



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




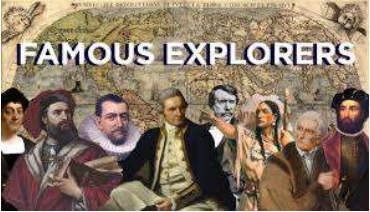















At Welton St Mary’s, we aim for an **inclusive** history curriculum that gives ALL children opportunities **and skills** to become historians. We aim to **encourage and inspire** our pupils’ curiosity and fascination about the history of their local area, Britain’s past and the wider world.

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.**

- Inclusive 
- Value each person 
- All to flourish 
- Strive for excellence 
- Rooted in God’s love 
- Agents of positive change 

History Overview

Significant People				
Year 1	Florence Nightingale and Mary Seacole 	Monarchs 	Victorian  toys	Explorers 
	Significant events and places			
Year 2	Local area: Welton church & Lincoln Cathedral/Castle 	Space Race 	The Great Fire of London 	Changes in living memory: Advances on mobile phones 
	Stone age, iron age, bronze age 		Romans/Roman Lincoln 	
Year 3	Benin 		The Mayans 	
	Introduction of Anglo Saxons 			
Year 4	Ancient Greece 	Ancient Egypt 	Ancient Greece 	Ancient Greece 
	Ancient Egypt 			Ancient Egypt 
Year 5				

Y
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r
6

Farming and Industrial revolutions



World War 1



World War 2 including The Holocaust



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

	<i>What was 'new' about the Stone Age and how do we know?</i>		<i>How have the Roman's influenced modern life?</i>		<i>What happened after the Romans left?</i>	
Concept focus	<i>Chronology Investigating and interpreting evidence</i>	<i>Chronology Connections in World History</i>	<i>Investigating and interpreting evidence Influence on the World Today</i>		<i>Chronology Investigating and interpreting evidence</i>	
Year 4	Benin <i>How did Benin help change British Rule?</i>			The Mayans <i>How did the Mayans live compared to those in Benin?</i>		
Concept focus	<i>Chronology Investigating and Interpreting evidence Connections in World History Influence on the World Today</i>			<i>Chronology Investigating and Interpreting evidence Connections in World History Influence on the World Today</i>		
Year 5	Ancient Egypt & Ancient Greece <i>What are the achievements of the earliest civilisations?</i>	Ancient Egypt <i>What was life like in Ancient Egypt?</i>	Ancient Egypt <i>How has the Ancient Egyptian civilisation influenced our world?</i>	Ancient Greece <i>What was life like in ancient Greece?</i>	Ancient Greece <i>How has the Ancient Greek civilisation influenced our world?</i>	Ancient Egypt & Greece <i>Can we compare these two influential civilisations?</i>
Concept focus	<i>Chronology Connections in world history</i>	<i>Investigating and interpreting evidence</i>	<i>Investigating and interpreting evidence Influence on the world today</i>	<i>Investigating and interpreting evidence Influence on the world today</i>	<i>Investigating and interpreting evidence Influence on the world today</i>	<i>Connections in world history Influence on the world today</i>
Year 6	Farming and Industrial revolutions <i>How has farming over time contributed to the industrial revolution?</i>	World War 1 <i>Why did WW1 begin and how did it change the world?</i>		World War 2 <i>What role did Britain play in WW2?</i>		
Concept focus	<i>Chronology Influence on the world today</i>	<i>Investigating and interpreting evidence</i>		<i>Connections in World History Investigating and interpreting evidence Influence on the world today</i>		

Knowledge Organisers

History: Year 1 – Significant People

Florence Nightingale & Mary Seacole

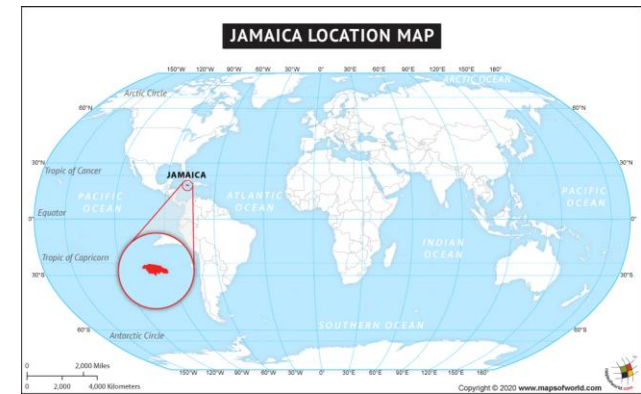


Key Information

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.



1805



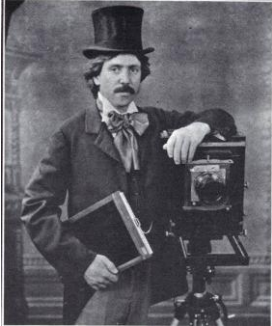
1820

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.

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?

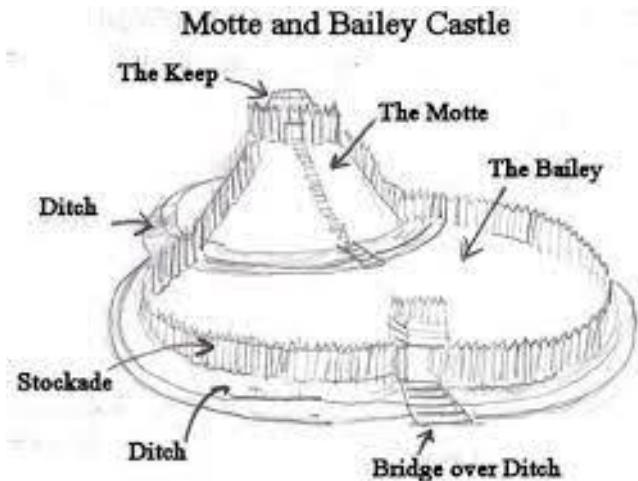
Key Information	
Church	
Castle	
Cathedral	
Normans	



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.
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).

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

<p><u>Laika</u> First dog in space</p> 	<p><u>Yuri Gagarin</u> First man in space</p> 	<p><u>Valentina Tereshkova</u> First woman in space</p> 
<p><u>Alan Shepard</u> First American in space</p> 	<p><u>Helen Sarmant</u> First Briton in space</p> 	
<p><u>Neil Armstrong</u> First man on the moon (1969)</p> 	<p><u>Buzz Aldrin</u> Second man on the moon.</p> 	

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)

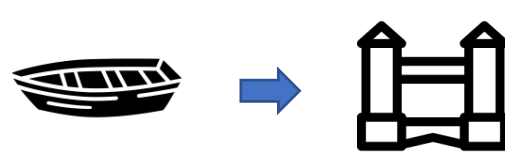
The Great Fire Of London – What was great about the fire of London?

Timeline

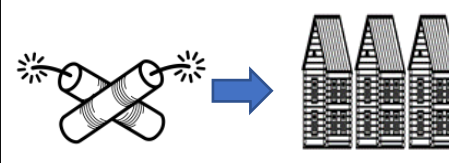
Sunday 2nd September 1666



Monday 3rd September 1666



Tuesday 4th September 1666



Wednesday 5th September 1666



Thursday 6th 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 17th Century.



King Charles II ruled from 1660-1685, and was king during the Great Fire of London.



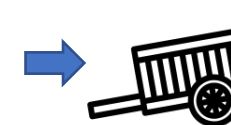
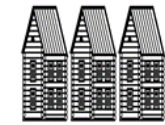
Thomas Farriner was the king's baker. He owned the bakery on Pudding Lane where the fire broke out.



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



④

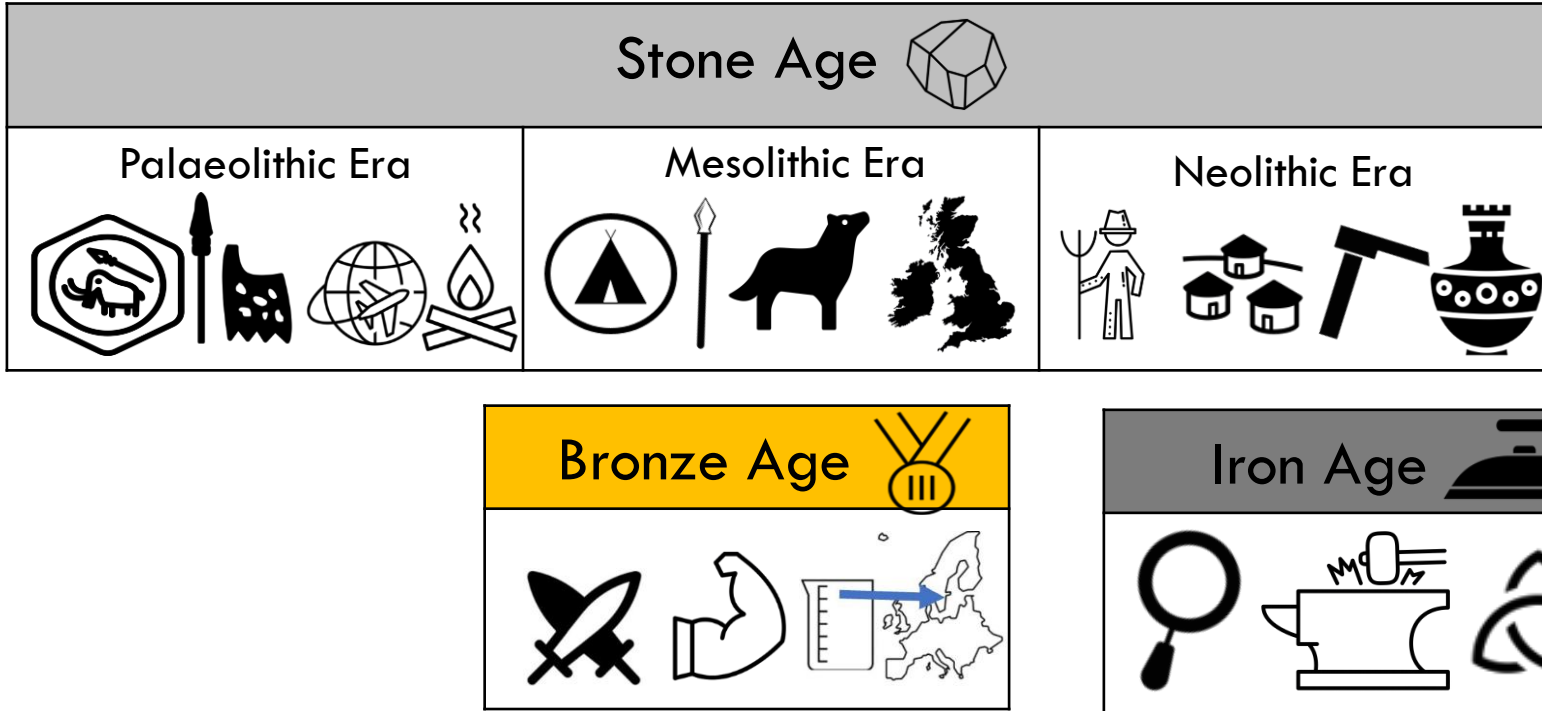


Problems



Year 3 History

Stone Age, Bronze Age, Iron Age

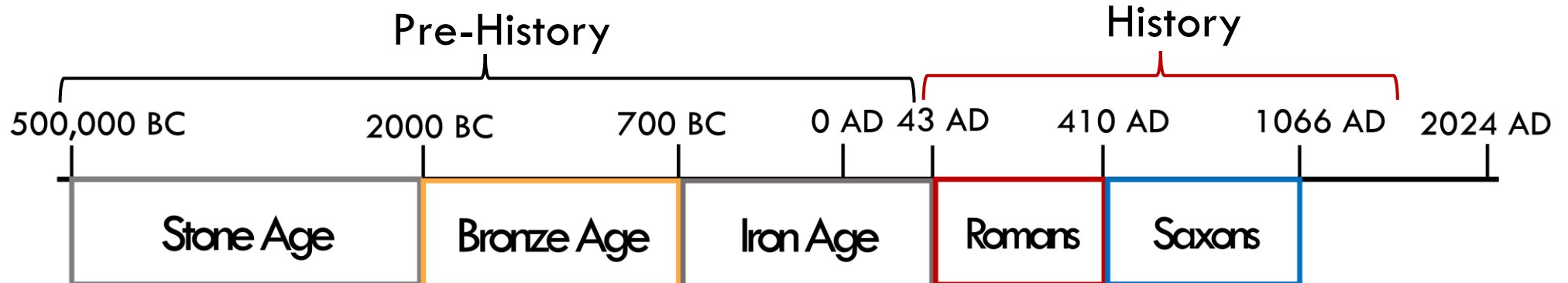


Evidence of Pre-History

Skara Brae, Scotland



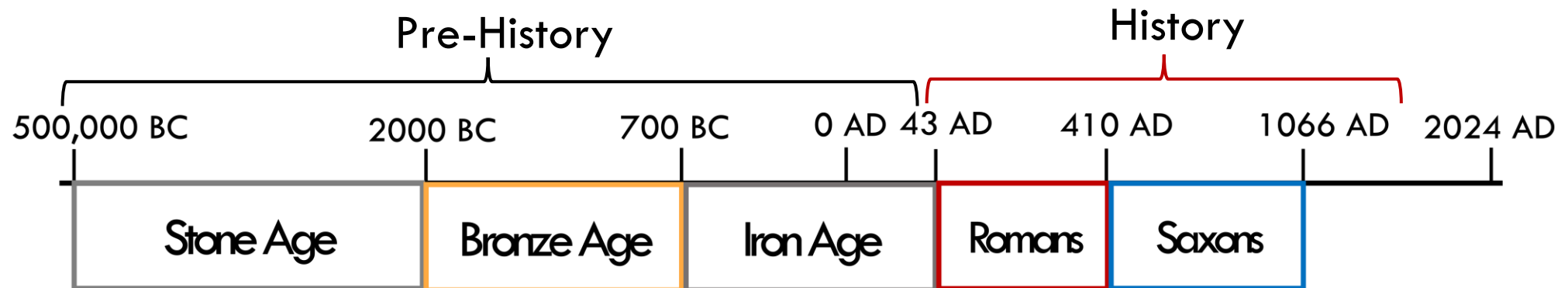
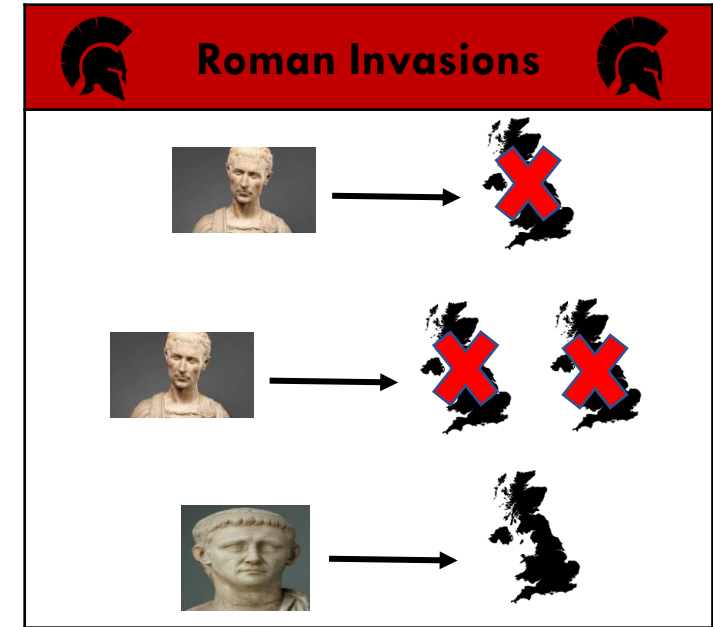
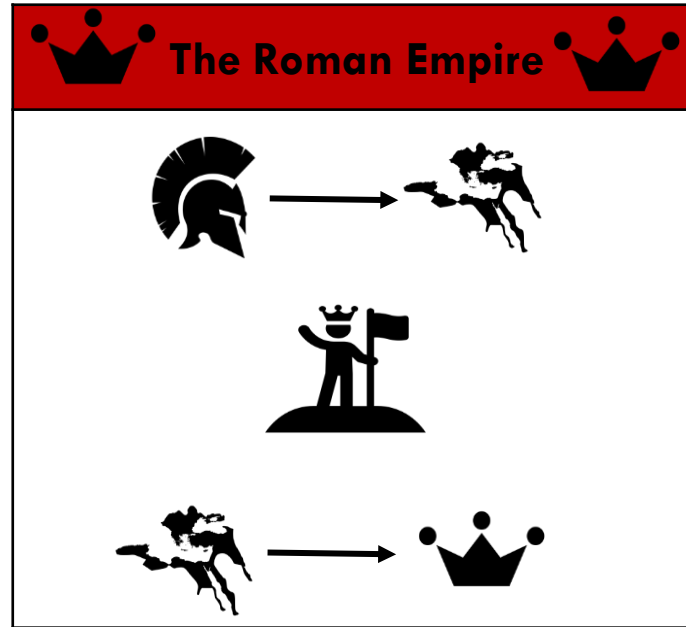
Stonehenge, England



Year 3 History

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

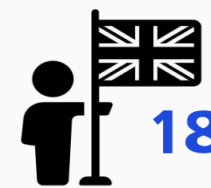
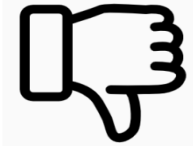
Traded with Europe
for money

The Decline (1600 – 1897)

1600



1800



1897

Obas started to lose
control by 1600

By 1800 the Kingdom
was in decline



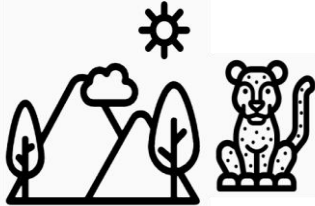
Colonised by Britain in
1897

The Ancient Mayans 1100 BC – 1502 AD



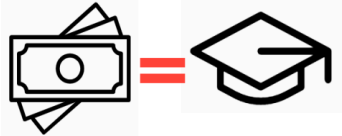

Key Vocabulary

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



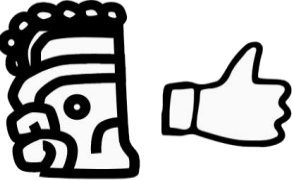
Overview




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

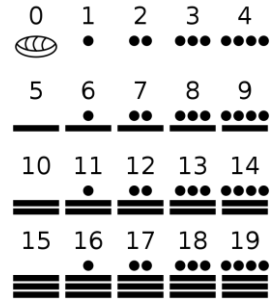
legacy	What the Mayans are remembered for: hieroglyphics, codices, number system, calendar and chocolate
Hernan Cortez	Spanish conquistador who led an expedition that caused the end of the civilization.
hieroglyphics	Early writing developed by the Maya made up of symbols
calendar	A complex calendar was 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

Beliefs

The End

Legacy

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



History: Year 5

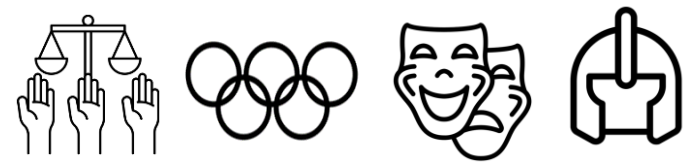
Ancient Greece

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?

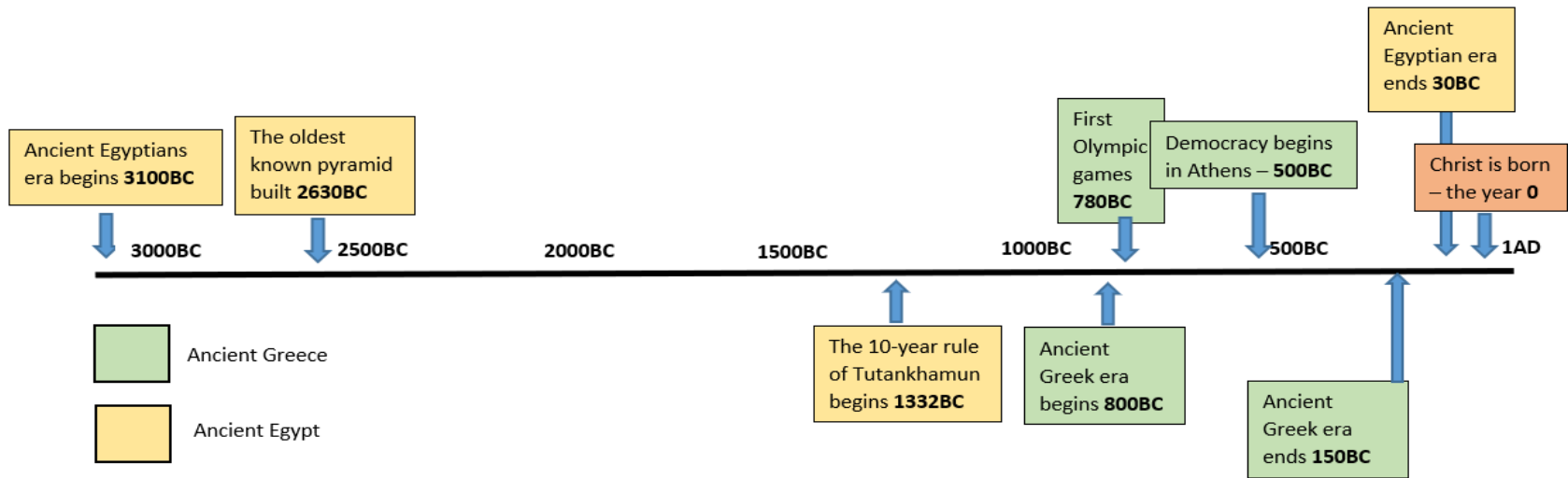


What impact have the Ancient Greeks had on life today?



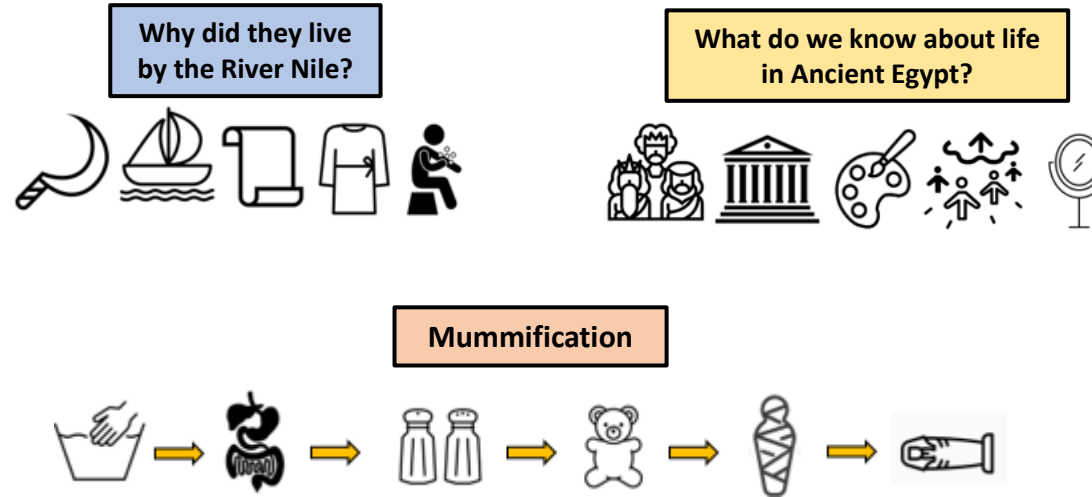
Key Dates	
800BC	Ancient Greek era begins
780BC	First Olympic Games
500BC	Democracy begins in Athens
150BC	Ancient Greek era ends

Alexander the Great
<ul style="list-style-type: none"> 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'

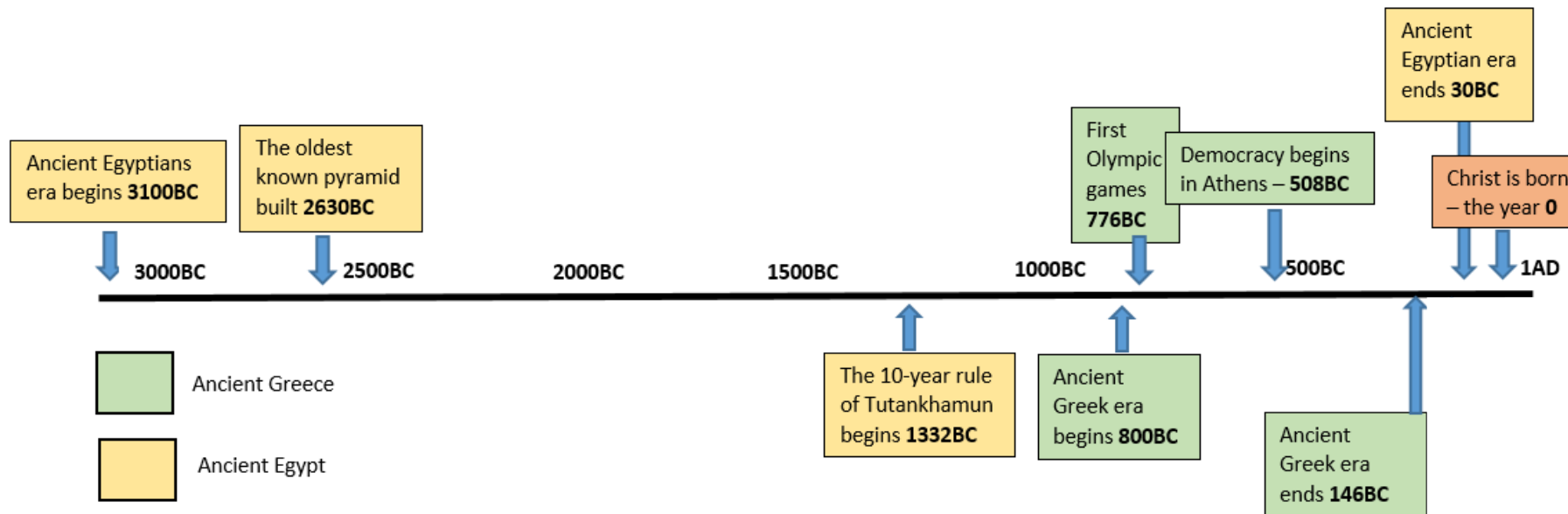


Ancient Egyptians

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 organisation and culture.
Rosetta Stone	a stone used to help translate and understand hieroglyphics.



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



Tutankhamun
<ul style="list-style-type: none"> • 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

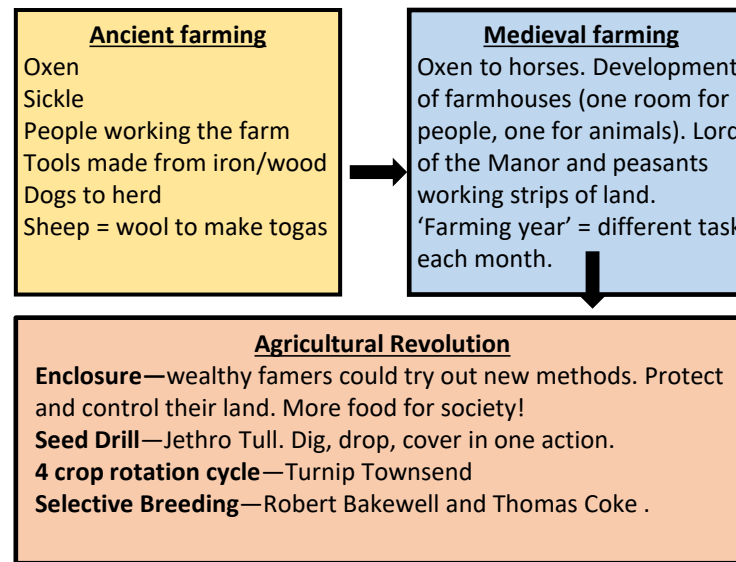
Agricultural Revolution: 1500-1850

Industrial Revolution: 1760 - 1914

Key Vocabulary

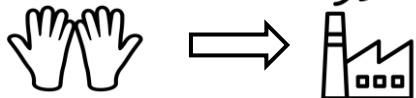
Revolution	A revolution in a particular area of human activity is an important change in that area.
Industry	The work and processes involved in collecting raw materials, and making them into products in factories.
Agriculture	The process of producing food, and fabrics by farming of certain plants or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

Overview

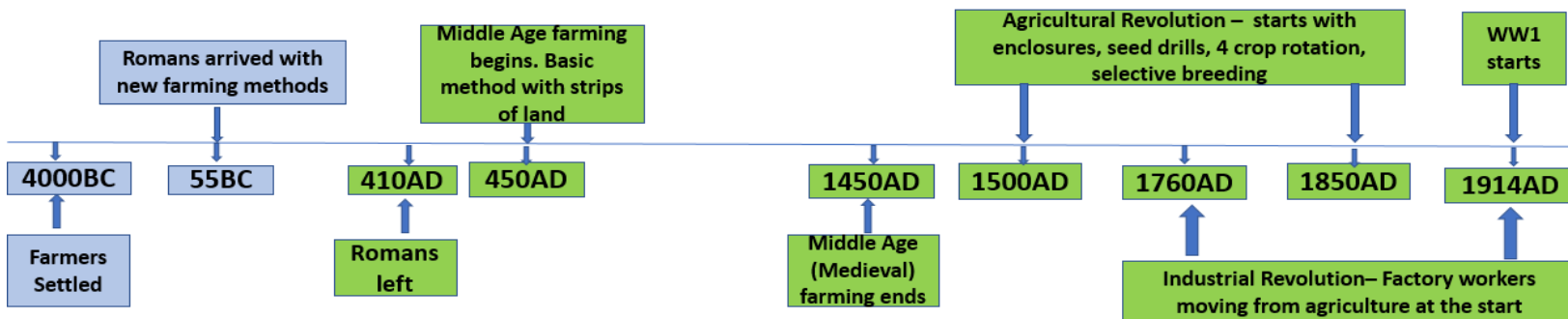


Key Dates

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.
1903	The Wright Brothers = first successful airplane flight
1914	End of Industrial Revolution and the start of WWI



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





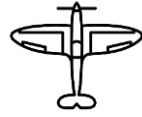
History: Year 6 – World War One

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



Created by Art Armat from Noun Project



Created by Dan Owen-Lay from Noun Project



Created by Kinky from Noun Project



Created by progromatik from Noun Project

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?

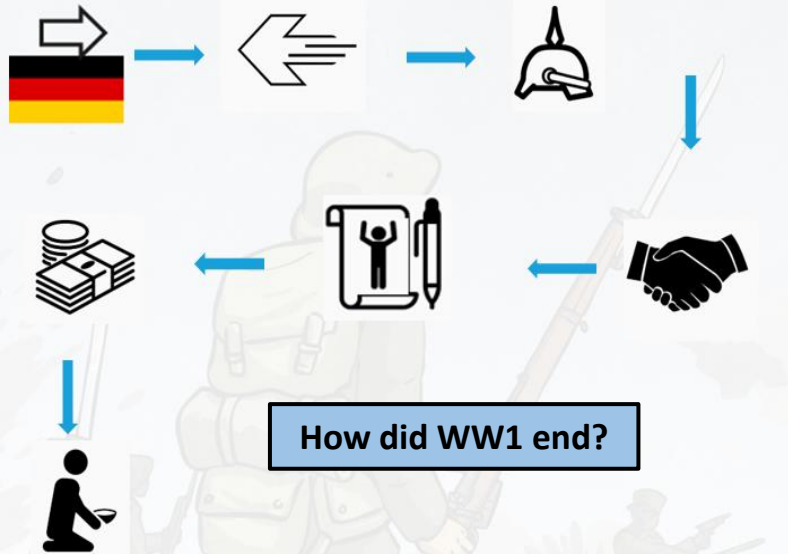


Key People



Archduke Franz Ferdinand was set to be King of Austria-Hungary but assassinated by the Black Hand group.

How did WW1 end?



History: Year 6 – World War Two

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

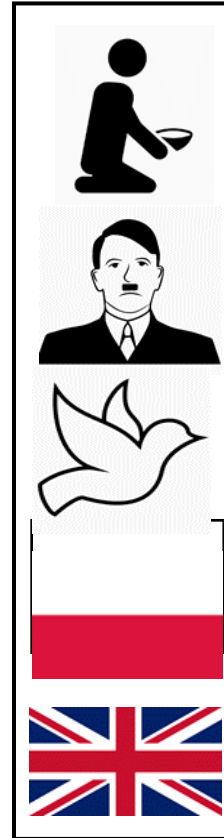
Key Vocabulary

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			
<ul style="list-style-type: none"> 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>
Greater Depth	<p>Can identify chronology from sources rather than dates and give justifications for this.</p> <p>Pupils can compare areas of study, identifying similarities and differences between them.</p>	<p>Chn can use sources to create an idea of chronology, applying their idea of past and future events.</p> <p>Begin to show an understanding of context when discussing chronology.</p>	<p>Children are articulate in discussing events surrounding British and World history.</p> <p>Children can use context to discuss the past and hypothesise about the future.</p>
Concept: Investigating and interpreting evidence			
<ul style="list-style-type: none"> Understand methods of historical enquiry, including how evidence id 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</p>	<p>Use a range of primary and secondary sources and artefacts to hypothesise what like 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>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>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>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>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>
Greater Depth	<p>As well as the above, children can use multiple and/or more demanding original sources.</p> <p>Children will also show a capacity to link their learning in one investigation with others particularly in terms of being able to compare ways of life in different periods.</p> <p>In doing this children can draw upon, and apply, examples of specialised subject vocabulary to justify their comparisons.</p> <p>Children are becoming aware of sources that may not be trustworthy, beginning to show an understanding of primary and secondary sources.</p>	<p>Question the validity of some of the sources of historical evidence they use and exhibit an understanding of why different interpretations of artefacts and the actions of people and events in the past may not be altogether trustworthy.</p> <p>In doing so they use confidently and accurately a wide range of specialist subject vocabulary and demonstrate an awareness of more sophisticated historical concepts such as significance and perspective.</p>	<p>Make and justify more informed and subtle judgements about the causes and outcomes of the historical events and developments that they have investigated.</p> <p>Children exhibit some awareness of the questionable validity of much historical evidence, and generate meaningful questions of their own to pursue in order to gather further relevant information.</p>
<p>Concept: connections in World history</p> <ul style="list-style-type: none"> • 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

<p>Expected</p>	<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 an investigation of an aspect of the First World War (invention of the tank) pupils are able to describe how the agricultural and industrial revolution were so important to the local area as well as the world and suggest in simple terms what this tells us about ways of life in Britain a hundred years ago.</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 Lincolnshire, the United Kingdom and globally.</p> <p>Children use simple data gathering techniques to collect the recollections of adults who were alive at the time.</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 Norman rule 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> <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>Greater Depth</p>	<p>As well as the above, children can demonstrate understanding of why/how key people and events have impacted the way we live today.</p> <p>Children can give their opinion as to which events/people are more important or influential and give reasons for this.</p>	<p>Compare and make links between different time periods, e.g. the Roman Empire v the British Empire, Roman architecture v 17th Century architecture (GFoL)</p> <p>Begin to analyse trends across time periods, e.g. Roman invasion of Britain and the British invasion of Benin.</p> <p>Use analysis of trends to pose historically-valid questions about current world events</p>	<p>Make connections and analyse trends between ancient civilisations and non-European societies.</p> <p>Demonstrate understanding of how ancient civilisations influenced each other and time periods already studied, e.g. Greek influence on the Romans.</p> <p>Analyse trends between the 1st and 2nd world wars in order to pose historically-valid questions.</p>

	Use their knowledge of past events and influential people to hypothesise how the world may be different if they had not happened.		Show historical impartiality and perspective in order to justify reasons for the world wars starting. Contrast WW invasions with invasions of prior learning.
<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	<p>Through the study of Tim Peake, Isaac Newton, Matthew Flinders, 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> <p>Through the study of the agricultural and industrial revolutions, children understand how Lincolnshire and Britain were key in the development of these areas and how they impacted the wider world, e.g. through development of the first tank.</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>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 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>Explore the lives of ancient civilizations such as Amazon Tribes, Shang Dynasty 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, tourism.</p> <p>Children can make links between Ancient Civilisations.</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>
Greater Depth	<p>Demonstrate greater knowledge and understanding through offering more developed and insightful explanations (as opposed to reasons) for the impact of the events and people they are investigating.</p> <p>Children can use what they have learned through the industrial, agricultural and technological revolutions in order to make sensible hypotheses about how the world will be impacted further in the future.</p>	<p>Using trends found, children can predict the impact of how we live today on future generations.</p> <p>As they do this they will show a sound understanding of key historical concepts such as continuity and change, cause and effect and significance.</p>	<p>Make and justify more informed and subtle judgements about the impact studied events had on the wider world.</p> <p>Demonstrate clear empathy towards the reactions of the world during the world wars and show an unbiased understanding of how these events shaped the United Kingdom as we know it.</p>