern Greece.</p> <p>Know the ways in which Ancient Greeks have influenced modern life.</p> <p>Know who Alexander the Great was.</p> <p>Know why Alexander the Great was a strong leader.</p> <p>Know which countries made up the Greek Empire.</p> <p>Know why the Greek Empire was so successful.</p> <p>Know the downfall of the Greek Empire.</p> <p>Know that there is not always a single answer to historical questions.</p> <p>Know how to select the most appropriate sources of evidence for particular tasks.</p> <p>Know and suggest accurate and plausible reasons for how/why aspects of the past have been represented and interpreted in different ways.</p> <p>Know links between some features of past societies.</p> <p>Know how to describe with evidence, how some changes still affect life today.</p> <p>Know how to place the period of time being studied onto a wider timeline.</p> <p>Knows how to identify change and links within and across time periods studied.</p> | <p>Know the reasons for World War II.</p> <p>Know the key countries involved in WWII.</p> <p>Know why Lincolnshire was important for the RAF during WWII.</p> <p>Know the role of RAF Metherringham.</p> <p>Know about Norman Jackson VC and the role he played during WWII.</p> <p>Know what life was like for local people in WWII.</p> <p>Know what RAF bombers achieved.</p> <p>Know how to place the period of time being studied onto a wider timeline.</p> <p>Know and suggest accurate and plausible reasons for how/why aspects of the past have been represented and interpreted in different ways.</p> <p>Knows and gives some causes of change using evidence.</p> <p>Know how to look at different accounts of the same event and identify differences.</p> <p>Knows how to choose reliable sources of evidence to answer questions.</p> <p>Knows and understands that some evidence is propaganda, opinion or misinformation and this affects interpretations of History.</p> <p>Knows that people can represent ideas or events in ways to persuade others</p> | |

