A group of children holding hands

Description automatically generated **History Curriculum**

At Church Lane, we have designed our curriculum in a progressive way from Nursery through to Year 6. Based on the Government’s curriculum it has been adapted and takes in to account the aims and schemes of work set out within that document alongside the needs of our own children to ensure that we deliver a tailored curriculum that supports our children to achieve the best they can.

Our curriculum is laid out in the following way:

1. History knowledge is split in to three areas in each year from years 1 to 5 and one thematic area in year 6 with key knowledge expected to be learnt in each area highlighted. (This is in the **Progression of Knowledge Document**).This knowledge is accompanied by procedural knowledge which are split into three sections: chronology, evidence and interpretations and perspectives. There are also questions that the children look at within each main area of history. (This information is in the **Progression of Procedural Knowledge Document**).These main areas are set out progressively throughout the school to ensure that the children’s knowledge is chronological and builds on what they already know.

2. Each year group has a set area of History per term – this is shared with the children in a child friendly question, which encourages our children to engage with being historians whilst introducing them to high quality vocabulary. (This information is in the **Yearly Map**)

3. Each question is then explored by the children through a number of lessons, which assist the children in gaining and building the knowledge and experience they need to achieve. (The in depth knowledge we will be teaching is contained in **unit plans** - these further breakdowns include the knowledge taught in the unit and the procedural knowledge taught across the year to ensure that our children gain both knowledge and experience of being historians.)A picture containing line chart

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**Progression of Knowledge Document**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Historical unit | Nursery | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Unit 1 | Did I visit any of these places over the summer?  Recognise places in Sleaford that they might have visited over the summer and sequence events  Begin to talk in the past tense and role model | What did I do over the summer?  Recognise that when I am talking about the summer holidays/Nursery experiences it is in the past  Talk about experiences using photos on Tapestry to support discussion  Use language and photos to sequence events  How have I changed from being a baby to now?  Learn how we change from a baby to a child  Recognise some of the similarities and differences from when they were a baby compared to a child  Which special people have there been in the past?  Perform our own Christmas Nativity  Learn about Mary, Joseph and Jesus and why these religious figures are special | How do we remember things that happened in the past?  Understand that celebrations we have now often have roots in past events  Understand that bonfire night is a way of remembering Guy Fawkes plot to blow up government  Understand that remembrance day is a way of celebrating soldiers that gave their lives in the world wars  Understand that trooping the colour is a historical event that has been going on for a long time and what it celebrates  Understand that St George’s day is a celebration of St George’s life  Understand that not all celebrations are about factual historical events | What evidence helps us remember the past?  Understand what evidence is  Understand that there are primary and secondary sources of evidence  Link evidence to what it tells us  Be able to discuss pre-historic man, the Great Fire of London, the Moon Landings and the sinking of the Titanic  Know some examples of primary and secondary sources | Why was the Stone Age to Iron Age such an important time?  Describe what Britain was like after the last ice age  Understand how few people lived in Britain  Understand how people fed and clothed themselves  Understand that immigrants brought new animals and crops to Britain  Learn how bronze was made and where copper and tin come from  Learn how tools were made and used  Understand why it took so long for iron to reach Britain | How significant has Lincolnshire been to the history of Britain?  Understand how the local area’s history has impacted life today – Bass Maltings, Sharps  Know how the local transport links were crucial to Britain  Know what ‘firsts’ happened in Lincolnshire  Know the significance of the Magna Carta and the Lincoln Castle  Understand the significance of the Royal Air Force and the Bomber Command in the local area  Understand how Lincolnshire and its heritage back to invaders and settlers in Britain | How did the Anglo-Saxons and the Picts impact Britain?  Understand where the Anglo-Saxons came from and where they travelled to  Know reasons why the term ‘Anglo-Saxons’ might need to be used with care  Understand how we know about the Anglo-Saxons  Understand reasons for the arrival of the Saxon and Scots  Know differences in reasons for migration between the Saxons and societies today  Recognise similarities and differences between Saxons and the Scots  Understand how these societies link together  Explain the challenges the groups faced and how they overcame them  Demonstrate knowledge of these societies in the local area | How has the idea of monarchy changed since 1066?  Know the kings and queens since 1066  Understand the monarchy is the oldest form of government in the UK  Know that the role of a monarch has evolved over time  Know how William the Conqueror became king  Understand the importance of King John  Know the change in balance of power from monarchs during times of instability e.g. The Wars of the Roses, English Civil War  Understand the change in power from monarchy to parliament centred under Oliver Cromwell  Know who the Hanoverians are  Understand the shift in power during the Hanoverian dynasty  Understand the fluctuating dominance of empire since 1066 with focus on Queen Elizabeth I, Queen Victoria and Queen Elizabeth II  Understand the legacy left by Queen Victoria |
| Unit 2 | What did I do over Christmas?  Use Tapestry to recall Christmas events  Role model using past tense when sharing experiences  What is special about my grandparents/great-grandparents?  Identify immediate and some extended family members  Explore special times with grandparents/great-grand parents  Find out if any grandparents have skills e.g. carpentry, knitting, cookery  Learn some new skills from grandparents/great-grandparents  What did I do over Half-term?  Talk about what I did over half term using photos on Tapestry | How was my Christmas different or similar to my friends?  Use Tapestry to recall Christmas events  Discuss similarities and differences  Use past tense  How do my toys look different from my grandparent’s toys?  Explore toys from the past  Learn about what materials toys were primarily made of and why  Discuss similarities and differences  How was farming transport different in the past?  Learn how farming equipment helps farmers sow the seeds and harvest the crops  Discover old and new tractors  Learn about the Horse and Cart  Embed that the past has already happened  Recap Harvest learning | Who are some significant people from the past?  Explore significant individuals from the past – recount their life and where they were from. (Isaac Newton, Mary Seacole, Ludwig Van Beethoven, Neil Armstrong)  Understand that they are significant because they left a legacy that affects our lives today | How do we remember significant people from the past?  Children should explore the lives of a selection of explorers – Sacagawea, Sir Walter Raleigh, Captain Scott, Amy Johnson and Helen Sharman  They should learn that different sources of evidence can be used to find out about famous figures including – oral stories, paintings, records, stories, statues, newspapers, television and internet sources. | What do all the Ancient Civilisations have in common?  Describe where the three civilisations of Ancient Sumer, Shang Dynasty and the Indus Valley sit on a time line  Explore what was happening in the world at the time  Discuss the important of the positioning of the civilisations to their settlements  Understand the significance of trade and the rivers in each civilisation  Know city states of each civilisation  Understand what all the civilisations needed to have in order to function such as laws, roads, defences  Understand the writing scripts  Understand the number systems and their significance | Can we thank the Ancient Greeks for anything in our lives today?  Place Ancient Greece in time  Know that Ancient Greece consisted of city states  Identify similarities and differences between life in Athens and Sparta  Understand the achievement of Alexander the Great  Identify similarities between the Ancient Greek society and our lives today  Understand the importance of the Ancient Greek language and alphabet  Explore Ancient Greek architecture including temples and the acropolis  Describe Ancient Greek forms of government  Understand how Ancient Greece was ruled and governed  Understand the founding of democracy and its links to our lives today  Understand the legacy left by the Greeks through areas of the Olympics, democracy and religion | Raiders or settlers: How should we remember the Vikings?  Know key events linked to the Viking raids  Understand why the Vikings caused so much fear  Explain how the Vikings were able to succeed  Link the Vikings with our society today  Understand the nature of the conflict and the changing relationship between the Saxons and Vikings  Describe the contribution made by Ethelred  Explain the attitudes and values held by the Vikings  Understand the role of different groups and sections of the population  Describe how and why Christianity was introduced and has spread  Understand the impact of these settlements in the local area  Describe key achievements and advancements |  |
| Unit 3 | What do I notice about the objects from the past?  Discover every day collections from the past e.g. cameras and old telephones/mobiles  Talk about the past making links with their personal experiences and knowledge  Make connections with old photographs and cameras from the past  Describe how the cameras/phones work and the different parts  Introduce language linked to how old the camera/phone is relating it to the ages of people they are familiar with  How have I changed since starting Nursery? (For children who are moving to Reception)  Explore pictures on Tapestry and discuss how they have changed from when they first started  What am I looking forward to doing next?  Talk about any summer holiday plans- ask parents too  Explore places they could visit  Prepare children for journey to Reception | How are our gardening tools different to those from the past?  Discover gardening tools from the past using Mrs Smiths Loans box  What are the different modes of transport?  Learn that the different modes are air, water and land transport  Learn which mode of transport will be more suited for travelling to different places around the world  How has transport changed over the years?  Learn how buses and aircraft have changed over the years  Discover photos from the past relating to different transport  Who was Emilia Earhart?  Explore Emilia Earhart and why she is famous  Learn that women and men can fly aircrafts  Look at photos of her aircraft- How do we know it is an old photo? | How has technology developed since my grandparents were born?  Understand the changes in technology since 1950s and the impact this has had on the world  Understand how technology has changed our everyday lives including home and school | How have lives changed for different people?  Know that life is different for different groups within society  Know that these differences change with time and progress depending on the views of society. | How did the civilisation of Ancient Egypt wax and wane?  Know the significance of the Great Pyramid of Giza and other pyramids  Understand the views of Herodotus  Describe the importance of trade and the water routes  Describe the Ancient Egyptian past times  Know the significant individuals such as Tutankhamun, Akhentaten, Nefertiti, Cleopatra  Understand the religion of the Ancient Egyptians and how this changed with different rulers | What did the Romans ever do for us?  Understand the reasons why the Romans invaded Britain  Describe the attempts to invade  Understand the importance of resources including minerals and exports  Describe the Roman army and consider why it was important to the building of the Roman Empire  Describe the evidence from Hadrian’s Wall and what it tells us about Roman life in Britain  Know about Boudicca’s rebellion and why we remember her  Understand how the Romans influenced the culture of people already settled in Britain.  Describe the similarities and differences between the Romans and Celts  Know the achievements of the Romans and the legacy that they have in Britain including roads, aqueducts and baths.  Understand Roman governance across the empire  Know the role of women and compare this to Ancient Greece | Why should we study the Maya?  Describe when and where the Maya lived and the type of environment they lived in  Understand the difficulties of sustaining a civilization in a rain forest environment  Learn about the Maya writing system and its uses  Understand the similarities and differences between the Maya writing systems and our own  Know what the hieroglyph tell us of Maya culture and society  Understand about how the Mayans told the time  Learn about the Maya trade goods  Explain some of the similarities and differences between the Maya and the UK  Describe the Maya  Understand the Maya culture  Learn about Maya myths |  |

**Progression of Procedural Knowledge Document**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **N** | **R** | **1** | **2** | **3** | **4** | **5** | **6** |
| Chronology | * Begin to use the past tense to explain events that have happened in the past | * Recount events that have happened during my lifetime | * Recount changes during my lifetime, my parents’ lifetime and my grandparents’ lifetime * Discuss events in chronological order * Order images and artefacts with some reference to time * Use phrases like: ‘a long time ago’, ‘recently’ | * Place events on a time line using chronological order * Place significant individuals on a time line using chronological order | * Use dates to place events on a timeline * Describe changes that have happened in Britain from ancient times | * Place historical periods on a timeline, using dates * Describe changes that have happened in Britain and across the world from ancient times with appropriate detail | * Place events, artefacts and historical figures on a time line using dates * Identify and describe main changes in a period of history | * Place events, artefacts and historical figures on a time line with accuracy using dates * Identify and describe periods of rapid change in history * Compare main changes to other periods studied |
| Evidence | * Begin to notice differences and similarities. | * Use the past tense to explain events that happened in the past | * Ask questions about the past using evidence * Describe historical events using evidence * Describe historical people * Use primary sources | * Describe historical events with detail * Describe significant individuals with detail * Use primary sources to support arguments | * Suggest sources of evidence for history enquiry * Draw conclusions using evidence * Use primary and secondary sources | * Use evidence to ask questions and find answers * Suggest suitable sources of evidence for historical enquiry * Use primary and secondary sources to support arguments | * Use evidence to deduce information about the past * Use a range of suitable sources for historical enquiry to gain a better understanding of events * Use evidence to support historical claims | * Suggest and use a wide range of suitable sources for historical enquiry * Use social context to analyse sources * Identify bias within sources |
| Interpretations and Perspectives   * Social, ethnic, cultural, religious diversity * Ideas, beliefs, attitudes and experiences of men, women and children | * Begin to notice differences and similarities. | * Use pictures and stories to ask questions about the past | * Describe accounts of events | * Describe accounts of significant events with some detail * Describe accounts of significant individuals with some detail | * Describe different accounts with detail | * Describe and explain why a range of different accounts may differ | * Describe the ideas of the past and how they have changed since the ancient times | * Describe the ideas of the past, how they have changed since 1066 and how they impact our lives today. |

**Yearly map**

|  |  |  |  |
| --- | --- | --- | --- |
|  | Year 1 | | |
|  | Autumn Term | Spring Term | Summer Term |
|  | Unit 1 | Unit 2 | Unit 3 |
| question | [How do we remember things that happened in the past?](#a) | [Who are some significant people from the past?](#b) | [How has technology developed since my grandparents were born?](#c) |
|  | Year 2 | | |
|  | Autumn Term | Spring Term | Summer Term |
|  | Unit 1 | Unit 2 | Unit 3 |
| question | [What evidence helps us remember the past?](#d) | [How do we remember significant people from the past?](#e) | [How have everyday lives changed?](#f) |
|  | Year 3 | | |
|  | Autumn Term | Spring Term | Summer Term |
|  | Unit 1 | Unit 2 | Unit 3 |
| question | [Why was the Stone Age to the Iron Age such an important time?](#g) | [What do all the Ancient Civilisations have in common?](#h) | [How did the civilisation of Ancient Egypt wax and wane?](#i) |
|  | Year 4 | | |
|  | Autumn Term | Spring Term | Summer Term |
|  | Unit 1 | Unit 2 | Unit 3 |
| question | [How significant has Lincolnshire been to the history of Britain](#j)? | [Can we thank the Ancient Greeks for anything in our lives today?](#k) | [What did the Romans ever do for us](#l)? |
|  | Year 5 | | |
|  | Autumn Term | Spring Term | Summer Term |
|  | Unit 1 | Unit 2 | Unit 3 |
| question | [How did the Anglo-Saxons and Picts impact Britain?](#m) | [Raiders or settlers: How should we remember the Vikings](#n)? | [Why should we study the Maya](#o)? |
|  | Year 6 | | |
|  | Autumn Term | Spring Term | Summer Term |
|  | Unit 1 | | |
| question | [How has the idea of monarchy changed since 1066](#p)? | | |