



Welton St Mary's Church of England Primary Academy



History Curriculum

Together We Care, Learn and Thrive

‘People are trapped in history, and history is trapped in them.’ – James Baldwin

‘A people without the knowledge of its history is like a tree without roots.’ – Marcus Garvey






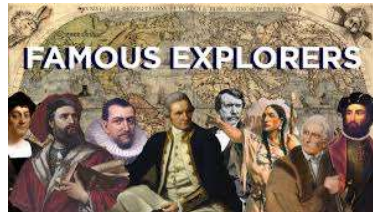










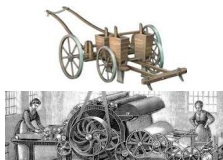



History Intent

At Welton St Mary’s, we aim for an **inclusive** history curriculum that gives ALL children opportunities **and skills** to become historians. We aim to **encourage and inspire** our pupils’ curiosity and fascination about the history of their local area, Britain’s past and the wider world.

We **seek to provide** pupils with knowledge of their local history: **our rich Roman history and agricultural and industrial revolution in Lincoln how this effects the wider world and WW2.**

Through a creative learning environment our Children **will** study the chronological journey of Britain, its influence on and from the wider world. **We strive to** understand the significance of ancient civilisations and empires, making comparisons between them and our lives today **and understand the positive changes.** Children **will be encouraged to** explore real evidence available on their doorstep to explore changes in living memory and beyond, learning about the lives of significant people and events; **supported and encouraged to explore** historical enquiry **in their study** to challenge the importance of events. Children gain new knowledge and develop skills through experiences in the classroom, fieldwork and visits **for all to thrive.**

History Overview

Significant People					
Y e a r 1	Florence Nightingale and Mary Seacole		Queen Victoria and Queen Elizabeth	Victorian toys	Explorers
	 		 		
Significant events and places					
Y e a r 2	Local area: Welton church & Lincoln Cathedral		The Great Fire of London		The Space Race
					
Y e a r 3	Stone age, iron age, bronze age		Introduction of Anglo Saxons.		What the Romans did in Lincoln
					
Y e a r 4	Benin		The Mayans		
					
Y e a r 5	Ancient Greece Ancient Egypt	Ancient Egypt		Ancient Greece	Ancient Greece Ancient Egypt
					
Y e a r 6	Farming and Industrial revolutions		World War 1		World War 2 including Anne Frank
	 				

Core Concepts

CONCEPT – investigating and interpreting evidence



- Understand 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

CONCEPT –connections in world History



- Know how Britain has influenced and been influenced by the wider world
- Know and understand significant aspects of history of the wider world
- Know the nature of ancient civilisations, expansion and dissolution of empires, characteristics of past non-European societies
- Know and understand achievements and follies of mankind
- Understand 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 own structured accounts including written narratives and analyses
- Gain historical perspective – growing knowledge into different contexts, understanding connections between local, regional, national and international history

CONCEPT - Chronology



- Know and understand the history of these islands as a coherent narrative from the earliest times to the present day
- Gain historical perspective - growing knowledge into different contexts – understanding between short-term and long- term timescales

CONCEPT – influence on the world today



- Know and understand the history of these islands and how people's lives have been shaped by the nation
- Gain and deploy a historically grounded understanding of abstract terms
- Understand 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 own structured accounts including written narratives and analyses
- Gain historical perspective - growing knowledge into different contexts, - cultural, economic, military, political, religious and social history

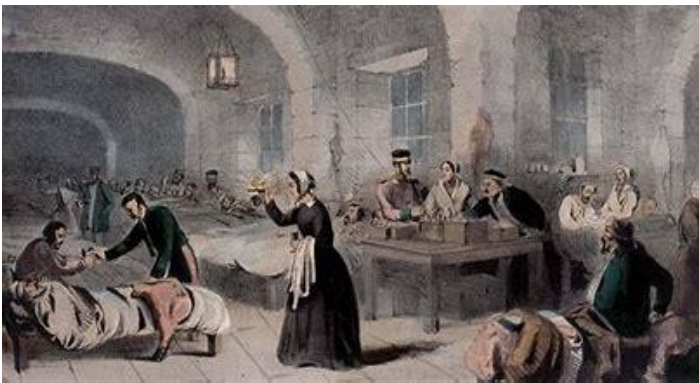
Enquiry questions and concept focus

Year 1	Significant People					
	Florence Nightingale and Mary Seacole <i>Who made nursing what it is today?</i>		Changes in living memory Children’s toys <i>How are toys today different from the past?</i>		Monarchs Catherine Booth <i>How have these people shaped our world?</i>	Explorers <i>How do we know so much about the world?</i>
Concept focus	<i>Chronology Influence on the world today</i>		<i>Chronology Influence on the world today</i>	<i>Chronology Connections in world history</i>		<i>Chronology Influence on the world today</i>
Year 2	Significant events and places					
	Castles, Churches and Cathedrals <i>How is our local area connected to the wider world?</i>		The Great Fire of London <i>What was great about the Great Fire of London?</i>	Changes in living memory: Advances on mobile phones <i>What would life be like if we didn’t have technology?</i>	The Space Race <i>What was the goal of The Space Race?</i>	
Concept focus	<i>investigating and interpreting evidence</i>	<i>Chronology Connections in World History</i>	<i>Chronology Influence on the World Today</i>	<i>Chronology Influence on the World Today</i>	<i>Chronology Influence on the World Today</i>	<i>Investigating and Interpreting evidence Connections in World History</i>
Year 3 – Local area study	Roman Lincoln <i>How do we know the Romans came to Lincoln?</i> <i>What did the Romans give us?</i>			Anglo Saxons <i>What happened to Lincoln after the Romans left?</i>	Stone Age, Iron Age, Bronze Age <i>What was ‘new’ about the Stone Age and how do we know?</i>	

Concept focus	Investigating and interpreting evidence Influence on the world today			Chronology Investigating and interpreting evidence	Chronology Investigating and interpreting evidence	Chronology Connections in World History
Year 4	Benin How did Benin help change British Rule?			The Mayans How did the Mayans live compared to those in Benin?		
Concept focus	Chronology Investigating and Interpreting evidence Connections in World History Influence on the World Today			Chronology Investigating and Interpreting evidence Connections in World History Influence on the World Today		
Year 5	Ancient Egypt & Ancient Greece What are the achievements of the earliest civilisations?	Ancient Egypt What was life like in ancient Egypt?	Ancient Egypt How has the Ancient Egyptian civilisation influenced our world?	Ancient Greece What was life like in ancient Greece?	Ancient Greece How has the Ancient Greek civilisation influenced our world?	Ancient Egypt & Greece Can we compare these two influential civilisations?
Concept focus	Chronology Connections in world history	Investigating and interpreting evidence	Investigating and interpreting evidence Influence on the world today	Investigating and interpreting evidence Influence on the world today	Investigating and interpreting evidence Influence on the world today	Connections in world history Influence on the world today
Year 6	Farming and Industrial revolutions		World War 1	World War 2 What role did Britain play in WW2?		Anne Frank How do we know what life was like for Jews in WW2?
Concept focus	Chronology Influence on the world today		Investigating and interpreting evidence	Connections in World History		Investigating and interpreting evidence Influence on the world today

History: Year 1 – Significant People

Florence Nightingale & Mary Seacole



1820

Key Vocabulary

Germ	Tiny living things that can cause illness. Germs are passed from one person to another.
Medicine	Liquid or tablets that are given to sick people to make them better.
Patient	Someone who is ill or injured and who is being cared for
Lady of the Lamp	This was the name given to Florence as she would visit the wards at night carrying a lamp.

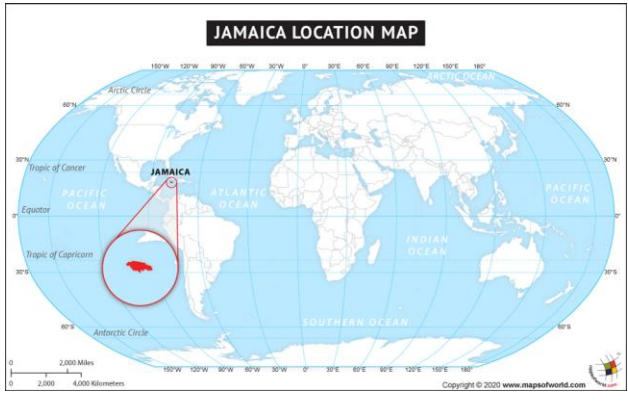


1805



Key Information

Jamaica	The place Mary was born.
Nurse	A person trained to care for the sick or infirm, especially in a hospital.
Crimean War	Mary helped soldiers who were injured in the Crimean War.
Mother Seacole	This is the name that Mary was known by.



History: Year 1 – Significant People in History

Catherine Booth

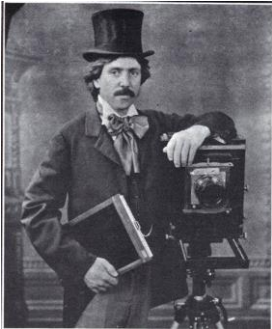


Key Information	
Army Mother	The name Catherine was known as in the Salvation Army.
The Christian Mission	The original name for the Salvation Army.
Soup, soap and salvation	The Salvation Army's motto.
Preacher	A person who gives a religious speech
Salvation	A way of being saved.



History: Year 1 – Significant People in History

Monarch



Key Vocabulary

Era	A period of time starting from a special date.
Prince	The son of a king and queen.
Princess	The daughter of a king and queen.
Period	A length of time.
Reign	A monarch who rules.
London	England's capital city



History: Year 1 – Significant People in History

Explorers

Key Vocabulary

Expedition	A particular journey taken by a group of people with a specific purpose, such as exploration.
Explorer	A person who explores a new or unfamiliar area.



Christopher Columbus
found 'The Americas'













Tim Peake the first British
Astronaut to go to the ISS.



Captain Robert Falcon Scott
The first British man to go
to the South Pole.



Lincoln - How is our local area connected to the wider world?

Key Information	
Church	
Castle	
Cathedral	
Normans	
Revolution	
Industrial	
Agricultural	
A new type of weapon was needed for World War 1	
Engineer William Tritton	
Prototype tank 'Big Willie' in 1916	



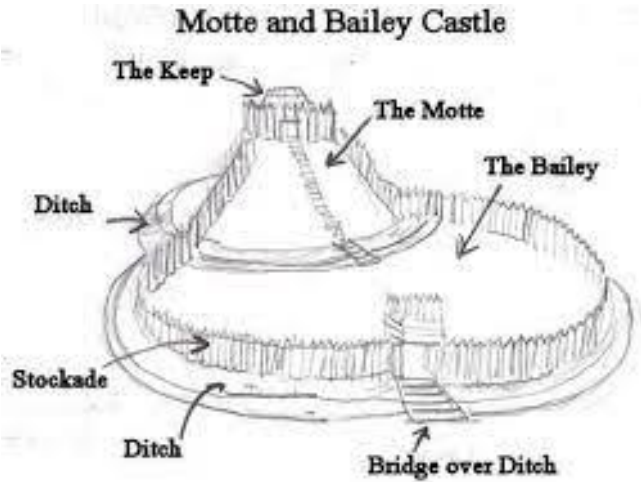
Welton St Mary's Church



Lincoln Cathedral

















Lincoln Castle



1066	<ul style="list-style-type: none">- The Battle of Hastings took place between the Anglo-Saxons (settlers in Britain) and Normans (French invaders) because William of Normandy wanted to be the king of England- The Normans won, making William the Conqueror King
1068	<ul style="list-style-type: none">- As king, William faced continuing resistance and ordered the construction of a castle in Lincoln as part of his strategy to control the rebellious north of the kingdom- It was one of the 1st Motte and Bailey Castles to be built in England.- The French invaders bought the materials over from Normandy, France, rather than building the castle out of English wood. The walls were later rebuilt in the stone we see today.
1072	Lincoln Cathedral was erected. It is also known as St Mary's Cathedral.
1200s	Welton St Mary's Church was built. Named after Jesus' mother.
1215	The Magna Carta arrived at Lincoln Castle. This was a document stating that EVERYONE had to follow the law and that all men were entitled to a fair trial.
18th Century	The agricultural and industrial revolutions started in Britain.
1823	A court was built on Lincoln castle's grounds. It is still used today by Lincoln Crown Court for criminal trials.
1848	Victorian prison built at Lincoln Castle. This separated the criminals and it can still be visited today. Due to the cost of running it, it was only active until 1878 (30 years).
1914	World War 1 started.


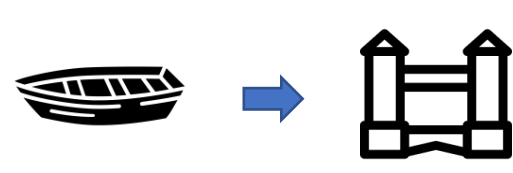
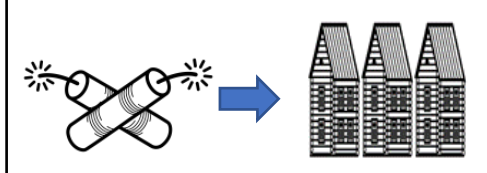


What was the goal of the Space Race?





Key Vocabulary	
	Space is the area that contains the entire universe beyond the earth - outer space.
	Launch means to send a spacecraft on its course or journey.
	Orbit is a repeating path that one object in space takes around another.
	Satellite is an object that orbits a planet or moon.
	Astronaut or cosmonaut – a person who travels in a rocket to space.
	A spacecraft is a vehicle or machine designed to fly in outer space.
	The National Aeronautics and Space Administration agency responsible for the space programme and research.

Key Figures		
<u>Laika</u> First dog in space 	<u>Yuri Gagarin</u> First man in space 	<u>Valentina Tereshkova</u> First woman in space 
<u>Alan Shepard</u> First American in space 	<u>Helen Sarmiento</u> First Briton in space 	
<u>Neil Armstrong</u> First man on the moon (11). 	<u>Buzz Aldrin</u> Second man on the moon. 	





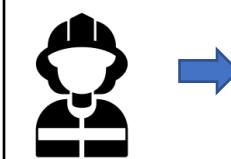

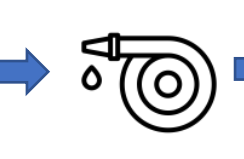
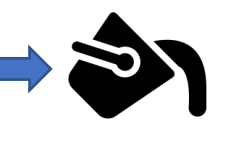
Timeline Of Key Events	
Oct 1957	First artificial satellite Sputnik 1 orbited the Earth
Nov 1957	First dog Laika orbited the Earth
April 1961	First human spaceflight (Yuri Gagarin)
June 1963	First woman in space (Valentina Tereshkova)
July 1969	First man on the moon (Neil Armstrong)

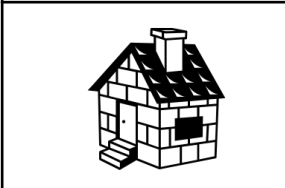
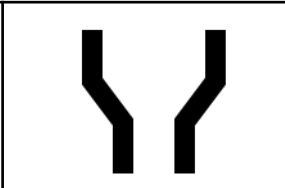

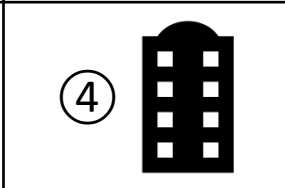


The Great Fire Of London – What was great about the fire of London?

Timeline				
Sunday 2 nd September 1666	Monday 3 rd September 1666	Tuesday 4 th September 1666	Wednesday 5 th September 1666	Thursday 6 th September 1666
				

Key People	
	Samuel Pepys was a British Member of Parliament, and Chief Secretary to the Admiral. He is famous for his diary, which provides an accurate picture of life in England in the 17 th Century.
	King Charles II ruled from 1660-1685, and was king during the Great Fire of London.
	Thomas Farriner was the king's baker. He owned the bakery on Pudding Lane where the fire broke out.
	Sir Christopher Wren was the architect in charge of planning the new London. He designed St Paul's Cathedral which still stands today.

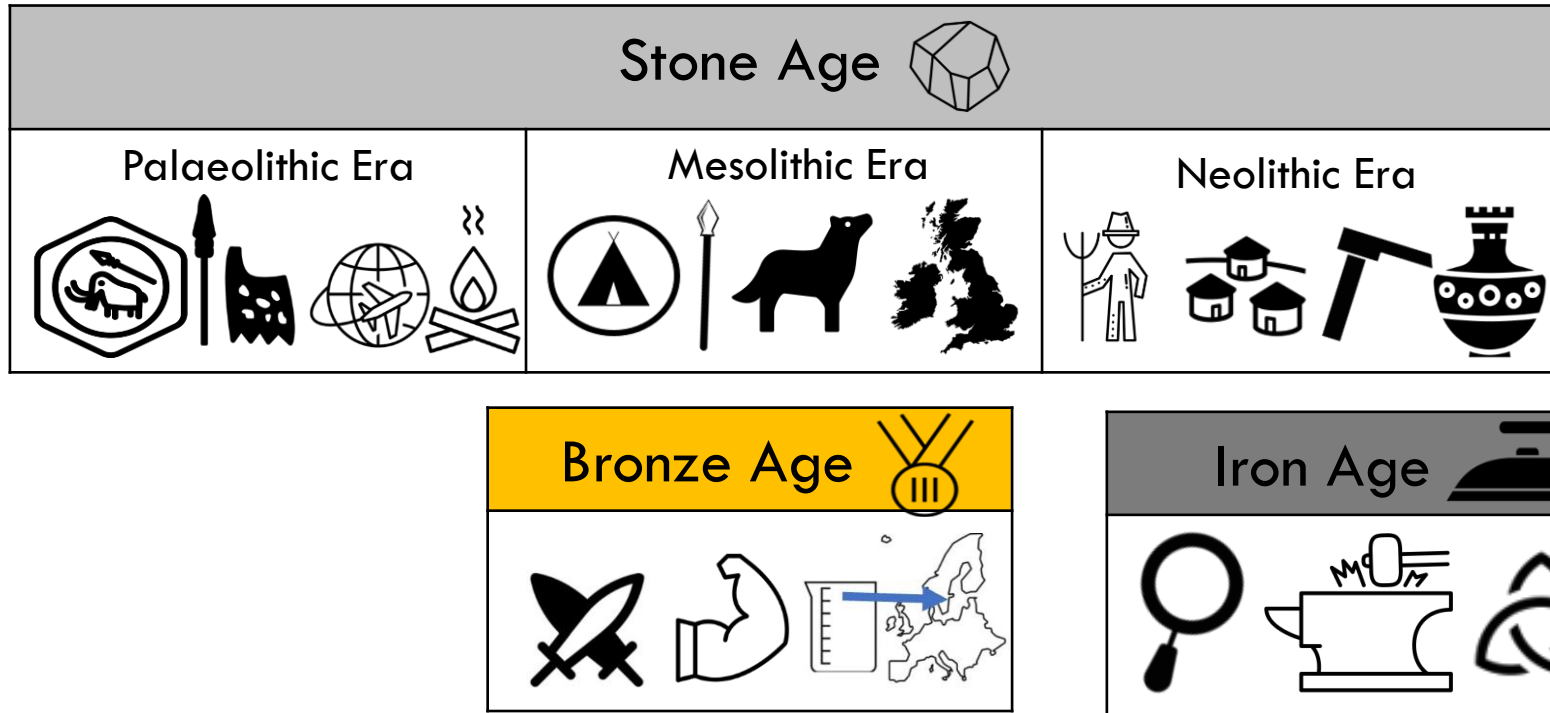


The fire spread			
			
			

New London				Problems	
					

Year 3 History

Stone Age, Bronze Age, Iron Age

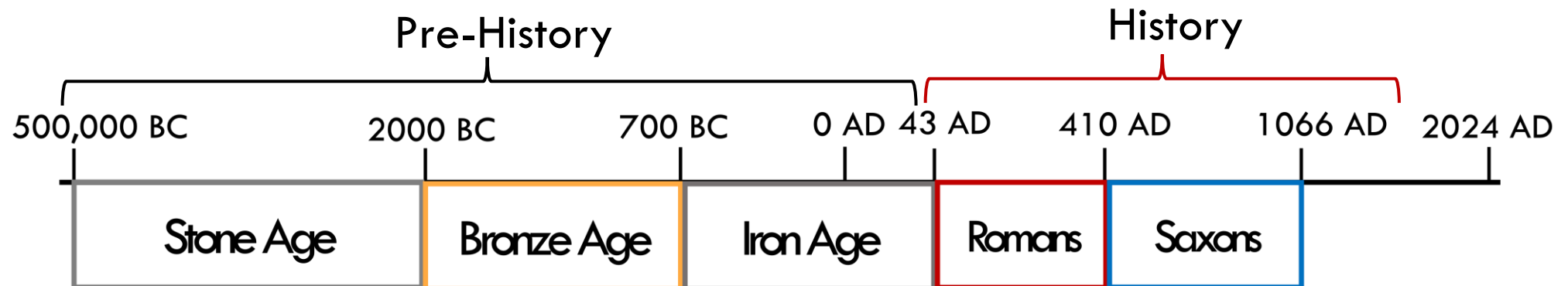


Evidence of Pre-History

Skara Brae, Scotland

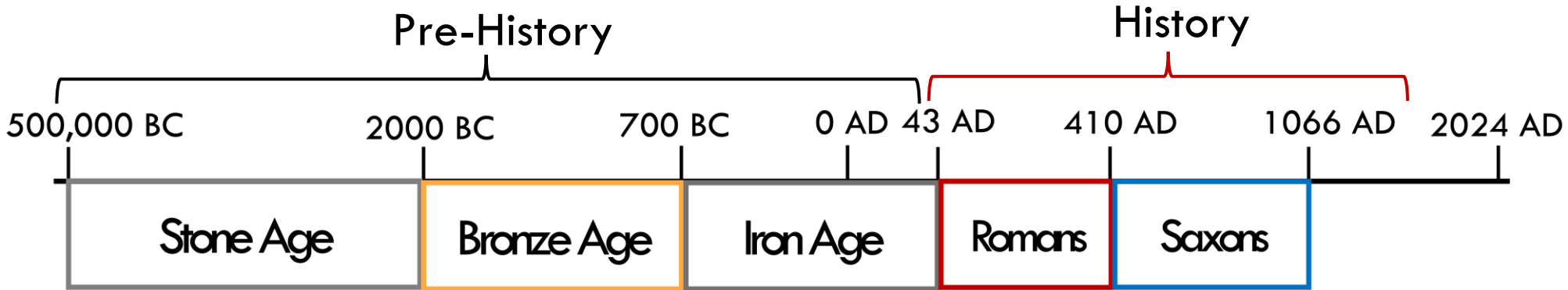
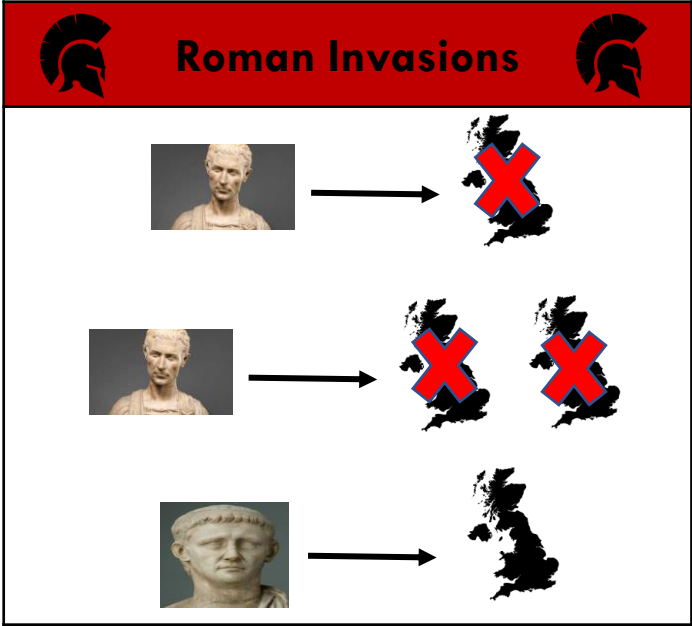
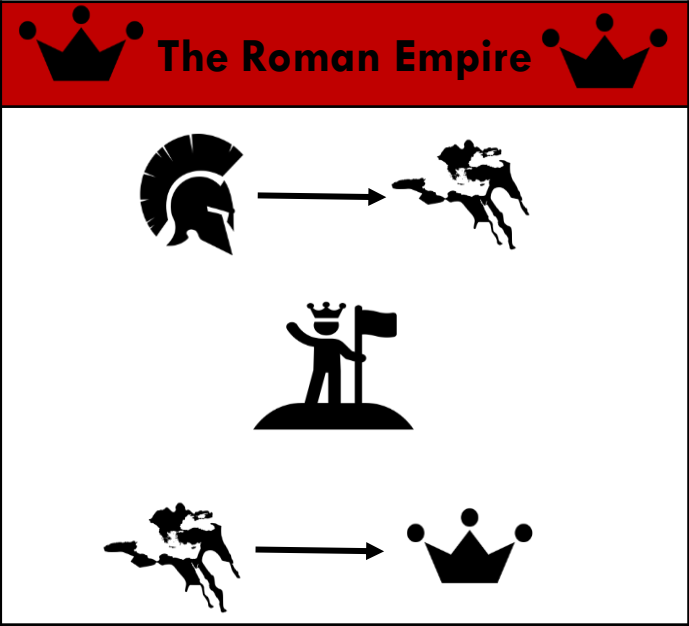


Stonehenge, England



The Romans

Key Dates	Key Events
55BC	First Invasion of Britain
54BC	Second Invasion of Britain
43AD	Roman Invasion of Britain
60AD	Boudicca's Rebellion
60AD	Development of Lindum Colonia
155AD	Hadrian's Wall
410AD	Roman's Leave Britain
1453AD	Roman Empire Falls



History: Year 4

The Kingdom of Benin AD 900 -1900



Money



Trade

Why did Britain
want an empire?



Power



Discovery



Strong Army

Key Vocabulary

Igodomigodo	original name for Kingdom of Benin
Ogiso –	First Kings of Benin, means Kingdom of the Sky
Oba –	Second group of kings after Ogisos
Edo –	the name of the people that lived in Benin
British Empire –	when a quarter of the world was colonised by Great Britain
colonisation -	take control of and live in a new country
Trade -	Swapping goods for money
Decline -	To get weaker

The Early Period (900 – 1300)



900AD



Ogiso



Kingdom formed in
900AD

First called

'Igodomigodo'

Ruled by Ogiso's (Kings
of the Sky)

The Golden Period (1300 – 1600)



Oba

1300

1600



Strong Kingdom from
1300 - 1600

Now ruled by Obas

Obas lived in Palaces

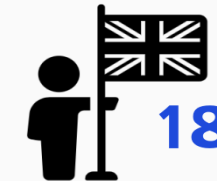
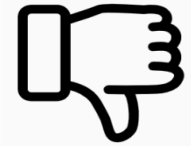
Traded with Europe
for money

The Decline (1600 – 1897)

1600



1800



1897

Obas started to lose
control by 1600

By 1800 the Kingdom
was in decline

Colonised by Britain in
1897

The Ancient Mayans 1100 BC – 1502 AD

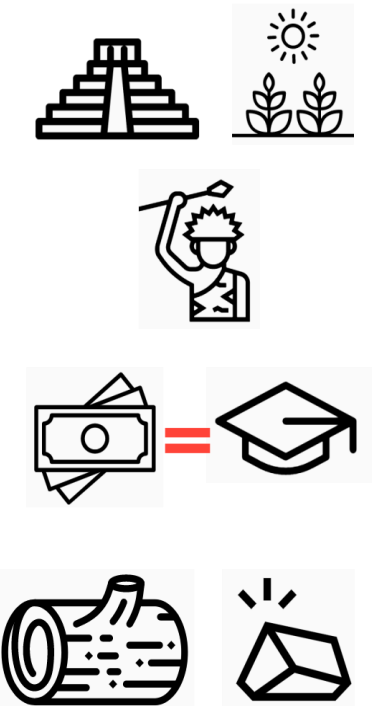
Key Vocabulary

Maya	Ancient civilisation who lived in Mesoamerica
city state	The civilisation was split into different cities, each with their own ruler
Mesoamerica	Now known as Central America and the location of the Mayan Civilisation
civilisation	A society with its own rules and culture
sacrifice	Mayans made human and animal sacrifices to please their Gods
astronomy	Mayans used the stars to map their cities and to know when to grow crops
Pitz	Popular ball game where the losing captain is sacrificed

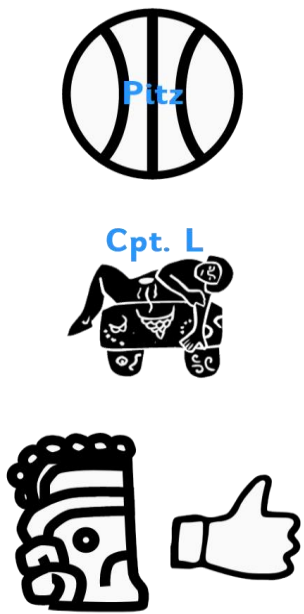
Overview



Daily Life



Fun and Games



Farming



The Mayans were expert farmers. They used three main farming methods.

Raised Field



Terrace Farming



Slash and Burn



The Ancient Mayans 1100 BC – 1502 AD

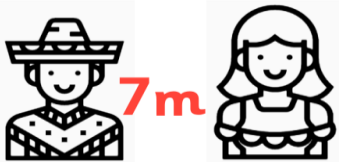
Key Vocabulary

legacy	What the Mayans are remembered for: hieroglyphics, codices, number system, calendar and chocolate
Hernan Cortez	Spanish conquistador who led an expedition that caused the end of the civilization.
hieroglyphics	Early writing developed by the Maya made up of symbols
calendar	A complex calendar was developed by the Maya to track the movement of the sun, moon, stars and planets
Temple	Pyramid shaped, stone structure that was used for religious ceremonies
cacao	The name for chocolate when it was first discovered. It is a bitter seed that grow on trees in pods
codice	The name of books first used by the Mayans
Palenque	The name of one of the most powerful cities in the Mayan civilsation. It was once ruled by the fearsome Pakal the Great
syllabogram	Another word used for hieroglyphics

Beliefs



The End



Legacy



The impressive Mayan legacy included an advanced number system, the first hieroglyphics, the earliest calendar and the discovery of chocolate.

0	1	2	3	4
5	6	7	8	9
10	11	12	13	14
15	16	17	18	19

A	A	A	B	B	C	T	E	H
I	CA	K	L	L	M	N	O	O
PP	CU	KU	X	X	U	U	Z	A



Ancient Greece

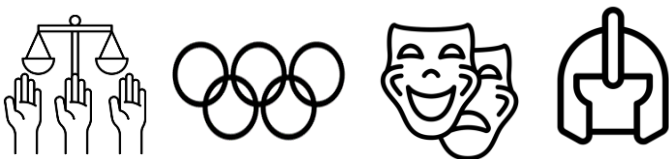
Key Vocabulary

democracy	members have a vote and can take part in decisions.
kylix	a shallow two-handled drinking vessel used in Ancient Greece
assembly	a large group of people who meet regularly to make decisions or laws
lyre	a stringed instrument like a small U-shaped harp with strings
marathon	the modern race is based on the tradition that a messenger ran from Marathon to Athens with the news of a battle victory
fluting	(in architecture) shallow grooves running along a surface.
acropolis	a highly rocky mound in Athens that is home to many temples including the Parthenon

What do we know about life in Ancient Greece?



What impact have the Ancient Greeks had on life today?

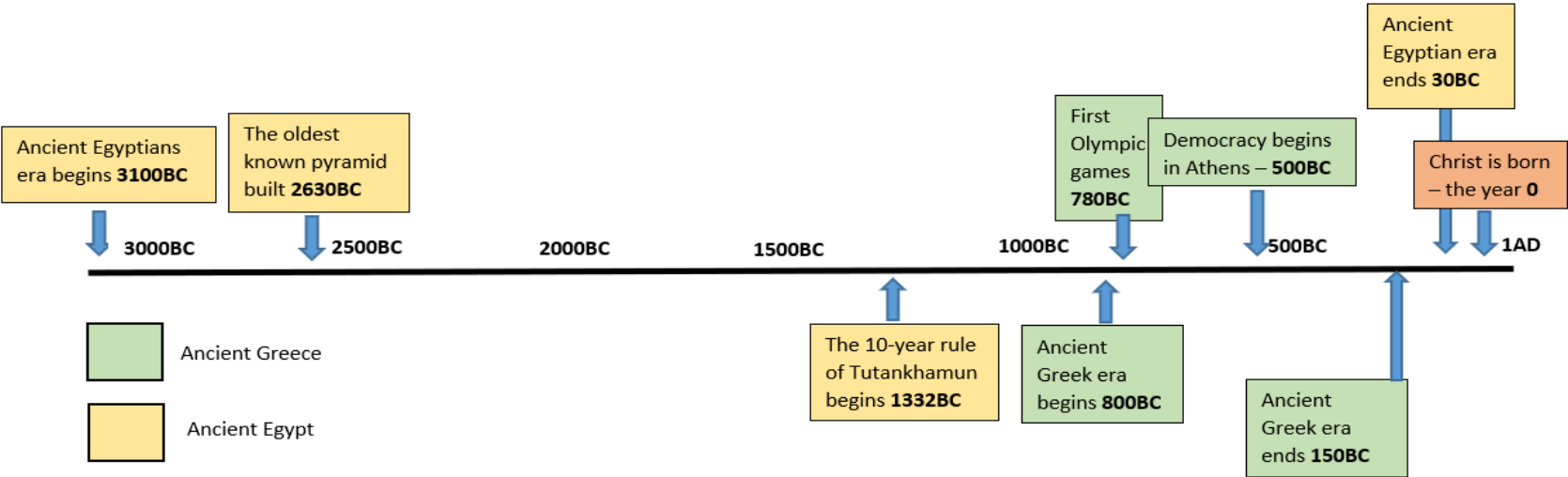


Key Dates

800BC	Ancient Greek era begins
780BC	First Olympic Games
500BC	Democracy begins in Athens
150BC	Ancient Greek era ends

Alexander the Great

- king of Ancient Greece and one of the greatest military commanders in history
- born in 356 BC.
- died in 323 BC
- reigned for 13 years
- led his army to take over Greece, Persia, Egypt and even part of India. He ruled so much of the world they called him 'Alexander the Great'



History: Year 5

Ancient Egyptians

Key Vocabulary

Egyptologist	someone who studies the language and archeology of Ancient Egypt.
hieroglyphics	a picture used as a form of writing.
irrigation	the supply of water to land by man-made channels.
pharaoh	the supreme ruler of all of ancient Egypt. He or she was considered a god.
polytheist	belief in or worship of multiple gods
civilisation	human society with its own social organization and culture.
Rosetta Stone	a stone used to help translate and understand hieroglyphics.

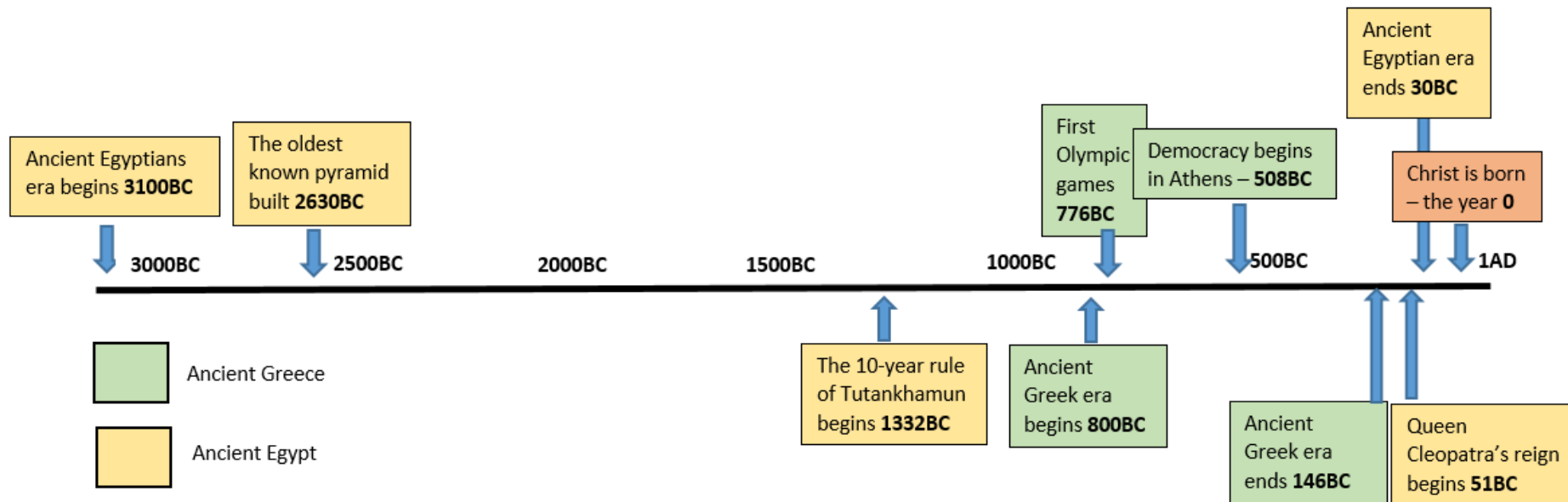
Why did they live by the River Nile?



What do we know about life in Ancient Egypt?



Mummification



Key Dates

3100 – 30 BC	Ancient Egyptian Era
2630 BC	First pyramid is believed to be built
2520 BC	The Great Sphinx (body of a lion and head of a human is believed to be built)
1332 BC	The 10 year rule of Tutankhamun begins
51 BC	Queen Cleopatra's reign begins. She is the last Pharaoh of the ancient Egypt period

Tutankhamun

- 1332 BC = ascended throne aged 9 after death of his father
- Sudden death – 19 years old
- Howard Carter in 1922.
- 10 years to catalogue all the artefacts and wall murals.
- 5000 objects found

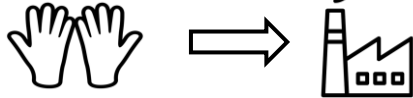
History: Year 6 – Farming and Industry through time

Agricultural Revolution: 1500-1850

Industrial Revolution: 1760 - 1914

Key Vocabulary

Revolution	A revolution in a particular area of human activity is an important change in that area.
Industry	The work and processes involved in collecting raw materials, and making them into products in factories
Agriculture	The process of producing food, and fabrics by farming of certain plants or raising animals



Manufacturing moved from hand production in the home to mass produced goods using machines in factories

Overview

Ancient farming

Oxen
Sickle
People working the farm
Tools made from iron/wood
Dogs to herd
Sheep = wool to make togas



Medieval farming

Oxen to horses. Development of farmhouses (one room for people, one for animals). Lord of the Manor and peasants working strips of land.
'Farming year' = different task each month.

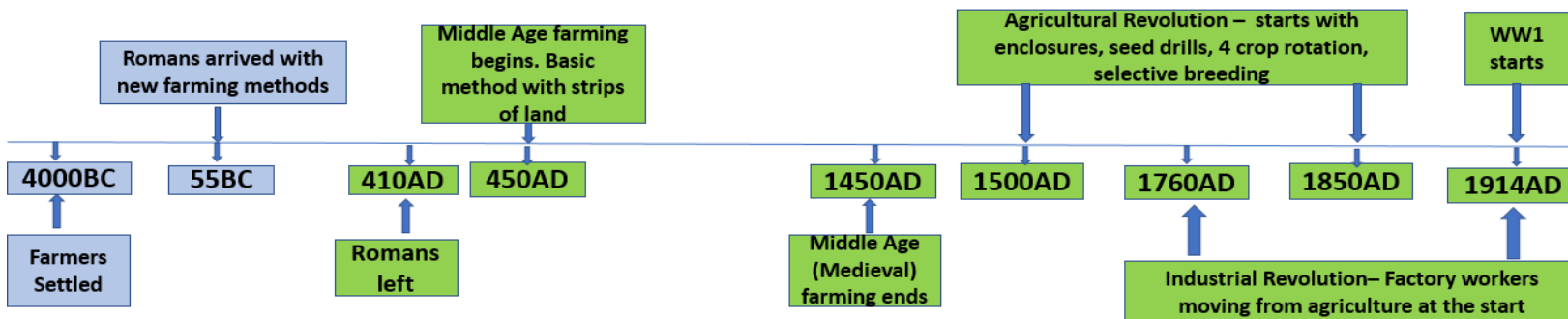


Agricultural Revolution

Enclosure—wealthy farmers could try out new methods. Protect and control their land. More food for society!
Seed Drill—Jethro Tull. Dig, drop, cover in one action.
4 crop rotation cycle—Turnip Townsend
Selective Breeding—Robert Bakewell and Thomas Coke .

Key Dates

1760	First Industrial Revolution begins in the textile industry.
1771	'Factory Age' begins with the opening of Britain's first cotton mill.
1804	Richard Trevithick = first steam locomotive.
1833	Factory Act restricts work hours for women and children.
1834	The Poor Law (workhouses for poor to live in return for work)
1846	Elias Howe = sewing machine
1876	Alexander Bell = telephone
1879	Thomas Edison = light bulb. Factories could remain open after dark.
1903	The Wright Brothers = first successful airplane flight
1914	End of Industrial Revolution and the start of WWI





History: Year 6 – World War One

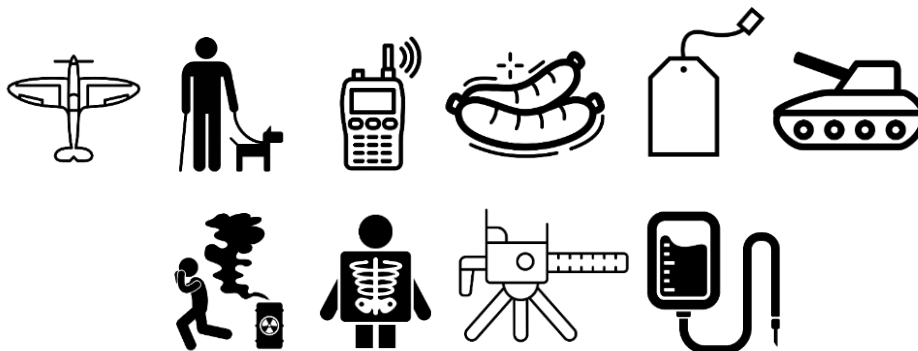


World War 1 - July 28th 1914 to Nov 11th 1918

Key Vocabulary

rationing	Controlling the amount of food people could have
U boats	The name for German submarines which comes from the German word "Unterseeboot."
Zeppelin	Large, long-range German airships
No Man's Land	The area between the front lines of two enemy armies was called No Man's Land
armistice	An agreement by both sides to stop fighting while a peace treaty is negotiated.

Inventions of the Great War



Key Dates

28 th June 1914	Franz Ferdinand is shot
28 th July 1914	Austria-Hungary declares war on Serbia. WW1 begins
August 1914	Germany declares war on Russia because Russia declared war on AH. Germany invades Belgium so Britain declares war on Germany
September 1914	Trench warfare begins
April 1917	America joins the war
11 th Nov 1918	Armistice at 11am

Main Participating Countries

Allied Countries		Central Powers	
Country	Flag	Country	Flag
France		Germany	
United Kingdom		Austria-Hungary	
Italy		Ottoman Empire (Modern Turkey)	
Russia		Bulgaria	
U.S.A			

Why did people enlist in WW1?



How did WW1 end?

Key People

	Archduke Franz Ferdinand was set to be King of Austria-Hungary but assassinated by the Black Hand group.
	King George V – King in WW1. Current Queen's grandfather.
	David Lloyd George Prime Minister from 1916 - 1922.

History: Year 6 – World War Two

World War Two – 3rd September 1939 to 2nd September 1945

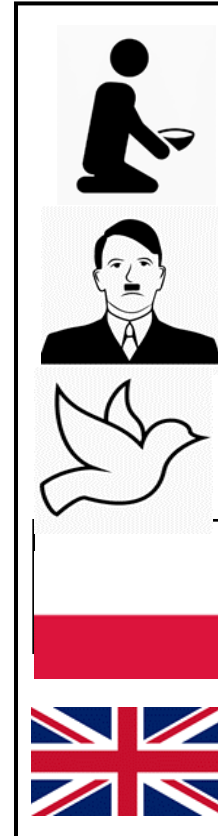
Key Vocabulary

Air raid	An attack by enemy planes dropping bombs.
Allies	Countries (including Britain, France, the Soviet Union and the USA) who joined forces to fight the Axis Powers.
Axis Alliance	Germany, Japan, Italy and other countries that were allies in World War 2.
Blackout	Wartime ban on street lights and other lights at night.
Blitz	German air raids, from a German word 'blitzkrieg' which means 'lightning war'.
Evacuee	Someone who was evacuated, moved from a danger area to a safer place.
Nazi	Short for National Socialist Party (in Germany), a follower of Hitler was also called a Nazi.
Propaganda	Controlling news media (such as radio) to show your side in the best way and give message to the public
Holocaust	Genocide (mass killing) of Jewish people between 1941 – 45 by The Nazis.

Rationing



How did WW2 start?



Key Dates

1 st Sept 1939	Germany invades Poland
3 rd Sept 1939	GB and France declare war on Germ
April – June 1940	Germany invades many European countries
10 th May 1940	Britain elects Churchill as leader and Battle of France
10 th July and 7 th Sept	Battle of Britain and Blitz begins.
7 th -11 th Dec 1940	Japan bombs Pearl Harbour. USA declare war.
6 th June 1944	D-Day
8 th May 1945	Britain celebrates VE Day
2 nd Sept 1945	Japan surrenders after Hiroshima bombed by USA. WW2 officially ends

Role of women in WW2

- Women's Land Army
- Taking on the traditional 'men's jobs'
- Munitionettes
- Caring for children and older family members
- WRVS volunteers

Assessment

Concept: Chronology

- Know and understand the history of these islands as a coherent narrative from the earliest times to the present day
- Gain historical perspective - growing knowledge into different contexts – understanding between short-term and long- term timescales

	By the End of Y2	By the end of Y4	By the end of Y6
Expected	<p>Can identify what may have been before living memory and present day and explain why.</p> <p>Has a chronological understanding of key events within a person or event's time frame.</p> <p>Has a chronological understanding of studied events as whole.</p> <p>Be able to create a timeline of events, showing a secure understanding of dates, recognising spacing to show small/longer periods of time passing.</p>	<p>Show a clear understanding of the chronological events from the Stone Age to the end of Norman rule in England.</p> <p>Understand where Benin fits in to the British Empire's timeline and a broader timeline of how the world has changed.</p> <p>Use appropriate vocabulary to explain the order of these events and justify their choice of the most important events.</p> <p>Chn can use appropriate spacing when creating timelines to show the passing of time.</p> <p>Demonstrate an understanding of the time passed between learned time periods.</p>	<p>Children will have a clear understanding of the chronology of some of the most significant aspects of the lives of people in the ancient civilizations that they have investigated with a focus on Ancient Greece and Ancient Egypt.</p> <p>Children will be able to identify the key points within major historic developments and events in Britain such as WW1, WW2, Industrial and Agricultural revolution.</p> <p>Children can demonstrate an understanding of where these events fit in with each other, European and world history.</p> <p>Children can use prior learning to place current learning within world history chronology and show understanding of context and time passing.</p> <p>Chn use a correct scale when creating timelines to show the passing of time.</p>

Concept: Investigating and interpreting evidence

- Understand 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

	By the End of Y2	By the end of Y4	By the end of Y6
Expected	<p>During their investigations they will gain and use simple historical vocabulary correctly and use basic historical skills such as interpreting simple original sources and Begin to understand the terms 'reliable' and 'unreliable'.</p> <p>Identify, describe and compare and contrast the similarities and differences between significant people from the past and those of today and suggest reasons for what they observe.</p> <p>Through the study of a number of different famous past and present explorers pupils are able to describe their achievements, some of the effects on life they had at the time and suggest things they may have in common.</p> <p>Use local sources (e.g. castle and cathedral) to deduce and hypothesise ideas about certain time periods.</p> <p>Use local sources to identify changes within living memory.</p>	<p>Use a range of primary and secondary sources and artefacts to hypothesise what life may have been like in the chosen time periods.</p> <p>Use local sources, e.g. castle, cathedral, Roman Lincoln, to gather data about what impact invaders had on Lincoln.</p> <p>To use a range of sources to compare and contrast what life was like in Benin to how the Mayans lived.</p> <p>Summarise what the Mayans created that we still use today.</p> <p>Children will show that they can synthesise information from a broader range of historic sources including artefacts to help formulate their explanations.</p> <p>Children understand and use the terms 'reliable' and 'unreliable' when discussing whether sources are trustworthy and can justify their reasoning, showing a simple understanding of primary and secondary sources.</p>	<p>With a focus on Ancient Greece and Ancient Egypt, hypothesise, interpret and evaluate a range of source material of various kinds including written, visual, cartographic and artefactual evidence.</p> <p>Children can use a range of sources to analyse King Tut's death and come to a conclusion about his death, using evidence to support their arguments.</p> <p>They will also show a capacity to reach conclusions, make judgements and justify their views about the significance of major historic developments and events in Britain such as WW1, WW2, Industrial and Agricultural Revolution using a range of primary and secondary sources.</p> <p>Demonstrate a basic understanding of the importance of perspective when reaching conclusions in history.</p> <p>Children are confident questioning the validity and reliability of sources, e.g. propaganda and have a secure understanding of primary and secondary sources.</p>

Concept: connections in World history

- Know how Britain has influenced and been influenced by the wider world
- Know and understand significant aspects of history of the wider world
- Know the nature of ancient civilisations, expansion and dissolution of empires, characteristics of past non-European societies
- Know and understand achievements and follies of mankind
- Understand 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 own structured accounts including written narratives and analyses
- Gain historical perspective – growing knowledge into different contexts, understanding connections between local, regional, national and international history

	By the End of Y2	By the end of Y4	By the end of Y6
Expected	<p>Through the use of sources and study of the GfOL, chn can identify significant changes to how we live today and give justifications for this.</p> <p>Through the study of a number of different famous past and present explorers pupils are able to describe their achievements, some of the effects on life they had at the time and suggest things they may have in common.</p> <p>In relation to their own local area pupils at this level know about how and why some individuals, places and events are important historically and can compare in simple terms the significance of one with another.</p> <p>Children are able to recall some significant historic events, people and places in the United Kingdom and globally.</p>	<p>Demonstrate both knowledge and understanding of history through identifying and explaining some of the ways that significant individuals and events during the period from the beginning of the Stone Age to the end of the Anglo Saxons have contributed to shaping life in present day Britain and the local area.</p> <p>Demonstrate knowledge and understanding about the Benin Kingdom and the life of the Mayans.</p> <p>Children can explain the effect these periods of time had on slave trade, civil unrest and unifying kingdoms.</p>	<p>Understand some of the most significant aspects of the lives of people in the ancient civilizations that they have investigated, with a focus on Ancient Greece and Ancient Egypt.</p> <p>Identify the achievements of ancient civilisations.</p> <p>Identify and make connections between different ancient civilisations.</p> <p>Children can investigate the death of Tutankhamen, ensuring they can justify their reasoning through their understanding of the Egyptian way of life, their understanding of the Egyptian ruling, analysing trends and data and by asking historically-valid questions.</p> <p>Explain/synthesis the role of Lincoln, Lincolnshire, the UK and Europe within WW1 and WW2.</p>

	Children use simple data gathering techniques to collect the recollections of adults who were alive at the time.		<p>Demonstrate understanding about the role of Britain in the Agricultural and Industrial Revolutions.</p> <p>Through a detailed local historical study they will be able to explain some of the ways in which farming, industry and the World Wars have impacted their own community and evaluate some of their effects.</p> <p>Demonstrate understanding of the dissolution of the British empire.</p> <p>In achieving these things they will use specialised historical vocabulary and skills confidently and regularly and apply more demanding concepts such as empathy insightfully.</p>
<p>Concept: impact on the world today</p> <ul style="list-style-type: none"> • Know and understand the history of these islands and how people's lives have been shaped by the nation • Gain and deploy a historically grounded understanding of abstract terms • Understand 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 own structured accounts including written narratives and analyses • Gain historical perspective - growing knowledge into different contexts, - cultural, economic, military, political, religious and social history 			
	By the End of Y2	By the end of Y4	By the end of Y6
Expected	Through the study of Tim Peake, Florence Nightingale and a range of other significant individuals who lived in different periods and places, they are able to both recall their achievements and suggest simple reasons for the impact their lives have had.	<p>Use local sources, e.g. castle, cathedral, Roman Lincoln, to gather data and hypothesise about what impact invaders had on Lincolnshire and the wider world.</p> <p>Children will be able to make insightful links between their different enquiries (e.g. military, slave labour, agriculture) to</p>	<p>Explore the lives of ancient civilizations with a focus on Ancient Greece and Ancient Egypt and explain how they have had both a positive and negative impact on the wider world through a range of enquiries, e.g. religion, sports, architecture .</p> <p>Children can make links between Ancient Civilisations.</p>

	<p>Through the study of the technological revolution, children can explore how the world is progressing to a more advanced world, e.g. incorporating the advancement of space travel.</p>	<p>compare and contrast life in Britain and the wider world at different times during this period.</p> <p>They can offer sound historic reasons for the similarities and differences they observe.</p> <p>Using their historical reasoning, children can give justified opinions regarding significance of events and begin to link these observations to simple trends, continuity over time and cause and effect.</p>	<p>Synthesise information and explain how different civilisations impacted the world around them at the time.</p> <p>Children can explain the impact of Farming, Industry and the World Wars on the wider world and can identify or hypothesise about links to current affairs, .e.g. the role of the RAF, the role of women within the military.</p>
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