



## Overarching Principles

- To build a coherent knowledge and understanding of Britain's past and that of the wider world.
- To inspire curiosity to know more about the past including how and why it has changed.
- To think critically and develop perspective and judgement.
- To understand the complexity of people's lives, diversity of societies and relationships between groups.
- To use the historical skills of chronology, interpretation and enquiry to ask questions and make links.

## Subject Intent

The History curriculum has been carefully designed so that across KS1 and KS2 the pupils will study aspects relating to their own history as a member of local and British society as well as a significant aspect of history within the wider world. It is vital that all pupils begin by gaining a coherent knowledge and understanding of their own past in order to gain a real sense of their identity. This then develops so that they recognise how Britain has influenced and has been influenced by the wider world. As they move through school the complexity of their study deepens as they develop their perspective from themselves to others. They begin to understand the complexity of relationships within societies and the challenges of that time. As their skills deepen, their sights broaden so that they apply their learning to a wider diversity of places and civilisations as well as times. They learn what it means to study as a historian so that they analyse the judgements made by experts considering how and why others have attributed significance to topics or events. They learn how and why historians construct different interpretations of the past.

<b>Substantive Knowledge</b>	<b>Disciplinary Knowledge</b>	<b>Connecting themes</b>
<p>These are the historical facts we teach that form the narratives of the curriculum.</p> <p>To gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales</p>	<p>This is how we make use of the facts that are learned. Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses.</p> <p>Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.</p>	<ul style="list-style-type: none"><li>❖ Chronology</li><li>❖ Power and wealth</li><li>❖ Key locations</li><li>❖ Significant People</li><li>❖ Technology</li><li>❖ Artefacts</li><li>❖ Invasion and settling (KS2)</li></ul>

## Key Subject Teaching Approach at All Saints

It is designed to give teachers a clear overview of the learning that they will be teaching and why it is being taught. It contains the enquiry question and history as well as the key knowledge, skills and vocabulary that the pupils need to be taught over the unit. Use the teacher guides of other year groups to help you understand what they should already know. They should also help you to decide which transferable skill would work best for the retrieval session/s that must feature throughout the planning.

## Assessment

The main form of assessment in History is through the use of the overarching enquiry questions. Each unit has enquiry questions which focus the learning and give the teacher and pupils clarity on what is being taught and why. Each session is designed to refer back to the enquiry question so that when they complete each step in the sequence, the pupils are able to connect new knowledge to existing knowledge. The use of the Hi-stories is key to this as it is a tool to support the pupils to be able to talk as a historian using the knowledge and vocabulary learnt. Within each unit, there is a planned knowledge retrieval task relating to the previous unit which is used to support the pupils to not only recall knowledge but to give key knowledge greater emphasis ready for their new learning. This supports the pupils to interconnect and apply what they have learnt already so that they can develop a deeper understanding of that concept and enhance their capacity to use that concept in their own thinking. Assessments in History are also interwoven throughout each unit in the form of the Hi-story, specific retrieval tasks, HOTS and exit tickets.

Adapting the curriculum for pupils with SEND in history

- Adaptive teaching takes place.
- For sensory or physically impaired pupils, history learning may necessitate enlarging texts, using clear fonts, using visual overlays, or audio description of images.
- Dyslexic pupils may benefit from well-spaced print.
- Teachers identify and break down the components of the subject curriculum into manageable chunks for pupils who find learning more difficult, particularly those with cognition and learning needs. These may be smaller 'steps' than those taken by other pupils to avoid overloading the working memory.
- A variety of additional scaffolds may be used in lessons, such as vocabulary banks, additional visual stimuli or adult support.

# History Overview

<p><b>Y1</b></p>	<p>Waddington now and then (Autumn) (Changes within living memory) Enquiry Question: What happened during the Great Fire and how do we know? What changes now impact on our lives today?</p>	<p>Great Fire of London (Spring) (Events beyond living memory/significant people) Enquiry Question: How has the village of Waddington changed in the past 100 years and which significant historical events caused these changes?</p>
<p><b>Y2</b></p>	<p>Mrs Smith's Cottage (+ Victorians) (Autumn) (Significant people/places in own locality) Enquiry Question: Why was the Victorian era so important to changes in homes? What does Mrs Smith's cottage teach us about how people lived in their homes in the past?</p>	<p>Explorers – The Wright Brothers (Spring) (Significant people contributed to national/international achievements) Enquiry question: How has the invention of flight changed the lives of people in the last 200 years. How did the achievements of the Wright Brothers and Neil Armstrong contribute to this? How do they compare?</p>
<p><b>Y3</b></p>	<p>Roman Lincoln (Autumn) (A local history study) Enquiry Question: What impact did the expansion of the Roman Empire have on Great Britain and Lincoln and who were the significant people who contributed to this?</p>	<p>Ancient Egypt (Spring) (The achievements of the earliest civilisations) Enquiry Question: Who were the Ancient Egyptians and how did their achievements impact on the daily life of people?</p>
<p><b>Y4</b></p>	<p>Ancient Greece (Spring) (A study of Greek life and achievements and their influence on western world) Enquiry Question: How can we find out about the achievements of the Ancient Greeks? How much have these achievements influenced our lives today?</p>	<p>Invaders and Settlers (Summer) (Anglo Saxons, Scots, Vikings) (A non-European society that provides contrasts with British History) Enquiry Question: How did the Vikings and Anglo Saxons struggle for the Kingdom of England (to the time of Edward the Confessor) and how did they leave their own mark on the landscape?</p>
<p><b>Y5</b></p>	<p>Ancient Britain (Spring) (Stone Age/Iron Age) (Changes in Britain from the Stone Age to Iron Age) Enquiry Question: What was it like to live within the Mayan civilisation in AD 900 and how did it compare with Britain within the same time?</p>	<p>Mayan Civilisation (Summer) (A non-European society that provides contrasts with British History) Enquiry question: How did life change for people in Britain from the Stone Age to the Iron Age?</p>
<p><b>Y6</b></p>	<p>Bomber County (Autumn) (A local history) Enquiry Question: Which events and actions of significant people during World War II impacted on daily life and what role did Lincolnshire play within this?</p>	<p>The Industrial Revolution (Summer) (A study of an aspect or theme in British history) Enquiry Question: What made the Industrial Revolution a significant turning point in British history and what impact did it have on people's lives?</p>

# Progression in Key History skills

History: Year 1			
Great Fire of London Y1 (Beyond living memory)		Waddington History Y1 (Within living memory)	
<p>• 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)</p>		<p>• changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p>	
<p><b>Enquiry Question: What happened during the Great Fire and how do we know? What changes now impact on our lives today?</b></p>		<p><b>Enquiry Question: How has the village of Waddington changed in the past 100 years and which significant historical events caused these changes?</b></p>	
<p><b>Skills</b></p> <p><b>Chronology:</b></p> <ul style="list-style-type: none"> <li>I can begin to use appropriate terminology such as past, then and now, yesterday, last week, when I was younger.</li> <li>I can organise simple pictures with my own experience.</li> </ul> <p><b>Investigate and interpret the past:</b></p> <ul style="list-style-type: none"> <li>I can obtain ideas about the past from pictures</li> <li>I can write simple sentences about a period in time or significant individual.</li> <li>I can tell stories about the past.</li> </ul> <p><b>Historical enquiry:</b></p> <ul style="list-style-type: none"> <li>I can find simple answers to questions using stories and other sources.</li> </ul> <p><b>Range and depth of historical knowledge:</b></p> <ul style="list-style-type: none"> <li>I can compare historical periods using the terms 'then' and 'now' and identify the changes within these different time periods</li> <li>I can recall some facts about why the people may have acted the way they did.</li> <li>I can give a simple explanation to a consequence of an action as a result of an event or an individual.</li> </ul>		<p><b>Knowledge – hi-story</b></p> <p>The Great Fire of London started on Sunday, 2 September 1666 in a baker's shop on Pudding Lane belonging to Thomas <del>Farmer</del> (Farmer).</p> <p>The fire moved quickly down Pudding Lane and carried on towards the River Thames.</p> <p>It spread quickly because of strong wind from the east and the fact the houses were made out of wood.</p> <p>It took 5 days to put the fire out and thousands of <del>peoples</del> homes were destroyed.</p> <p>We will be learning more about the fire and how life in London has changed since that time.</p>	
<p><b>Skills</b></p> <p><b>Chronology:</b></p> <ul style="list-style-type: none"> <li>I can begin to use appropriate terminology such as past, then and now, yesterday, last week, when I was younger.</li> <li>I can organise simple pictures with my own experience.</li> </ul> <p><b>Investigate and interpret the past:</b></p> <ul style="list-style-type: none"> <li>I can obtain ideas about the past from pictures</li> <li>I can write simple sentences about a period in time or significant individual.</li> <li>I can tell stories about the past.</li> </ul> <p><b>Historical enquiry:</b></p> <ul style="list-style-type: none"> <li>I can find simple answers to questions using stories and other sources.</li> </ul> <p><b>Range and depth of historical knowledge:</b></p> <ul style="list-style-type: none"> <li>I can compare historical periods using the terms 'then' and 'now' and identify the changes within these different time periods</li> <li>I can recall some facts about why the people may have acted the way they did.</li> <li>I can give a simple explanation to a consequence of an action as a result of an event or an individual.</li> </ul>		<p><b>Knowledge – hi-story</b></p> <p>Our village of Waddington is close to Lincoln and next to a large RAF base. Over the last 100 years many changes have happened in the village. Its schools St Michael's and St Clements joined together to create our school: <b>Waddington All Saints</b>.</p> <p>During WW2 the church was bombed and the people of Waddington worked together to get it rebuilt. Over the years the RAF base has also grown in size which means our village has had to grow too.</p> <p>Through our history learning we are going to learn more about how our village was different in the past and why some of the changes have happened.</p>	

# History: Year 2

Mrs Smith's Cottage Y2 (Local history)		The Wright Brothers Y2 (Significant people)	
•significant historical events, people and places in their own locality		•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	
Enquiry Question: Why was the Victorian era so important to changes in homes? What does Mrs Smith's cottage teach us about how people lived in their homes in the past?		Enquiry question: How has the invention of flight changed the lives of people in the last 200 years. How did the achievements of the Wright Brothers and Neil Armstrong contribute to this? How do they compare?	
<p><b>Skills</b></p> <p><b>Chronology:</b></p> <ul style="list-style-type: none"> <li>I can identify similarities and differences between the past and present.</li> <li>I can recognise that dates are used to identify events in the past.</li> <li>I can recount changes in my own life over time.</li> <li>I can use a timeline to place important events.</li> </ul> <p><b>Investigate and interpret the past:</b></p> <ul style="list-style-type: none"> <li>I can begin to understand that information from various sources on the past may differ</li> <li>I can connect ideas and give simple phrases as to why an event occurred</li> </ul> <p><b>Historical enquiry:</b></p> <ul style="list-style-type: none"> <li>I can use various sources to answer questions about the past.</li> <li>I can handle and pose questions about an artefact.</li> </ul> <p><b>Range and depth of historical knowledge:</b></p> <ul style="list-style-type: none"> <li>I can begin to give simple reasons why changes occurred in the past.</li> <li>I can draw simple conclusions and deduce information on the past from pictures and information</li> <li>I can give more than one effect of an event and give simple explanations</li> </ul>	<p><b>Knowledge – hi-story</b></p> <p>The Victorian era started in 1837 when Queen Victoria was crowned as Queen of England when she was 18 years old. It ended when she died in 1901. Queen Victoria ruled Britain for over 60 years. During her reign there were so many new inventions that changed the way people lived, some of which we still use today.</p> <p>There were key inventions that took place during the Victorian times that changed people's lives. The lightbulb was invented by Edison and Swan and has changed a lot over time.</p> <p>Mrs Smith was born in 1892 which was during the Victorian times. She is well known in the local area because she lived in <del>Navesby</del> and was familiar to the villagers. Her home still contains many of the Victorian inventions of the time as she liked to use the traditions of her family and live in the same way as she had with her parents. Homes in the past were very different to the homes that we live in today.</p>	<p><b>Skills</b></p> <p><b>Chronology:</b></p> <ul style="list-style-type: none"> <li>I can identify similarities and differences between the past and present.</li> <li>I can recognise that dates are used to identify events in the past.</li> <li>I can recount changes in my own life over time.</li> <li>I can use a timeline to place important events.</li> </ul> <p><b>Investigate and interpret the past:</b></p> <ul style="list-style-type: none"> <li>I can begin to understand that information from various sources on the past may differ</li> <li>I can connect ideas and give simple phrases as to why an event occurred</li> </ul> <p><b>Historical enquiry:</b></p> <ul style="list-style-type: none"> <li>I can use various sources to answer questions about the past.</li> <li>I can handle and pose questions about an artefact.</li> </ul> <p><b>Range and depth of historical knowledge:</b></p> <ul style="list-style-type: none"> <li>I can begin to give simple reasons why changes occurred in the past.</li> <li>I can draw simple conclusions and deduce information on the past from pictures and information</li> <li>I can give more than one effect of an event and give simple explanations</li> </ul>	<p><b>Knowledge – hi-story</b></p> <p>For centuries, people had dreamed of flying like birds. At first flight was controlled by the wind but as people became inspired by the successes in powered flight, they came up with new ways to make it a way of travelling that could help more people to travel further, faster and safer. Flight was even used as a way to look down on planet Earth so that humans could see the world as never <del>before</del> <del>the</del> Wright brothers were Orville and Wilbur Wright. Wilbur was born in 1867 and Orville was born in 1871 and they grew up in Indiana and Ohio in America. They loved to invent and build things and so as children they were fascinated by helicopter toys, bicycles and they even made their own kite. As they became adults they experimented with flying machines and in 1902 they built a glider that could carry a man. Finally, in a place called Kitty Hawk on December 17<sup>th</sup> 1903 the brothers flew a plane called The Flyer that was powered by an engine. It lasted for 12 seconds and flew 120 feet. The brothers didn't stop there and they continued to perfect their planes. In November 1904 they took their newly designed plane, The Flyer II, to the air and it flew for over 5 minutes. They inspired people around the world to fly faster and better than anyone else. Bessie Coleman was born in 1892 and was an early African American aviator. She was the first African-American woman and first Native American to hold a pilot license. She earned her license in France and in 1921 she was the first African-American person to earn an international pilot's license. She was an inspiration to women and people of colour all over the world. The Soviet Union and The United States of America competed to get the first person onto the moon. Neil Armstrong flew <b>fighter planes</b> for the American Navy and later tested rocket-powered planes. He then became an astronaut in the USA. On the 20 July 1969, he became the first person to walk on the Moon and planted the USA flag.</p>

# History: Year 3

## Roman Lincoln Y3

### (Local History)

A local study linked to one of the periods of time studied under chronology; or  
 • A local study that could extend beyond 1066

**Enquiry Question: What impact did the expansion of the Roman Empire have on Great Britain and Lincoln and who were the significant people who contributed to this?**

#### Skills

#### Chronology:

- I am aware of the different periods of the past and can identify some of the differences and similarities between the periods, making links with previous topics studied.
- I can understand that a timeline can be divided into AD and BC.

#### Investigate and interpret the past:

- I can identify some of the different ways in which the past is represented.
- I can communicate ideas about the past using different genres of writing, drawing, diagrams, data handling, drama, **roleplay** and using ICT.

#### Historical enquiry:

- I can use a variety of documents, printed sources, artefacts, the internet, databases pictures etc. as evidence about the past.

#### Range and depth of historical knowledge:

- I have knowledge and understanding of some of the main events, people and changes from the past
- I can use evidence to describe the culture and leisure activities from the past.
- I can use evidence to describe the lifestyle of people in the past
- I can give reasons for and results of the main events and changes using simple concepts such as cause and effect

#### Knowledge – hi-story

Beginning in the eighth century BC, Ancient Rome grew from a small town on central Italy's Tiber River into an empire that at its peak encompassed most of Europe, Britain, much of western Asia, northern Africa and the Mediterranean Islands. The Romans were good at lots of things, including war, technology, architecture and engineering. The concrete buildings, including the Forum and Colosseum and the remains from the eruption of Vesuvius, alongside a host of artefacts, coins, mosaics, pottery and weapons have left us lots of ways to learn about this powerful era. The Romans ruled Britain for around 350 years from AD 43 to c.410 and during this period society, technology and daily life changed a lot. To the Roman world, Britain was an unknown and mysterious land across the sea when Julius Caesar invaded in 55-54 BC. Despite inflicting defeats on the British, Caesar soon made peace with his opponents and returned to Gaul. But when anti-Roman rulers came to power, the emperor Claudius – in need of a boost to his domestic prestige – launched a full-scale invasion in AD 43 and enjoyed rapid military success. The Roman's gradual advance through southern England and Wales was halted in AD 60 by the rebellion of Boudicca, queen of the Iceni of East Anglia, incensed by the brutality of the conquest. The revolt was suppressed, but not before three recently founded Roman cities, **Caerboronovon** (Colchester), **Verulamium** (St Albans) and **Londinium** (London), had been burned to the ground. The advance resumed in AD 70 but despite a couple of attempts at defeating the Scottish tribes the far north could not be held, and the army gradually fell back so the emperor Hadrian, visiting Britain in AD 122, ordered the building of his **famous wall**. A **network of roads** had developed, and landowners in the south began to build **Roman-style villas**. Life for most ordinary Britons, who were farmers in the countryside, was slow to change but contact with villas, towns and markets enabled them to **exchange their produce** for Roman-style goods and see people **dressing and behaving** in Roman ways. The end of Roman rule came gradually and happened at different times in different places across Britain. There was no clear decision to decolonise Britain at a specific time. Roman rule simply petered out over a number of years. By AD 410 Britain had slipped out of Roman control, its inhabitants left to fend for themselves.

## Ancient Egypt Y3

### (Early Civilisations)

• Cover each of and then choose one to look at in depth:  
 • Ancient Egypt

**Enquiry Question: Who were the Ancient Egyptians and how did their achievements impact on the daily life of people?**

#### Skills

#### Chronology:

- I am aware of the different periods of the past and can identify some of the differences and similarities between the periods, making links with previous topics studied.
- I can understand that a timeline can be divided into AD and BC.

#### Investigate and interpret the past:

- I can identify some of the different ways in which the past is represented.
- I can communicate ideas about the past using different genres of writing, drawing, diagrams, data handling, drama, **roleplay** and using ICT.

#### Historical enquiry:

- I can use a variety of documents, printed sources, artefacts, the internet, databases pictures etc. as evidence about the past.

#### Range and depth of historical knowledge:

- I have knowledge and understanding of some of the main events, people and changes from the past
- I can use evidence to describe the culture and leisure activities from the past.
- I can use evidence to describe the lifestyle of people in the past
- I can give reasons for and results of the main events and changes using simple concepts such as cause and effect

#### Knowledge – hi-story

**Ancient Egypt was one of the greatest and most powerful civilizations in the history of the world. It lasted for over 3000 years from 3150 BC to 30 BC. The civilization of Ancient Egypt was located along the Nile River in northeast Africa. The Nile was the source of much of the Ancient Egypt's wealth. Great Egyptian cities grew up along the Nile as the Egyptian people became experts in irrigation and were able to use the water from the Nile to grow fish and profitable crops. The Nile provided food, soil, water, and transportation for the Egyptians. Great floods would come each year and would provide fertile soil for growing food. Egypt was rich in culture including government, religion, arts, and writing. The Egyptians invented and used many simple machines, such as the ramp and the lever, to aid construction processes. They used rope trusses to stiffen the beam of ships. Egyptian paper, made from papyrus, and pottery were mass-produced and exported throughout the Mediterranean basin. The government and religion were tied together as the leader of the government, the Pharaoh, was also leader of the religion. Writing was also important in keeping the government running. Only scribes could read and write and they were considered powerful people. The Pharaohs of Egypt were often buried in giant pyramids or in secret tombs. They believed that they needed treasure to be buried with them to help them in the afterlife. As a result, archaeologists have a lot of well-preserved artifacts and tombs to examine in order to find out how the Ancient Egyptians lived.** Howard Carter was an Englishman who made one of the most crucial archaeological finds of all time when he discovered Tutankhamun's tomb. He discovered it in 1922 having spent more than a decade scouring through the Valley of Kings looking for tombs. **The Ancient Egyptian Empire began to weaken in about 700 BC. It was conquered by a number of other civilizations. The first to conquer Egypt was the Assyrian Empire, followed a hundred or so years later by the Persian Empire. In 332 BC, Alexander the Great of Greece conquered Egypt and set up his own ruling family called the Ptolemaic Dynasty. Finally, the Romans came in 30 BC and Egypt became a province of Rome.**

# History: Year 4

Ancient Greece Y4 (Greek life study)		Invaders and Settlers Y4 (Non-European Society)	
•Greek life and influence on the Western world		•Romans, Anglo-Saxons, Vikings	
Enquiry Question: How can we find out about the achievements of the Ancient Greeks? How much have these achievements influenced our lives today?		Enquiry Question: How did the Vikings and Anglo Saxons struggle for the Kingdom of England (to the time of Edward the Confessor) and how did they leave their own mark on the landscape?	
<p><b>Skills</b></p> <p><b>Chronology:</b></p> <ul style="list-style-type: none"> <li>I can describe and compare different periods from the past, making links to periods studied in previous years</li> <li>I am aware of how people's lives have shaped this nation</li> <li>I can describe the main changes in a period of history e.g. Anglo-Saxons, changes in communication</li> </ul> <p><b>Investigate and interpret the past:</b></p> <ul style="list-style-type: none"> <li>I can understand that aspects of the past have been represented and interpreted in different ways</li> <li>I can communicate ideas about the past using different genres of writing, drawing, diagrams, data handling, drama, <del>roleplay</del> and using ICT.</li> </ul> <p><b>Historical enquiry:</b></p> <ul style="list-style-type: none"> <li>I can think of a variety of questions about a topic and choose the most relevant sources/ artefacts to create a picture of the past</li> </ul> <p><b>Range and depth of historical knowledge:</b></p> <ul style="list-style-type: none"> <li>I can make connections between local, regional, national and international history</li> <li>I can explain some of the main events and give reasons for, and results of, the changes</li> <li>I can understand more complex, abstract concepts</li> </ul>	<p><b>Knowledge – hi-story</b></p> <p>Ancient Greece was a civilisation that dominated much of the Mediterranean thousands of years ago. At its peak, under Alexander the Great, Ancient Greece ruled much of Europe and western Asia. The Greeks came before the Romans and much of the Roman culture was influenced by the Great Greeks! Ancient Greece is known as the age in which the polis, or city-state, was invented. Ancient Greece had lots of city-state and the states were often at war, only calling for a truce before the Olympics.</p> <p>Athens and Sparta were two of the most significant states. However, they were very different places. Sparta's priority was war and they raised their children to be great warriors. If a Spartan baby was judged to be unfit for its future duty as a soldier, it was most likely abandoned on a nearby hillside. Left alone, the child would either die of exposure or be rescued and adopted by strangers. The Athenians were far more concerned with art, culture and technology. Athens was the largest and most influential of the Greek city-states. It had many fine buildings and was named after Athena, the goddess of wisdom and warfare. The Athenians also invented democracy, a new type of government where every citizen could vote on important issues, such as whether or not to declare war. Additionally, the Ancient Greeks worshipped many Gods and Goddesses, 12 of whom lived on Mount Olympus.</p> <p>Ancient Greece formed the foundation of much of Western culture today. Everything from government, philosophy, science, art, literature and even sports was impacted by the Ancient Greeks.</p>	<p><b>Skills</b></p> <p><b>Chronology:</b></p> <ul style="list-style-type: none"> <li>I can describe and compare different periods from the past, making links to periods studied in previous years</li> <li>I am aware of how people's lives have shaped this nation</li> <li>I can describe the main changes in a period of history e.g. Anglo-Saxons, changes in communication</li> </ul> <p><b>Investigate and interpret the past:</b></p> <ul style="list-style-type: none"> <li>I can understand that aspects of the past have been represented and interpreted in different ways</li> <li>I can communicate ideas about the past using different genres of writing, drawing, diagrams, data handling, drama, <del>roleplay</del> and using ICT.</li> </ul> <p><b>Historical enquiry:</b></p> <ul style="list-style-type: none"> <li>I can think of a variety of questions about a topic and choose the most relevant sources/ artefacts to create a picture of the past</li> </ul> <p><b>Range and depth of historical knowledge:</b></p> <ul style="list-style-type: none"> <li>I can make connections between local, regional, national and international history</li> <li>I can explain some of the main events and give reasons for, and results of, the changes</li> <li>I can understand more complex, abstract concepts</li> </ul>	<p><b>Knowledge – hi-story</b></p> <p>Celtic Britain was made up of many tribes and kingdoms, associated with various hillforts. The Britons followed an Ancient Celtic religion overseen by druids.</p> <p>After failing to invade while the Romans were here, once they left the Anglo-Saxons took control of most of Britain, although they never conquered Scotland, Wales and Cornwall. They settle in England in places near to rivers or the sea, which could be easily reached by boat.</p> <p>The Angles, Saxons and Jutes (to Kent) came across the North Sea and made lots of little Kingdoms with their own Kings. The nearest Kingdom to here was Lindsey which was later absorbed into Northumbria. In the end there were seven kingdoms - Northumbria, Mercia, East Anglia, Essex, Kent, Sussex, and Wessex. Sometimes they got along and other times they were at war.</p> <p>In the final decade of the 8th century AD, Norse raiders, the Vikings, attacked Britain's holy places, slaughtered the monks who lived there and carried away countless treasures. Well-designed boats and convenient winds helped these raiders to come and go as they pleased.</p> <p>The Vikings took over Northumbria, East Anglia and parts of Mercia. King Alfred the Great managed to pay off the Vikings to stop them invading his Kingdom of Wessex. Some of the kingdoms have remained as the counties that we know today and there are many other legacies of this time.</p>



# History: Year 5

## Mayan Civilisation Y5 (Non-European Society)

## Ancient Britain Y5 (Stone age/Iron age)

• Choose one of: Mayans, Islamic Civilizations, Benin Civilization

• To include: Stone age to Iron age, Romans, Anglo-Saxons, Vikings

Enquiry Question: What was it like to live within the Mayan civilisation in AD 900 and how did it compare with Britain within the same time?

Enquiry question: How did life change for people in Britain from the Stone Age to the Iron Age?

### Skills

#### Chronology:

- I can describe significant features from time periods and know how Britain has influenced and been influenced by the wider world.
- I can describe, compare and contrast different periods from the past, making links to periods studied in previous years
- I can place historical events or change on a timeline.

#### Investigate and interpret the past:

- I can begin to make use of dates and specialist terms to structure my work
- I can evaluate sources and identify those that are useful to the task
- I can plan and present a self-directed project about the studied period.

#### Historical enquiry:

- I know that there is often not a single answer to historical questions.
- I can begin to recognise primary and secondary sources.
- I can research a topic from the past with increasing confidence.

#### Range and depth of historical knowledge:

- I can choose reliable sources of information about the past.
- I can give my own reasons why an event occurred backed up by evidence
- I can describe how events in the past have influenced life today.
- I can understand historical concepts and use them to make connections, draw contrasts, analyse trends and ask questions about the past

### Knowledge – hi-story

The Maya were an ancient civilisation of people who lived in an area which used to be known as Mesoamerica. People had lived in the area from around 5000BC but it wasn't until around 300BC that the first cities started to form. Before this the Mayans were hunter-gatherers, or lived in small villages. The Maya were never a unified empire ruled by a single ruler from a single place. Rather, they were a series of smaller city-states who ruled the immediate vicinity but had little to do with other cities if they were far enough away. These city-states traded with and warred upon one another frequently, so cultural exchange, including architecture, was common. One of the most famous Maya rulers was K'inich Janaab Pakal, whom we know today as Pakal the Great. He was king of Palenque for 68 years, longer than any other ruler in the Ancient Maya world. The Maya civilization was built on the four basic pillars of politics, art, the royalty, and a fight for survival. Environmental challenges, disputes with neighbour, and scarcity of resources led to the Mayans at war. For many years, archaeologists thought the Mayans a peaceful people, capable of war, but rarely indulging in it. However, as archaeologists explored more Mayan cities and more evidence was uncovered, they realized that Mayans often fought wars, especially during the Late Classical era of 600 to 900 A.D. They were skilled architects, building great cities of stone that remain even a thousand years after their civilization fell into decline. The Maya built pyramids, temples, palaces, walls, residences and more. They often decorated their buildings with intricate stone carvings, stucco statues, and paint. Of all the ancient American civilizations, the Maya developed one of the most advanced systems of writing and numbers. They also used a complex system of calendars to track both time and religious ceremonies. The Maya used an advanced form of writing called hieroglyphics.

### Skills

#### Chronology:

- I can describe significant features from time periods and know how Britain has influenced and been influenced by the wider world.
- I can describe, compare and contrast different periods from the past, making links to periods studied in previous years
- I can place historical events or change on a timeline.

#### Investigate and interpret the past:

- I can begin to make use of dates and specialist terms to structure my work
- I can evaluate sources and identify those that are useful to the task
- I can plan and present a self-directed project about the studied period.

#### Historical enquiry:

- I know that there is often not a single answer to historical questions.
- I can begin to recognise primary and secondary sources.
- I can research a topic from the past with increasing confidence.

#### Range and depth of historical knowledge:

- I can choose reliable sources of information about the past.
- I can give my own reasons why an event occurred backed up by evidence
- I can describe how events in the past have influenced life today.
- I can understand historical concepts and use them to make connections, draw contrasts, analyse trends and ask questions about the past

### Knowledge – hi-story

Prehistory is the time before written records. It's the period of human history that historians know the least about, but it's also the longest. The earliest known humans arrived in Britain around 900,000 years ago. Prehistory stretches from then until the Roman Invasion in AD 43. Over this time, Britain underwent huge climatic, societal, political, technological and geological changes. The artefacts discovered by archaeologists, the tools, hills and burial sites still visible in the landscape today give an insight into the lives of the people of prehistoric England. Archaeologists working near Flint in Norfolk uncovered flint tools dating back to about 900,000 years ago. The people who used them were early humans (known as hominids) who periodically visited Britain in warmer areas between Ice Ages. Ice Age humans created the earliest known cave art in England at Creswell Crags in Derbyshire about 13,000 years ago. The Stone Age to the Iron Age was one of immense change in human development, spanning from the early hunter-gatherers who roamed the countryside to the highly sophisticated and organised groups of the late Iron Age. This period is broken into the following historical divisions: the Stone Age, the Bronze Age and the Iron Age. The Stone Age refers to such a vast period of time that is broken into three sections. In the early Stone Age (Palaeolithic) early people were hunter-gatherers and found food by roaming from place to place according to the seasons. The middle Stone Age (Mesolithic) begins at the end of the last Ice Age when sea levels rose and Britain became an island. Tools were developed to become smaller and finer and the invention of canoes meant that people were able to hunt for fish as well as animals. In the late Stone Age (Neolithic) the way people lived changed significantly because they began to settle into farming communities (like Neolithic). Instead of moving from place to place, people started to domesticate animals and grow their own crops. When people discovered how to extract metal from rocks, bronze replaced stone as the best material for tools. People were able to build better tools for agriculture and they also began to produce weapons and jewellery. Elaborate burial ceremonies took place and important objects were buried alongside bodies in round barrows. Many of these objects have now been discovered and they help us to know more about what life was like in the Bronze Age. Iron replaced bronze as the main metal for making tools and weapons. Better tools for agriculture improved farming and this meant that the population began to rise. People lived in tribes and they were often at war with each other. Soon, people protected themselves by settling in hills, which were groups of roundhouses and farming land protected by stone walls. During the Iron Age, British society became more sophisticated and people produced ornate art and music. Often these people are called 'Celts', although historians believe that this term was not used until the 18th Century. This period ends with the invasion of the Romans in AD 43.

# History: Year 6

Bomber County Y6 (Local History)		Industrial Revolution Y6 (British History)	
<ul style="list-style-type: none"> <li>• A local study linked to one of the periods of time studied under chronology; or</li> <li>• A local study that could extend beyond 1066</li> </ul>		<ul style="list-style-type: none"> <li>• An aspect of theme that takes pupils beyond 1066</li> </ul>	
<b>Enquiry Question: Which events and actions of significant people during World War II impacted on daily life and what role did Lincolnshire play within this?</b>		<b>Enquiry Question: What made the Industrial Revolution a significant turning point in British history and what impact did it have on people's lives?</b>	
<p><b>Skills</b></p> <p><b>Chronology:</b></p> <ul style="list-style-type: none"> <li>• I can make appropriate use of dates and specialist terms</li> <li>• I can order significant events, movements and dates on a timeline.</li> <li>• I can understand how some historical events occurred concurrently in different locations.</li> <li>• I can identify, describe, compare and contrast features and make links between past societies and periods</li> </ul> <p><b>Investigate and interpret the past:</b></p> <ul style="list-style-type: none"> <li>• I can understand the methods of historical enquiry, including how evidence is used and discover how and why contrasting arguments and interpretations of the past have been constructed</li> </ul> <p><b>Historical enquiry:</b></p> <ul style="list-style-type: none"> <li>• I can investigate my own lines of enquiry by posing a question and pulling together a variety of sources to create a fluent account of a past event.</li> <li>• I recognise primary and secondary sources and discuss reliability of the sources with increasing detail</li> </ul> <p><b>Range and depth of historical knowledge:</b></p> <ul style="list-style-type: none"> <li>• I can draw on my depth of factual knowledge and understanding of Britain and the wider world</li> <li>• I can choose reliable sources of information.</li> <li>• I can identify and analyse significant events and catalysts for change in Britain and the wider world</li> <li>• I can describe the impact, positive and negative, and influence of significant historical figures, events and periods</li> <li>• I can use historical concepts to create my own structured accounts, including written narratives and analysis</li> </ul>	<p><b>Knowledge – hi-story</b></p> <p>In September 1939, Britain entered into what would become the world's most devastating war to date. World War 2 was a battle between two groups of countries – the "Allies" and the "Axis". The major Allied Powers were Britain, France, Russia, China and the United States. The major Axis Powers were Germany, Italy and Japan.</p> <p>Before World War 2 began, Germany was ruled by a man named <b>Adolf Hitler</b> and together with the <b>Nazi Party</b>, he wanted Germany to rule Europe. To gain more land and power, on 1 September 1939 German troops invaded Poland. After Hitler refused to stop the invasion, Britain and France declared war on Germany – World War II had begun.</p> <p>Lincolnshire is often referred to as Bomber County because of the number of Bomber Command Squadrons based here during the Second World War. Approximately 125,000 aircrew flew with Bomber Command during World War II (their average age was 22). 73,700 of them became casualties (killed, wounded or shot down and taken prisoner of war), of those 55,500 were killed. During the War these young men were seen as heroes and a lot of their raids were used in propaganda to improve the morale of the country.</p> <p>During the course of the war, German forces advanced through Europe. By the summer of 1941 they had invaded France, Belgium, Holland, Luxembourg, Denmark, Norway, Greece, Yugoslavia and the USSR. The Germans surrendered on 8 May 1945. In 1944, an Allied army crossed from Britain to free France from Nazi rule. One year later, Allied armies invaded Germany, forcing the Germans to surrender. After nuclear attacks on Japan's major cities Hiroshima and Nagasaki, Japan also surrendered to Allied forces in August the same year. World War 2 had ended.</p> <p>Around 64 million people died in World War 2 – that's more than the entire population of the United Kingdom.</p>	<p><b>Skills</b></p> <p><b>Chronology:</b></p> <ul style="list-style-type: none"> <li>• I can make appropriate use of dates and specialist terms</li> <li>• I can order significant events, movements and dates on a timeline.</li> <li>• I can understand how some historical events occurred concurrently in different locations.</li> <li>• I can identify, describe, compare and contrast features and make links between past societies and periods</li> </ul> <p><b>Investigate and interpret the past:</b></p> <ul style="list-style-type: none"> <li>• I can understand the methods of historical enquiry, including how evidence is used and discover how and why contrasting arguments and interpretations of the past have been constructed</li> </ul> <p><b>Historical enquiry:</b></p> <ul style="list-style-type: none"> <li>• I can investigate my own lines of enquiry by posing a question and pulling together a variety of sources to create a fluent account of a past event.</li> <li>• I recognise primary and secondary sources and discuss reliability of the sources with increasing detail</li> </ul> <p><b>Range and depth of historical knowledge:</b></p> <ul style="list-style-type: none"> <li>• I can draw on my depth of factual knowledge and understanding of Britain and the wider world</li> <li>• I can choose reliable sources of information.</li> <li>• I can identify and analyse significant events and catalysts for change in Britain and the wider world</li> <li>• I can describe the impact, positive and negative, and influence of significant historical figures, events and periods</li> <li>• I can use historical concepts to create my own structured accounts, including written narratives and analysis</li> </ul>	<p><b>Knowledge – hi-story</b></p> <p><b>Industrial Revolution</b>, was the process of change from an economy based upon agriculture and handicraft to one dominated by <b>industry</b> and machine manufacturing. This process began in Britain in the 18th century and from there spread to other parts of the world. It began in Britain, for a number of reasons including: the effects of the <b>Agricultural Revolution</b>, large supplies of coal, the geography of the country, a positive political climate, and a vast colonial empire.</p> <p>During this time individual manual labour was increasingly replaced by mechanised mass production, and craftsmen by assembly lines.</p> <p>There were many key developments: the 'Spinning Jenny' - an engine for spinning wool or cotton in the mills, the development of the steam engine and the locomotive, the forging and use of iron and a wide range of life changing inventions. Life generally improved, but the <b>industrial revolution</b> also proved harmful. Pollution increased, working conditions were harmful, and capitalists employed women and young children, making them work long and hard hours. The <b>industrial revolution</b> was a time of significant change.</p> <p>By 1914, the United Kingdom had become a great trading nation with a worldwide empire, which covered a fifth of the globe, a 260 per cent growth in population, a <b>revolution</b> in transport and communications, from canals and pack horses, to railways and the telegraph.</p>

# Key Learning to remember (end points)

## Year 1

### History

I know about many of the changes that have happened since I was born.  
I know how to ask and answer questions about old and new object,  
I use words and phrases like: old, new and a long time ago.  
I spot old and new things in a picture.  
I use words and phrases like: before, after, past, present, then and now.  
I give examples of things that were different when my grandparents were children.  
I know about someone famous who was significant.

### Changes in Living memory

I can compare artefacts to create a timeline from oldest to newest.  
I know the purpose of artefacts from different times and I can explain why it has changed.  
I know why an inventor was significant.  
I can explain the impact that technology has had on sources of evidence.

### GFOL

I can sequence the events of the fire.  
I can compare London now and then.  
I recognise cause and effect when exploring the changes that have happened because of the fire.  
I recognise significant individuals and can explain their role.  
I know what the effects of the GFOL had on London and the lessons that were learnt.

## Year 2

### History

I know how some people have helped us to have better lives.  
I recount the life of someone famous from Britain who lived in the past. I know about what they did to make the world a better place.  
I know about the life of a famous person from the past because I know how to research.  
I know how to use books and the internet to find out more information about the past.  
I know how to find out things about the past by talking to an older person.  
I know about how things were different when my grandparents were children.  
I know what certain objects from the past might have been used for.

### The Wright Brothers

I can explore secondary sources to discover clues about significant people and consider which factors were most significant.  
I can generate questions so that I can gather information about the Wright brothers.  
I explain why the Wright brothers succeeded where other didn't.

I consider the most significant aspects of the Wright brothers work.

### Mrs Smith's Cottage

I make links to past and present artefacts.  
I can identify the key changes that have happened to technology and consider their impact on life.  
I make comparisons between life now and then when comparing homes.  
I can gather historical information using a range of primary and secondary sources.  
I can explain the key changes that Queen Victoria's reign caused and the effects on homes.

## Year 3

### History

I know about how the Romans invaded England.  
I know about the Roman army and why it was so strong.  
I know that the Romans built towns.  
I know why the Romans left Britain.  
I know why Hadrian's Wall was built.  
I am able to describe what the River Nile was used for.  
I can tell you who Howard Carter was and what he discovered.  
I know about some of the buildings the Egyptians left.  
I know the Gods were an important part of the Egyptian culture.  
I can find Egypt on a map.  
I can research to find facts about a historical period.  
I can place historical periods on a timeline.

## Year 4

### History

I know at least three things that the Romans did for our country.  
I know why the Romans needed to build forts in this country.  
I know that Rome was a very important place and many decisions were made there.  
I know about the lives of at least two famous Romans.  
I can give at least three reasons why the River Nile was so important.  
I can explain the importance of Howard Carter's discovery.  
I summarise how Britain may have learnt from other countries and civilizations (historically and more recently).  
I research to find answers to specific historical questions about our locality.  
I research what it was like for people in a given period of history and present my findings to an audience.  
I know how our locality today has been shaped by what happened in the past.  
I know how historic items and artefacts have been used to help build up a picture of life in the past.  
I know about the impact that one of these periods of history had on the world.

## Year 5

### History

- I know about how stone age people hunted for their food and what they ate.
- I know about many of the differences between the stone, bronze and iron ages.
- I can use dates and historical language in my work.
- I can draw a timeline with different time periods outlined which show different information, such as, periods of history, when famous people lived, etc.
- I know that many of the early civilizations (Maya) gave much to the world.
- I can make comparisons between historical periods; explaining things that have changed and things which have stayed the same.

## Year 6

### History

- I research in order to find similarities and differences between two or more periods of history.
- I know how to place features of historical events and people from the past societies and periods in a chronological framework.
- I know about the main events from a period of history, explaining the order of events and what happened.
- Know why they were considered an advanced society in relation to that period of time in Europe
- I know about a the Industrial Revolution and can explain why this was important in relation to British history.
- I know how to place historical events and people from the past societies and periods in a chronological framework
- I know how Britain has had a major influence on the world