



Welton St Mary's Church of England Primary Academy



## History Curriculum

‘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








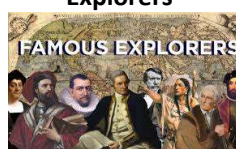













#### History Intent

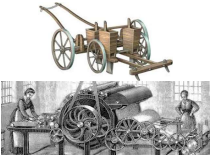



At Welton St Mary’s, we aim for an **inclusive** history curriculum that gives ALL children opportunities **and skills** to become historians. We aim to **encourage and inspire** our pupils’ curiosity and fascination about the history of their local area, Britain’s past and the wider world.

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

	Autumn term 1	Autumn term 2	Spring term 1	Spring term 2	Summer term 1	Summer term 2
EYFS	Significant People					
	Farmers	Inventors	Nurses		Fire fighters	
	Year 1	Changes in living memory – children’s toys. 	Florence Nightingale and Mary Seacole  	Florence Nightingale and Mary Seacole  	Catherine Booth Monarchs  	Explorers 
Year 2	Significant events and places					
	Local area: Castles, churches and Cathedrals 	The Great Fire of London 	Changes in living memory – mobile phones.	The Space Race 		
Year 3	How the Romans lived in Lincoln 		introduction of Anglo Saxons.	Stone Age, Iron Age, bronze age 		
Year 4	Benin 		The Mayans 			
Year 5	Ancient Greece Ancient Egypt  	Ancient Egypt 		Ancient Greece 		Ancient Greece Ancient Egypt  

Year 6	<p><b>Farming and Industrial revolutions</b></p> 	<p><b>World War 1</b></p> 	<p><b>World War 2</b></p> 	<p><b>Anne Frank</b></p> 
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# 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 - 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 –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 – 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

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

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



# History: Year 1 – Significant People in History Term 1 & 2

## 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.

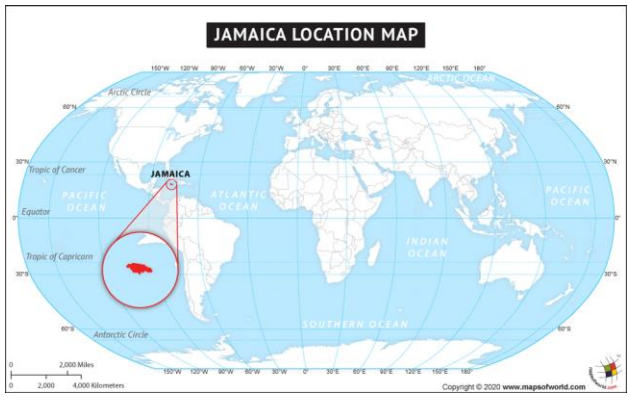


1805



### 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

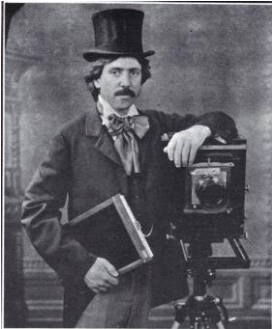


Key Information	
Army Mother	The name Catherine was known as in the Salvation Army.
The Christian Mission	The original name for the Salvation Army.
Soup, soap and salvation	The Salvation Army's motto.
Preacher	A person who gives a religious speech
Salvation	A way of being saved.



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.

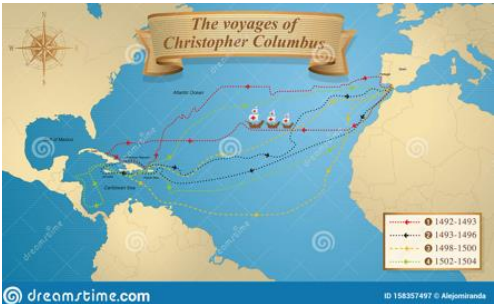
Christopher Columbus  
found ‘The Americas’



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.








## The Space Race – 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.











Overview	
	The Space Race was a competition between the USA and the Soviet Union, (now Russia) to be the first country to go into space. The Soviet Union were the first to send a human into space and the first to have a human walk around outside a spacecraft, but the USA won the race to put a human being 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)

Where this links in our curriculum
Y1 History – Significant people in History

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 Sharman</u> First Briton in space. 	
<u>Neil Armstrong</u> First man on the moon (Apollo 11). 	<u>Buzz Aldrin</u> Second man to walk on the moon. 	<u>Michael Collins</u> The command module pilot for Apollo 11. 

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	



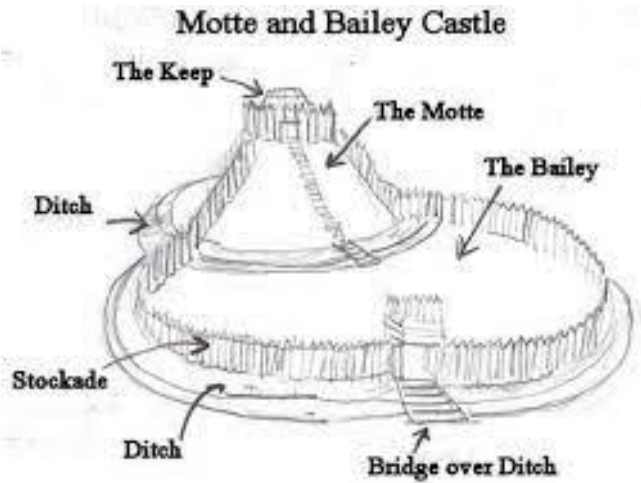
Welton St Mary's Church



Lincoln Cathedral


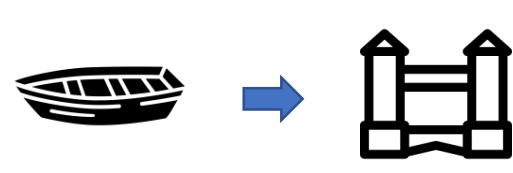
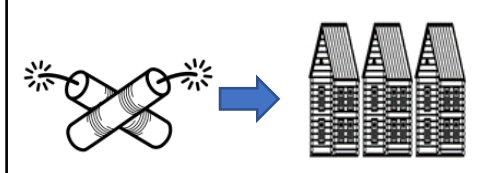








Lincoln Castle





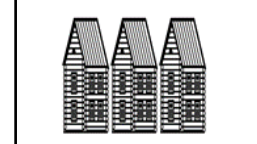



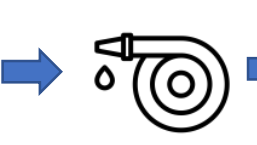
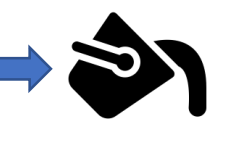
1066	<ul style="list-style-type: none"><li>- The Battle of Hastings took place between the Anglo-Saxons (settlers in Britain) and Normans (French invaders) because William of Normandy wanted to be the king of England</li><li>- The Normans won, making William the Conqueror King</li></ul>
1068	<ul style="list-style-type: none"><li>- 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</li><li>- It was one of the 1st Motte and Bailey Castles to be built in England.</li><li>- 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.</li></ul>
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.

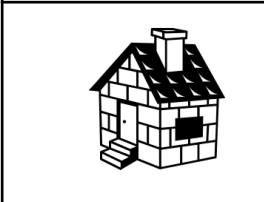
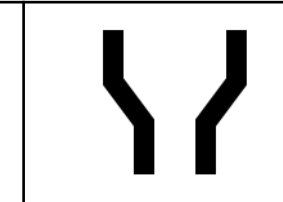
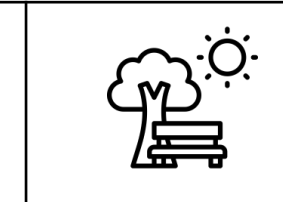



The Great Fire Of London – What was great about the fire of London?

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

Key People	
	<b>Samuel Pepys</b> 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 <sup>th</sup> Century.
	<b>King Charles II</b> ruled from 1660-1685, and was king during the Great Fire of London.
	<b>Thomas Farriner</b> was the king's baker. He owned the bakery on Pudding Lane where the fire broke out.
	<b>Sir Christopher Wren</b> was the architect in charge of planning the new London. He designed St Paul's Cathedral which still stands today.









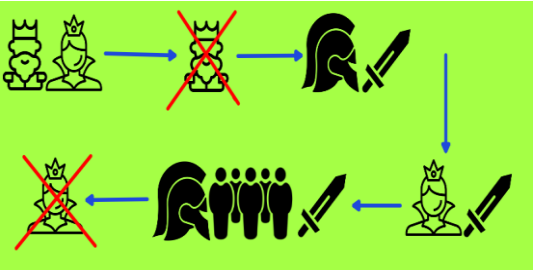
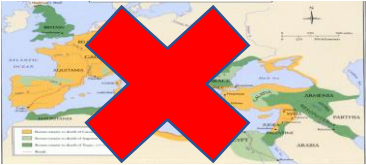

The fire spread			
			
			








New London				Problems	
					























# History: Year 3 – The Romans

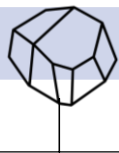
## The Romans in Lincoln

Key Dates	
55/54BC	Julius Caesar  → 
43AD	Emperor Claudius  → 
50-60AD	 → 
60-61AD	Boudicca's rebellion 
1453AD	The Empire has fallen.  

Overview	
The Romans landed in the south of Britain. Over time, they conquered more and more of Britain, moving further and further north. After around 10 years, they managed to settle in Lindum Colonia, or Lincoln as it is now called. There are many primary sources and first hand evidence that they were here.	
Key Vocab	What was it?
Legion	
Empire	 → 
Invade	 → 
Conquer	
Lindum Colonia	









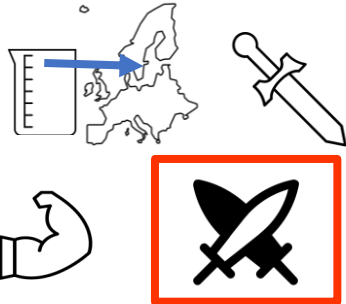
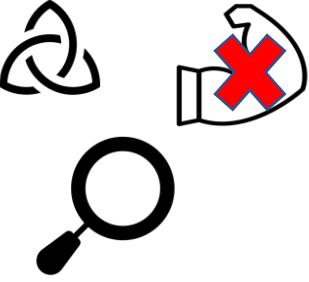
Key Vocab	What was it?	
North Gate		
East Gate		
South Gate		
West Gate		
Basilica		
The Forum		
Colonnade		
Castellum aquae		
Bath House		
Steep Hill (Ermine St)		

History: Year 3 – Stone age, Bronze age, Iron age



Stone age, Bronze age, Iron age

Evidence of Pre-History

 500,000 BC - 8,000 BC	 8,000 BC – 4,000 BC	 4,000 BC – 2,000 BC	 2,000 BC – 700 BC	 700 BC – 43 AD
				

Pre-History

History



Skara Brae,  
Scotland



Stonehenge,  
England



Ring of Brodgar,  
Scotland



Standing  
Stones of  
Stenness,  
Scotland

# History: Year 4

## The Kingdom of Benin AD 900 -1900



Money



Trade

Why did Britain  
want an empire?



Power



Discovery

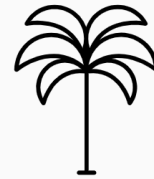


Strong Army

### 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)



1300

Oba

1600



Strong Kingdom from  
1300 - 1600

Now ruled by Obas

Obas lived in Palaces

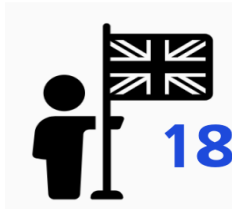
Traded with Europe  
for money

### 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

# History: Year 5

## Ancient Egyptians

### Key Vocabulary

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

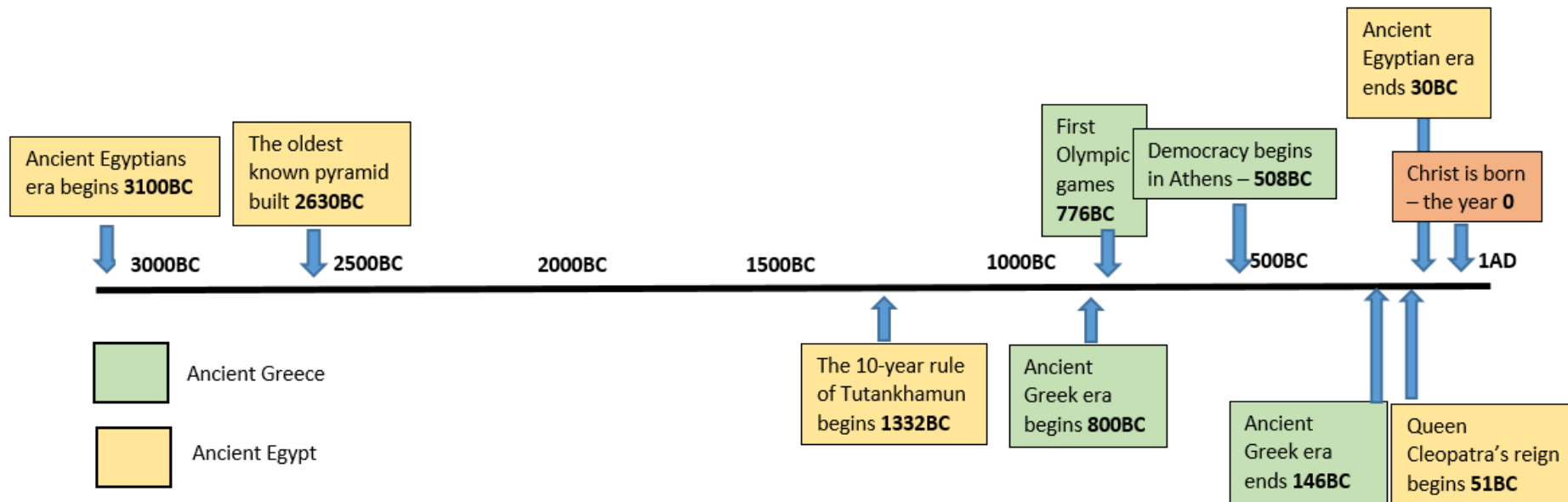
Why did they live by the River Nile?



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

Ancient Greece

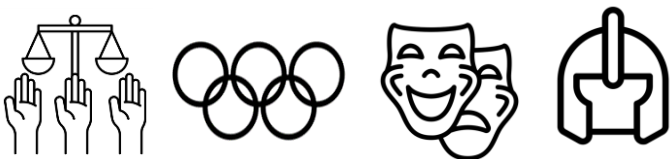
Key Vocabulary

democracy	where 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 for a particular region or country.
lyre	a stringed instrument like a small U-shaped harp with strings fixed to a crossbar
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	fluting in architecture consists of 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?

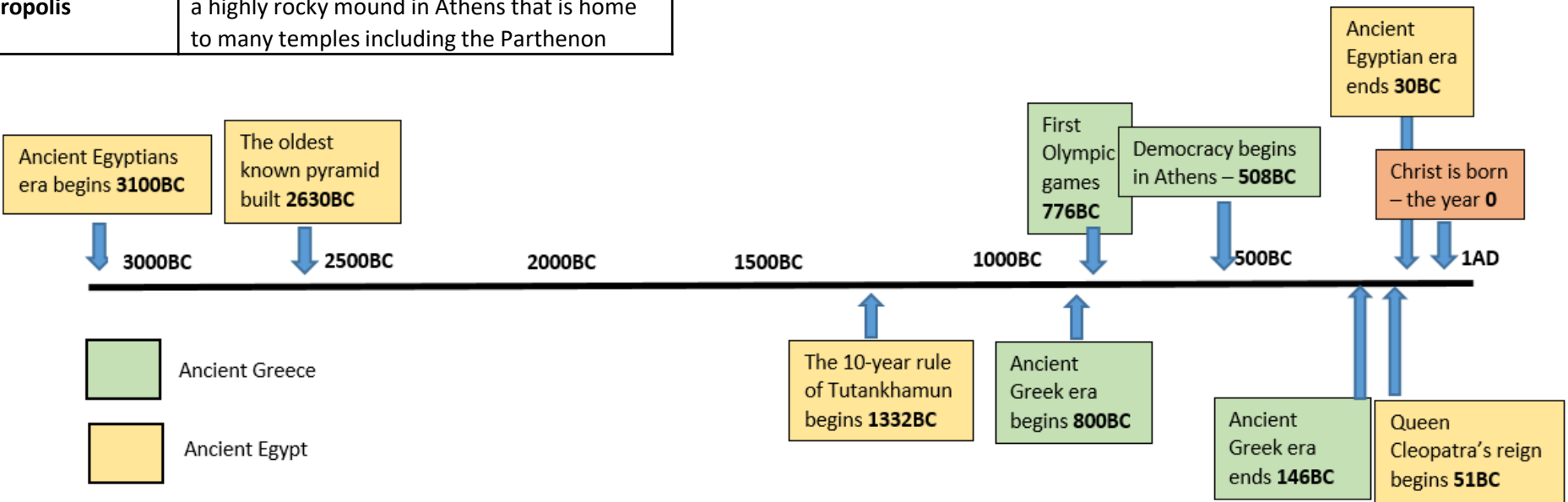


Key Dates

800BC	Ancient Greek era begins
776BC	First Olympic Games
500BC	Democracy begins in Athens
323BC	Alexander the Great dies
146BC	Ancient Greek era ends

Alexander the Great

- the king of Ancient Greece.
- one of the greatest military commanders in history
- born on July 20, 356 BC.
- died at the young age of 32 in 323 BC
- reigned as king from 336-323 BC.
- 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'
- Wherever he went, Alexander took Greek ideas





# 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

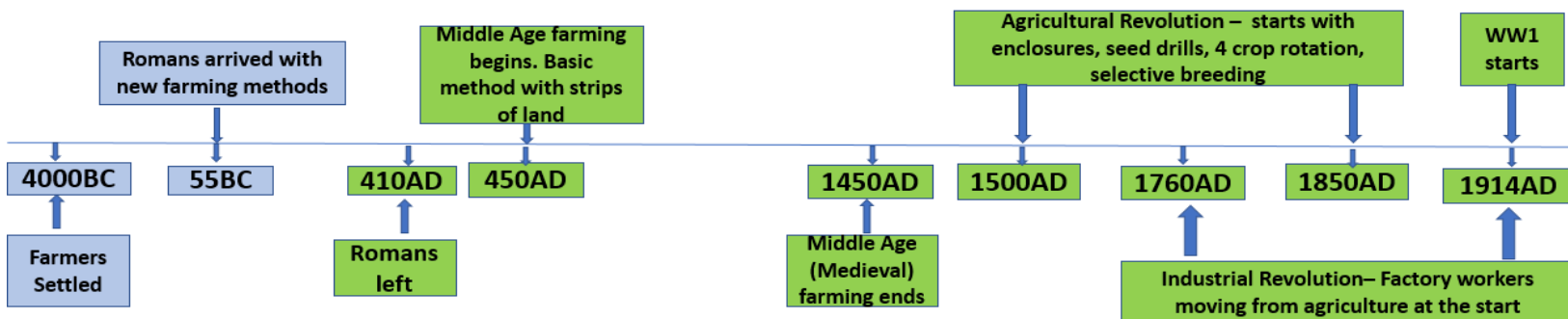
Oxen to horses. Development of farmhouses (one room for people, one for animals). Lord of the Manor and peasants working strips of land.  
'Farming year' = different task each month.

#### 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

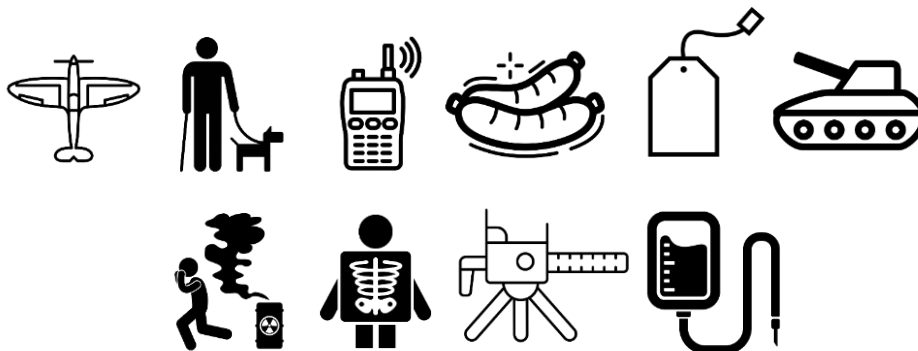


World War 1 - July 28<sup>th</sup> 1914 to Nov 11<sup>th</sup> 1918

## Key Vocabulary

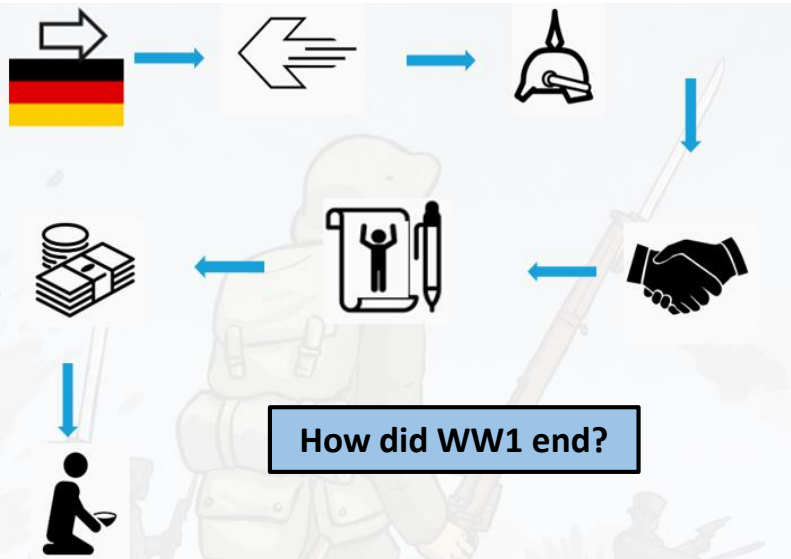
rationing	Controlling the amount of food people could have
U boats	The name for German submarines which comes from the German word "Unterseeboot."
Zeppelin	Large, long-range German airships
No Man's Land	The area between the front lines of two enemy armies was called No Man's Land
armistice	An agreement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

## Inventions of the Great War



## Key Dates

28 <sup>th</sup> June 1914	Franz Ferdinand is shot
28 <sup>th</sup> 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 <sup>th</sup> 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?



## 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 – 3<sup>rd</sup> September 1939 to 2<sup>nd</sup> September 1945

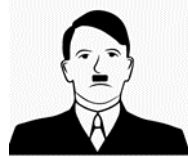
### Key Vocabulary

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

### 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

### How did WW2 start?



Approximately **73 million people died**, including Hitler himself who took his own life after realising that Nazi Germany was defeated in 1945.

Lincolnshire became known as *Bomber County* due to the many bases including **RAF Scampton** close to Welton. The area's flat geography lent itself to runways and airstrips.



Over 25,000 RAF personnel never returned from their missions and are remembered today at Lincolnshire's Bomber Command.

### Key Dates

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

### Key People

Adolf Hitler:  
Leader of the German Nazi Party.



Neville Chamberlain:  
PM of Britain from 1937-1940.



Anne Frank was Jewish and wrote a famous diary about hiding from the Nazis.



Winston Churchill: PM of Britain from 1940-1945.



# 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"> <li>• Know and understand the history of these islands and how people's lives have been shaped by the nation</li> <li>• Gain and deploy a historically grounded understanding of abstract terms</li> <li>• 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</li> <li>• Gain historical perspective - growing knowledge into different contexts, - cultural, economic, military, political, religious and social history</li> </ul>			
	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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