 **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.)

**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 pastTalk about experiences using photos on Tapestry to support discussionUse language and photos to sequence eventsHow have I changed from being a baby to now?Learn how we change from a baby to a childRecognise some of the similarities and differences from when they were a baby compared to a childWhich special people have there been in the past?Perform our own Christmas NativityLearn 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 eventsUnderstand that bonfire night is a way of remembering Guy Fawkes plot to blow up governmentUnderstand that remembrance day is a way of celebrating soldiers that gave their lives in the world warsUnderstand 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 lifeUnderstand that not all celebrations are about factual historical events | What evidence helps us remember the past?Understand what evidence isUnderstand that there are primary and secondary sources of evidence Link evidence to what it tells usBe able to discuss pre-historic man, the Great Fire of London, the Moon Landings and the sinking of the TitanicKnow 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 ageUnderstand how few people lived in BritainUnderstand how people fed and clothed themselvesUnderstand that immigrants brought new animals and crops to BritainLearn how bronze was made and where copper and tin come fromLearn how tools were made and usedUnderstand 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, SharpsKnow how the local transport links were crucial to BritainKnow what ‘firsts’ happened in LincolnshireKnow the significance of the Magna Carta and the Lincoln CastleUnderstand the significance of the Royal Air Force and the Bomber Command in the local areaUnderstand 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 toKnow reasons why the term ‘Anglo-Saxons’ might need to be used with careUnderstand how we know about the Anglo-SaxonsUnderstand reasons for the arrival of the Saxon and ScotsKnow differences in reasons for migration between the Saxons and societies todayRecognise similarities and differences between Saxons and the ScotsUnderstand how these societies link togetherExplain the challenges the groups faced and how they overcame themDemonstrate knowledge of these societies in the local area | How has the idea of monarchy changed since 1066?Know the kings and queens since 1066Understand the monarchy is the oldest form of government in the UKKnow that the role of a monarch has evolved over timeKnow how William the Conqueror became kingUnderstand the importance of King JohnKnow the change in balance of power from monarchs during times of instability e.g. The Wars of the Roses, English Civil WarUnderstand the change in power from monarchy to parliament centred under Oliver CromwellKnow who the Hanoverians areUnderstand the shift in power during the Hanoverian dynastyUnderstand the fluctuating dominance of empire since 1066 with focus on Queen Elizabeth I, Queen Victoria and Queen Elizabeth IIUnderstand the legacy left by Queen Victoria |
| Unit 2 | What did I do over Christmas?Use Tapestry to recall Christmas eventsRole model using past tense when sharing experiences What is special about my grandparents/great-grandparents?Identify immediate and some extended family membersExplore special times with grandparents/great-grand parentsFind out if any grandparents have skills e.g. carpentry, knitting, cookeryLearn some new skills from grandparents/great-grandparentsWhat 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 eventsDiscuss similarities and differences Use past tenseHow do my toys look different from my grandparent’s toys?Explore toys from the pastLearn about what materials toys were primarily made of and whyDiscuss similarities and differencesHow was farming transport different in the past?Learn how farming equipment helps farmers sow the seeds and harvest the cropsDiscover old and new tractorsLearn about the Horse and Cart Embed that the past has already happenedRecap 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 SharmanThey 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 lineExplore what was happening in the world at the timeDiscuss the important of the positioning of the civilisations to their settlementsUnderstand the significance of trade and the rivers in each civilisationKnow city states of each civilisation Understand what all the civilisations needed to have in order to function such as laws, roads, defencesUnderstand the writing scriptsUnderstand the number systems and their significance | Can we thank the Ancient Greeks for anything in our lives today?Place Ancient Greece in timeKnow that Ancient Greece consisted of city statesIdentify similarities and differences between life in Athens and SpartaUnderstand the achievement of Alexander the GreatIdentify similarities between the Ancient Greek society and our lives todayUnderstand the importance of the Ancient Greek language and alphabetExplore Ancient Greek architecture including temples and the acropolisDescribe Ancient Greek forms of governmentUnderstand how Ancient Greece was ruled and governedUnderstand the founding of democracy and its links to our lives todayUnderstand 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 raidsUnderstand why the Vikings caused so much fearExplain how the Vikings were able to succeedLink the Vikings with our society todayUnderstand the nature of the conflict and the changing relationship between the Saxons and VikingsDescribe the contribution made by EthelredExplain the attitudes and values held by the VikingsUnderstand the role of different groups and sections of the populationDescribe how and why Christianity was introduced and has spreadUnderstand the impact of these settlements in the local areaDescribe 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/mobilesTalk about the past making links with their personal experiences and knowledge Make connections with old photographs and cameras from the pastDescribe how the cameras/phones work and the different partsIntroduce language linked to how old the camera/phone is relating it to the ages of people they are familiar withHow 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 tooExplore places they could visitPrepare 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 transportLearn which mode of transport will be more suited for travelling to different places around the worldHow has transport changed over the years?Learn how buses and aircraft have changed over the yearsDiscover photos from the past relating to different transport Who was Emilia Earhart?Explore Emilia Earhart and why she is famousLearn that women and men can fly aircraftsLook 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 worldUnderstand 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 societyKnow 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 pyramidsUnderstand the views of HerodotusDescribe the importance of trade and the water routesDescribe the Ancient Egyptian past timesKnow the significant individuals such as Tutankhamun, Akhentaten, Nefertiti, CleopatraUnderstand 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 BritainDescribe the attempts to invadeUnderstand the importance of resources including minerals and exportsDescribe the Roman army and consider why it was important to the building of the Roman EmpireDescribe the evidence from Hadrian’s Wall and what it tells us about Roman life in BritainKnow about Boudicca’s rebellion and why we remember herUnderstand how the Romans influenced the culture of people already settled in Britain.Describe the similarities and differences between the Romans and CeltsKnow the achievements of the Romans and the legacy that they have in Britain including roads, aqueducts and baths.Understand Roman governance across the empireKnow 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 inUnderstand the difficulties of sustaining a civilization in a rain forest environmentLearn about the Maya writing system and its usesUnderstand the similarities and differences between the Maya writing systems and our ownKnow what the hieroglyph tell us of Maya culture and societyUnderstand about how the Mayans told the timeLearn about the Maya trade goodsExplain some of the similarities and differences between the Maya and the UKDescribe the MayaUnderstand the Maya cultureLearn 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
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| 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.
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**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)? |