

HISTORY

Legal Framework

The Understanding the World: Past and Present section of the Statutory Framework for the Early Years Foundation Stage (2021) and history sections from the national curriculum form the roots of Langtoft Primary School's history curriculum. From this national documentation, our history curriculum has been devised, developed and personalised to our school community, having evolved from our values, vision, and mission statement.

Our history curriculum is underpinned by the national curriculum statement for history:

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

OUR INTENT FOR HISTORY

At Langtoft Primary School we aim to inspire pupils' curiosity to know more as they develop coherent knowledge and understanding of Britain's past and that of the wider world, as well as an in-depth understanding of their local history. They are equipped to ask questions, explore evidence and develop a historical perspective of the past. Understanding people's lives and their societies, and how the changes and challenges they faced have shaped the world today is key. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time. Children use a variety of sources of historical information, including fictional and non-fiction accounts, artefacts, and timelines to adopt an enquiry-based approach to their learning. Through this, they develop a sense of identity and value, and a cultural understanding based on their own and others' historical heritage.

In our school, history makes a significant contribution to citizenship education by teaching about how Britain developed as a democratic society. Our aim for our historians is to:

- **Independently** take an interest in the past, and to develop an understanding that enables them to enjoy all that history has to offer.
- develop an appreciation of human achievements and aspirations that have been aided by **ambition** and **resilience**.
- know about significant events in British history, and to appreciate how things have changed over time and how we have been shaped into such a diverse society showing **respect** and **consideration**;
- **confidently** discuss and tell the chronological narrative of history;
- have solid historical understanding and a strong sense of cause and effect;
- have some knowledge and understanding of historical development in the wider world;



- understand society and their place within it, so that they develop a sense of their cultural heritage;
- become **independent** and critical thinkers who are **confident** in challenging sources in a **respectful** and **ambitious** manner;
- to develop the skills of enquiry, investigation, analysis, evaluation and presentation, demonstrating both **independence** and **cooperation** in team work.
- to generate their own lines of historical lines of enquiry, taking ownership of their investigations and learning.

Our history curriculum is divided into four key concepts. These concepts are the 'big ideas' in history and travel through the curriculum, being built upon, progressively, year upon year as our children move through the school.

These concepts are as follows:

- **Chronological Understanding**
- **Understanding Historical Terms**
- **Historical Enquiry**
- **Historical Knowledge and Understanding**

Key themes that run through our history curriculum are:

Links to Local History – Langtoft, Peterborough, Lincolnshire
Monarchy – Including Governments
Culture – Religion, Diversity
Invasions and Settlements – KS2
Legacies – Significant people who have contributed to society
Commemorations - Events

At Langtoft Primary School the children begin to build the foundations they need for learning about History when they are in the Foundation Stage. From Year 1, teachers continue to build on those foundations by following the aims set out in the National Curriculum. This ensures our History Curriculum covers the Skills and Knowledge for children to understand their place in the world and how historians study the past and construct accounts. These aims are;

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world (**CU, HKU**)
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind (**HKU**)
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry' (**UHT**)
- understand historical concepts such as 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 their own structured accounts, including written narratives and analyses (**HE, HKU**)
- understand the 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 (**HE, HKU**)
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales. (**CU, UHT, HE, HKU**)



HISTORY SCHOOL OVERVIEW

	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
EYFS	<ul style="list-style-type: none"> • Ourselves- baby to now • Seasons 	<ul style="list-style-type: none"> • Birthdays, Remembrance day, bonfire night, Christmas • Seasons 	<ul style="list-style-type: none"> • Seasons 	<ul style="list-style-type: none"> • Seasons • Superheroes including real-life superheroes 	<ul style="list-style-type: none"> • Seasons, Growing, Changing 	<ul style="list-style-type: none"> • Seasons • Previous holidays • Comparing time capsule from September to now.
YEAR 1	Who lives in Buckingham Palace? (UK)	Who is Guy Fawkes? (GF) Who are the Aboriginal people? (Aus)	What kinds of toys did children play with in the past? (TS)	How have hospitals changed over time? (HH)		
YEAR 2	How has Langtoft changed over time? (LE)	Why are these explorers still famous? What was their impact on the world? (LE)		Why was the fire of London great? (FF)		How is the seaside different now to in the past? (Grace Darling) (BtS)
YEAR 3	What was life like in the Stone Age? (RA)	How did people live in Skara Brae? (RA)			What did a tomb raider do? (TR)	How did Ancient Egyptians live their lives? (TR)
YEAR 4	What did the Ancient Greek do for us? (GM)			How do the legacies of the Roman Empire impact our lives today? (R)		Was life better in Anglo Saxon Britain or Roman Britain? (A)
YEAR 5	Do the Vikings deserve their bloodthirsty reputation? Were they raiders or settlers? (VK)			How have our lives changed by the Victorians? (V)		Who were the Maya and what did we learn from them? (M)
YEAR 6	Puzzling, disturbing and strange - how did crime and punishment change from 1066-present day? (SD)		Why was the Battle for Britain a turning point in British history? (BB)			

EYFS

Historical elements in *Development Matters* and *Understanding the World: Past and Present ELG*

- Talk about members of their immediate family and community. Name and describe people who are familiar to them.
- Comment on images of familiar situations in the past.
- Compare and contrast characters from stories, including figures from the past.

- Talk about the lives of the people around them and their roles in society;
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

Vocabulary: past, then, before, now, next, soon, time, timeline, when, new, old, birthdays, Diwali, Bonfire Night, Christmas, Chinese New Year, Easter, similar, similarities, different, differences, the same, change

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

Links to Local History- The children begin learning about their own families and then move onto members of society in our own community e.g. nurses, doctors, firefighters, librarians, etc. We then move onto learning about immediate local history such as how our school has changed. We investigate photographs and interview adults who used to go to our school. Hand on experiences- visit our local church.

Monarchy-Includes Governments- this concept is introduced through stories such as fairy tales.



Culture- Religion, Diversity-Continue developing positive attitudes about the differences between people. Resources reflect the diversity of life in modern Britain. Ch talk about the differences they notice between people, whilst also drawing their attention to similarities between different families and communities.

Legacies – Significant people who have contributed to society- Ch introduced to the concept of 'significant people'- related to who is significant to them in their lives and community e.g. family, people who help us.

Commemorations – Events- Celebrate and value historical, cultural, religious and community events and experiences.

Year 1		
	Intent - Knowledge to be Gained	Implementation – Application of Knowledge as Skills
Chronology An awareness of the past using everyday words and phrases	Know: <ul style="list-style-type: none"> changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life Use vocabulary: new, newest, newer, modern, old, older, oldest, today, yesterday, before, after, year/s, timeline, present, future, past, long ago, recent, last, first, next, then, now, old-fashioned	History as main subject: <ul style="list-style-type: none"> Children to investigate toys and how they have changed from those that their parents and grandparents played with. (TS) Links to History: <ul style="list-style-type: none"> Children to create a personal/growth timeline from birth to Year 1 indicating significant events such as starting nursery or school, birth of siblings, etc.
	Know: <ul style="list-style-type: none"> events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries] the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale, Mary Seacole and Edith Cavell] significant historical events, people and places in their own locality. Use vocabulary: Gunpowder Plot, Guy Fawkes, Florence Nightingale, Edith Cavell, Mary Seacole, World War I, World War II, Queen Victoria, Victorian/s, London, Peterborough, Houses of Parliament	History as main subject: <ul style="list-style-type: none"> Listen to and summarise story of Guy Fawkes and Gunpowder Plot. (GF) Watch and discuss the coronation of Queen Elizabeth II and the significance to the United Kingdom. (UK) Position significant events on displayed timeline. (GF, UK, HH, TS) Life of Florence Nightingale and important changes she brought about in hospitals and what affects these changes have had over time and in hospitals today. (HH) Life of Edith Cavell and how this is significant to our local area. Visit to Peterborough Museum (HH) Life of Mary Seacole and how she cared for people despite discrimination against her. (HH) Links to History: <ul style="list-style-type: none"> Significance of Remembrance Day. Add events of World War I and II to timeline. Australian Aboriginal People. Discussion about them being the first people to live in Australia and look at their artwork. (Aus) The Christmas Story – How this links to the start of Christianity.
Key people, key places, and key events. Where do they fit in?	Know: <ul style="list-style-type: none"> changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life Use vocabulary: today, yesterday, before, after, year, timeline, present, future, past, long ago, recent, last, first, next, then, Victorian, living memory, century, influenced, change, cause, affect consequence, traditional, shaped, parliament, infirmary, similarities, differences, local	History as main subject: <ul style="list-style-type: none"> Compare toys today to those parents or grandparents played with through identification, classifying and applying their gained knowledge. (TS) Compare toys from today to those from Victorian period. How are they different or the same? (TS) Comparison of hospitals today and in the past. (HH) Links to History: <ul style="list-style-type: none"> Look back over their year in Year 1 class and compare how they felt at the beginning to now. What do they feel has changed?
	Know: <ul style="list-style-type: none"> They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented. Use vocabulary: stories, non-fiction books, artefacts, photographs, visitors, trips, research, interviews, past experiences	History as main subject: <ul style="list-style-type: none"> Ask questions about life in past and uses sources to answer those questions. (GF, HH, TS) How do we know what happened in the past? Understand how sources can be used as evidence of what happened. (TS) Use a range of sources as well as first-hand experience to compare places now to in the past. (HH, TS) Use sources such as maps, photographs, letters, and diaries to make inferences. (GF, TS, HH) Links to History: <ul style="list-style-type: none">
Similarities and differences between ways of life in different periods	Know: <ul style="list-style-type: none"> changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life Use vocabulary: today, yesterday, before, after, year, timeline, present, future, past, long ago, recent, last, first, next, then, Victorian, living memory, century, influenced, change, cause, affect consequence, traditional, shaped, parliament, infirmary, similarities, differences, local	History as main subject: <ul style="list-style-type: none"> Compare toys today to those parents or grandparents played with through identification, classifying and applying their gained knowledge. (TS) Compare toys from today to those from Victorian period. How are they different or the same? (TS) Comparison of hospitals today and in the past. (HH) Links to History: <ul style="list-style-type: none"> Look back over their year in Year 1 class and compare how they felt at the beginning to now. What do they feel has changed?
	Know: <ul style="list-style-type: none"> They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented. Use vocabulary: stories, non-fiction books, artefacts, photographs, visitors, trips, research, interviews, past experiences	History as main subject: <ul style="list-style-type: none"> Ask questions about life in past and uses sources to answer those questions. (GF, HH, TS) How do we know what happened in the past? Understand how sources can be used as evidence of what happened. (TS) Use a range of sources as well as first-hand experience to compare places now to in the past. (HH, TS) Use sources such as maps, photographs, letters, and diaries to make inferences. (GF, TS, HH) Links to History: <ul style="list-style-type: none">
Sources and Enquiry Finding out about the past...using everyday words and phrases; understanding representations	Know: <ul style="list-style-type: none"> changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life (BtS, LE) events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries] (FF) significant historical events, people and places in their own locality. (LE) 	History as main subject: <ul style="list-style-type: none"> Produce timeline of events to show events covered in Y1 and Y2. (ongoing) Sequence set of sources into chronological order (maps, photographs, pictures of Langtoft and of seaside) (LE, BtS) Links to History: <ul style="list-style-type: none">
	Know: <ul style="list-style-type: none"> changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life Use vocabulary: today, yesterday, before, after, year, timeline, present, future, past, long ago, recent, last, first, next, then, Victorian, living memory, century, influenced, change, cause, affect consequence, traditional, shaped, parliament, infirmary, similarities, differences, local	History as main subject: <ul style="list-style-type: none"> Compare toys today to those parents or grandparents played with through identification, classifying and applying their gained knowledge. (TS) Compare toys from today to those from Victorian period. How are they different or the same? (TS) Comparison of hospitals today and in the past. (HH) Links to History: <ul style="list-style-type: none"> Look back over their year in Year 1 class and compare how they felt at the beginning to now. What do they feel has changed?

Year 2		
	Intent - Knowledge to be Gained	Implementation – Application of Knowledge as Skills
Chronology An awareness of the past...using everyday words and phrases	Know: <ul style="list-style-type: none"> changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life (BtS, LE) events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries] (FF) significant historical events, people and places in their own locality. (LE) 	History as main subject: <ul style="list-style-type: none"> Produce timeline of events to show events covered in Y1 and Y2. (ongoing) Sequence set of sources into chronological order (maps, photographs, pictures of Langtoft and of seaside) (LE, BtS) Links to History: <ul style="list-style-type: none">
	Know: <ul style="list-style-type: none"> changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life Use vocabulary: today, yesterday, before, after, year, timeline, present, future, past, long ago, recent, last, first, next, then, Victorian, living memory, century, influenced, change, cause, affect consequence, traditional, shaped, parliament, infirmary, similarities, differences, local	History as main subject: <ul style="list-style-type: none"> Compare toys today to those parents or grandparents played with through identification, classifying and applying their gained knowledge. (TS) Compare toys from today to those from Victorian period. How are they different or the same? (TS) Comparison of hospitals today and in the past. (HH) Links to History: <ul style="list-style-type: none"> Look back over their year in Year 1 class and compare how they felt at the beginning to now. What do they feel has changed?



	<p>Use vocabulary: chronology, chronological order, timeline, past, present, modern, now, then, yesterday, last week/year, x year/s ago, a long time ago, year/s, decade/s, century/ies</p>	
<p>Key people, key places, and key events. Where do they fit in?</p>	<p>Know:</p> <ul style="list-style-type: none"> events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries] (FF) the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell] (LE, BtS) <p>Use vocabulary: Langtoft, Christopher Columbus, Neil Armstrong, The Great Fire of London, Samuel Pepys, Grace Darling, Queen Victoria, Victorian/s</p>	<p>History as main subject:</p> <ul style="list-style-type: none"> Learn about and be able to retell events of the Great Fire of London. Where did it start? Why did it start? How was it stopped? What impact did it have on London? What impact did it have nationally (e.g. the fire service)? (FF) Who was Samuel Pepys? Use his diaries to learn more about the Great Fire of London. What can we learn from him? (FF) Learn about lives of Christopher Columbus and Neil Armstrong. What were their achievements? How were they similar and different? What impacts did their achievements have nationally/internationally? (LE) Learn about the life of Grace Darling. What were her achievements? How/why were they significant? What impact did her actions have on lives today? (BtS) <p>Links to History:</p> <ul style="list-style-type: none"> Significance of Remembrance Day. Add events of World War I and II to timeline.
<p>Similarities and differences between ways of life in different periods</p>	<p>Know:</p> <ul style="list-style-type: none"> changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life (BtS, LE) significant historical events, people and places in their own locality. (LE) <p>Use vocabulary: different/ces, similar/ities travel, encounter, impact, significant, pioneer, discovery, invade, invasion, settler, voyage, change, culture, memory</p>	<p>History as main subject:</p> <ul style="list-style-type: none"> Investigate how Langtoft has changed. What has changed? When did it change? How has it changed? Why has it changed? Compare similarities and differences. (LE) Look at the buildings in Langtoft. Which would have been significant in the past and why? (LE) Compare holidays in the past to holidays now. Research what holidays were like and speak to people who experienced holidays in the past to find out what they were like and how they were different and similar to holidays now. (BtS) <p>Links to History:</p>
<p>Sources and Enquiry Finding out about the past: ask and answer questions; stories and other sources; understanding representations</p>	<p>Know: They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p> <p>Use vocabulary: opinion, facts, source/s, artefact, analyse, questions, answers, compare, contrast, evidence, investigate, research, historians, inference/infer</p>	<p>History as main subject:</p> <ul style="list-style-type: none"> Ask questions about life in past and uses sources to answer those questions. (LE, BtS, FF) How do we know what happened in the past? Understand how sources can be used as evidence of what happened. (LE, BtS, FF) Use a range of sources as well as first-hand experience to compare places now to in the past. (Langtoft, seaside, London) (LE, BtS, FF) Compare different sources of information (diaries, letters, newspaper reports) and explain why they may differ, showing different representations. (LE, FF, BtS) Use sources such as maps, photographs, letters, and diaries to make inferences. (LE, FF, BtS) <p>Links to History:</p> <ul style="list-style-type: none"> Why, when and how was the Great Wall of China built?

Year 3		
	Intent - Knowledge to be Gained	Implementation – Application of Knowledge as Skills
<p>Chronologically secure knowledge and understanding of British, local and world history</p>	<p>Know:</p> <ul style="list-style-type: none"> 1. Changes in Britain from the Stone Age to the Iron Age late Neolithic hunter-gatherers and early farmers (RA) Bronze Age religion, technology and travel (RA) Iron Age hill forts: tribal kingdoms, farming, art and culture (RA) <p>The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer, The Indus Valley, Ancient Egypt (TR), The Shang Dynasty of Ancient China</p> <ul style="list-style-type: none"> Develop secure chronological knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods studied <p>Use vocabulary: Prehistory, Stone Age, Old Stone Age, Palaeolithic, Middle Stone Age, Mesolithic, New Stone Age, Neolithic, Bronze Age, Iron Age, BCE/CE, ancient, Egypt, kingdoms</p>	<p>History as main subject:</p> <ul style="list-style-type: none"> Determine what is meant by term pre-history. (RA) Apply knowledge of BCE/CE years in order to sequence main time periods on timeline. (RA) Organise Bronze Age key events into chronological order. (RA) Compare periods of time using timeline. Identify how ancient Egyptian period began while Stone Age period in Britain was happening. (Coincided for around 600 years.) (TR) Organise key events in ancient Egyptian history into time periods on timeline. (TR) <p>Links to History:</p> <ul style="list-style-type: none"> Significance of Remembrance Day. Add events of World War I and II to timeline.



<p>Connections, contrasts, and trends, using historical terms</p>	<p>Know:</p> <p>1. Changes in Britain from the Stone Age to the Iron Age</p> <ul style="list-style-type: none"> late Neolithic hunter-gatherers and early farmers (RA) Bronze Age religion, technology and travel (RA) Iron Age hill forts: tribal kingdoms, farming, art and culture (RA) <p>The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer, The Indus Valley, Ancient Egypt (TR), The Shang Dynasty of Ancient China</p> <ul style="list-style-type: none"> Note connections, contrasts and trends over time Develop appropriate use of historical terms <p>Use vocabulary:</p> <p>Prehistoric, chronological, roundhouses, rectangular, turf, Celts, hillforts, shelter, battle, sacrifice, offering, archaeologist, ceremony, gathering, preserving, interactive, Ancient, Egypt, Egyptian, hieroglyphs, hieroglyphics, decode, translate</p>	<p>History as main subject:</p> <ul style="list-style-type: none"> Identify main developments that happened in Middle Stone Age. What happened during this period? Day trip to Flag Fen (RA) Research stone age tools and weapons to observe how simple materials were and how they were created. Compare to modern day tools. Day trip to Flag Fen (RA) Compare life of Bronze Age family to a modern day equivalent. Day trip to Flag Fen (RA) Identify what each home looked like from the Stone, Bronze and Iron Age. Compare and contrast dwellings to houses of today. Day trip to Flag Fen (RA) Summarise why hillforts developed as popular places to live in Iron Age. (RA) Explore ancient Egyptian writing systems. Compare and contrast with modern day English writing. Hieroglyphics (TR) <p>Links to History:</p>
<p>Address and ask valid questions.</p>	<p>Know:</p> <p>1. Changes in Britain from the Stone Age to the Iron Age</p> <ul style="list-style-type: none"> late Neolithic hunter-gatherers and early farmers (RA) Bronze Age religion, technology and travel (RA) Iron Age hill forts: tribal kingdoms, farming, art and culture (RA) <p>The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer, The Indus Valley, Ancient Egypt (TR), The Shang Dynasty of Ancient China</p> <ul style="list-style-type: none"> Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance <p>Use vocabulary:</p> <p>flint, spear, axe, bow and arrow, mammoth, archaeologist, source, Skara Brae, prehistoric, dwelling, inhabited, artefacts, Neolithic, Stone Henge, excavations, archaeological, livestock, Ancient, Egypt, Egyptian, artefacts, historical, river Nile,</p>	<p>History as main subject:</p> <ul style="list-style-type: none"> Why did Stone Age man stop moving around in Neolithic Period? What would the advantage of living together be? What skills would they now need to develop? Day trip to Flag Fen (RA) Discuss how discovery of Skara Brae leads to questions about time period: how were people beginning to change how they lived their lives? Religion What evidence from discovery suggests these changes? (RA) Using photographs of Egyptian artefacts (Rosetta stone) pyramids, tombs, devise historically valid questions to learn more about what life was like during ancient Egyptian time. Kings and Queens (TR) Using pictures of daily Egyptian life drawn to show what life might have been like using different sources of evidence to construct informed responses: What is happening? What jobs are being carried out? Why do you think that? (TR) <p>Links to History:</p>
<p>Select and organise relevant information from a range of sources</p>	<p>Know:</p> <p>1. Changes in Britain from the Stone Age to the Iron Age</p> <ul style="list-style-type: none"> late Neolithic hunter-gatherers and early farmers (RA) Bronze Age religion, technology and travel (RA) Iron Age hill forts: tribal kingdoms, farming, art and culture (RA) <p>The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer, The Indus Valley, Ancient Egypt (TR), The Shang Dynasty of Ancient China</p> <ul style="list-style-type: none"> Understand knowledge of past is constructed from range of sources Construct informed responses that involve thoughtful selection and organisation of relevant historical information <p>Use vocabulary:</p> <p>Prehistoric, earthwork, cave painting, circular, ditch, antler, flint, pit, religious, ceremony, bluestones, corridor, upright, horizontally, outer, vertical, derived, horseshoe, sacrifice, construction, pulleys, align, Stonehenge, Druids, priests, religious, sacrifices, tribe, festivals, opinion, Romans, conquer, ancient, Egypt, Egyptian, source, Tutankhamun, Howard Carter, pharaoh, tomb, treasures, sarcophagus, archaeologist, burial, amulets, organs, mummified, preserved, soul, afterlife, obsidian, purified, canopic, natron, scarab, linen, Book of the Dead</p>	<p>History as main subject:</p> <ul style="list-style-type: none"> Explore how knowledge of Stone Age-Iron Age is formed through remains of cave painting sources. What can be seen regarding: people, animals and weapons? Why is cave art important to historians? (RA) Discuss significance of discovery of Skara Brae (RA) Explore how evidence about Stonehenge can give different answers about the past. Consider possible reasons why Stonehenge was constructed. (RA) Summarise why hillforts developed as popular places to live in the Iron Age. How do archaeologists know what they looked like? Kings and queens. Observe photographic evidence of remaining settlements. (RA) Observe photographs of hieroglyphs as key source of insight into time period. (TR) Construct response to mummification process through selection and organisation of relevant historical information read. (TR) Summarise learning about discovery of Tutankhamun's tomb through use of different sources to build picture of events. (TR) <p>Links to History:</p>

Year 4		
	Intent - Knowledge to be Gained	Implementation – Application of Knowledge as Skills
<p>Chronologically secure knowledge and understanding of British, local and world history</p>	<p>Know:</p> <ul style="list-style-type: none"> Julius Caesar's attempted invasion in 55-54 BC (R) the Roman Empire by AD 42 and the power of its army (R) successful invasion by Claudius and conquest, including Hadrian's Wall (R) British resistance, for example, Boudica (R) Roman withdrawal from Britain in c. AD 410(R) <p>3. Britain's settlement by Anglo-Saxons and Scots</p> <ul style="list-style-type: none"> Roman withdrawal from Britain in c. AD 410 Anglo-Saxon invasions, settlements and kingdoms: place names and village life Anglo-Saxon culture Christian conversion – Canterbury, Iona and Lindisfarne 	<p>History as main subject:</p> <ul style="list-style-type: none"> Identify and place events on timeline to gain understanding of chronology. Where do Romans/Greeks/Anglo Saxons fit in? (R, GM,) Explain attempted Roman invasion by Julius Caesar. Learn why attempts failed? When did Roman's return? (R) Summarise story of Boudicca and discuss how Roman invasion shaped British history. (R) Explain importance of Hadrian's wall. When was it built? What was it built for? (R) <p>Who were the Anglo-Saxon invaders?</p> <ul style="list-style-type: none"> Devise and interpret timelines to give context in relation to present day. Create own scale. Discuss and define BCE/CE (A) Summarise prior learning about Romans. Why did they leave Britain? (A)



	<p>Use vocabulary: culture, agriculture, Empire, living memory, local, regional, national, international, globally, culture, economic, military, religious, social</p>	<ul style="list-style-type: none"> Identify origin of Jutes, Angles and Saxons, where settled and demarcation of kingdoms on map of UK. Discover origin of England - Angle land (A) Why did the Anglo-Saxons want to settle in Britain? Define 'invaders' & 'settlers.' Link to King Vortigern – Hengest and Horsa. Select evidence to answer question – were factors influencing the invaders a push or pull? (A) <p>Links to History:</p> <ul style="list-style-type: none"> Significance of Remembrance Day. Add events of World War I and II to timeline.
<p>Connections, contrasts, and trends, using historical terms</p>	<p>Know:</p> <ul style="list-style-type: none"> The Roman Empire and its impact on Britain (R) 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity (R) <p>3. Britain's settlement by Anglo-Saxons and Scots</p> <ul style="list-style-type: none"> Roman withdrawal from Britain in c. AD 410 Anglo-Saxon invasions, settlements and kingdoms: place names and village life Anglo-Saxon culture Christian conversion – Canterbury, Iona and Lindisfarne <p>Use vocabulary: compare, contrast, Olympics, athletes, soldiers, Centurion, toga, Coliseum, Emperor, Republic, Gladiator, Legionary, democracy, Marathon, Citizen, Mythology, change, cause, consequence, similarity, contrast.</p>	<p>History as main subject:</p> <ul style="list-style-type: none"> Make comparisons between life in Roman era and Tudor times understanding changes between two periods in history and how have shaped modern lives. (R) Explain how Olympics started in Ancient Greece and was huge event. (Different states often at war but always peace during games as was religious event) (GM). Compare and contrast Roman soldiers with soldiers of today. (R) Explain impact of Roman empire on British history and discuss how has shaped Britain today (R) <p>How did the Anglo-Saxons write things down?</p> <ul style="list-style-type: none"> Discover Anglo-Saxon Runes. Read/compose messages. (A) Consider importance of Venerable Bede. (A) Create illuminated letters (A) <p>Links to History:</p>
<p>Address and ask valid questions.</p>	<p>Know:</p> <ul style="list-style-type: none"> Ancient Greece – a study of Greek life and achievements and their influence on the western world (GM) the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day (R, GM) A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 - the changing power of monarchs using case studies (T) <p>3. Britain's settlement by Anglo-Saxons and Scots</p> <ul style="list-style-type: none"> Roman withdrawal from Britain in c. AD 410 Anglo-Saxon invasions, settlements and kingdoms: place names and village life Anglo-Saxon culture Christian conversion – Canterbury, Iona and Lindisfarne <p>Use vocabulary: democracy, politics, invasion, Zeus, Hera, Poseidon, Demeter, Athena, Apollo, Artemis, Ares, Hephaestus, Aphrodite, Hermes, and either Hestia or Dionysus, parliament</p>	<p>History as main subject:</p> <ul style="list-style-type: none"> Explain and define democracy. What does it mean in Britain today? Explain democracy started in Athens in Ancient Greece. (GM) Identify how Greek way of life including food influenced western world. (GM) Use maps to identify different areas Romans ruled at different times. How did areas change? What is general pattern? Why do you think this was? (R) Discuss what an Empire is. Who were Celts? Why were Romans able to invade and settle in Britain so easily? (R) <p><u>What were the causes of the Anglo-Saxons' conversion to Christianity?</u></p> <ul style="list-style-type: none"> Focus on the missionaries: Augustine, Aiden & Columba. How did they aide the conversion of the AS people? (A) Link to three key religious buildings: Canterbury Cathedral, Holy Island of Lindisfarne & Iona Abbey. (A) <p>Links to History:</p>
<p>Select and organise relevant information from a range of sources</p>	<p>Know:</p> <ul style="list-style-type: none"> the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day (R, GM) A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 - the changing power of monarchs using case studies (T) <p>3. Britain's settlement by Anglo-Saxons and Scots</p> <ul style="list-style-type: none"> Roman withdrawal from Britain in c. AD 410 Anglo-Saxon invasions, settlements and kingdoms: place names and village life Anglo-Saxon culture Christian conversion – Canterbury, Iona and Lindisfarne <p>Use vocabulary: analyse, evidence, contrast, compare, mosaic, arch, chariot, artefacts, Troy, Tudor, reign, brooch, galleon, King, Queen, throne, marriage, divorce, Lancaster, York, Armada. analyse, evidence, claim, shaped, influenced, civilisation, expansion, dissolution, society, mankind, peasantry,</p>	<p>History as main subject:</p> <ul style="list-style-type: none"> Identify how inventors and their inventions have shaped modern lives? What have inventors done for us? (HV – Electricity and inventors) Discuss art, architecture and literature from the Greek and Roman eras. Discuss the impact these have had on the present day. (GM, R) <p>What was it like in an Anglo-Saxon village?</p> <ul style="list-style-type: none"> Explore life in Anglo-Saxon times. Compare with life today. (A) compare population growth in Anglo-Saxon times with the modern age. Construct graphs. Draw conclusions (A) <p>How was Anglo-Saxon Britain ruled?</p> <ul style="list-style-type: none"> Identify Anglo-Saxon kingdoms & hierarchy. (A) <p>Are there present-day connections to the past? Have place name trends continued over the years into the present day?</p> <ul style="list-style-type: none"> Identify Anglo-Saxon towns and villages using knowledge of Anglo-Saxon place-name suffixes (A) <p>Links to History:</p> <ul style="list-style-type: none"> Complete research session using a range of sources (R, GM) Identify Empires and countries as were in 323 BCE. (Include names of countries as are now known.) (GM) Select information from a range of sources to aid understanding of chronology and historical periods. (GM)



		Year 5	
		Intent - Knowledge to be Gained	Implementation – Application of Knowledge as Skills
Chronologically secure knowledge and understanding of British, local and world history	<p>Know:</p> <p>4. The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <ul style="list-style-type: none"> • Viking raids and invasion • resistance by Alfred the Great and Athelstan, first king of England • further Viking invasions and Danegeld • Anglo-Saxon laws and justice • Edward the Confessor and his death in 1066 <p>6. A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <ul style="list-style-type: none"> • the changing power of monarchs using case studies on Victoria • a significant turning point in British history: the first railways • changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons <p>9. A non-European society that provides contrasts with British history – a study of Mayan civilization c. AD 900</p> <p>Use vocabulary: chronological, present day, timeline, BCE, CE, era, Viking, raid, invade, Denmark, Norway, Sweden, Scandinavia, longboat, Edward the Confessor, Godwin of Wessex, Victorian, Queen Victoria, monarch, reign, London, Lord Shaftesbury, campaign, Factory Act, child labour, conditions, employment, education, poor, factories, mines, chimney sweeps, government, propose, Mayan, Maya, ancient, civilisation, Mesoamerica, Coba, Copan, Tikal, Tulum, Xunantunich, Chichen Itza, Uxmal, Palenque, Calakmul</p>	<p>History as main subject:</p> <p>Who were the Vikings? (V_k) When did the Vikings invade? (V_k) What were the key events during their settlement?</p> <ul style="list-style-type: none"> • Explain where the Vikings came from & why they raided Britain. • Distinguish between historically accurate & inaccurate depictions of the Vikings • Order events from the time of the Vikings – consider which were high & low points for them (V_k) <p>How did the last Anglo-Saxon kings shaoe Britain? (V_k) How did the Anglo-Saxon & Viking era end?</p> <ul style="list-style-type: none"> • Identify and order Anglo-Saxon kings on a timeline. (V_k) • Explain key aspects of the reign of the last Anglo-Saxon kings. (V_k) • Consider: How do you think Edward the Confessor might have felt about returning to England? (V_k) • Distinguish between historically accurate & inaccurate events (V_k) <p>When was the Victorian period?</p> <ul style="list-style-type: none"> • Put the Victorian period into historical context on timeline (V) • Use historical sources to find out about the Victorian period (V) <p>Who was Queen Victoria?</p> <ul style="list-style-type: none"> • Research the life of Queen Victoria (V) • Consider why she became such a popular monarch. (V) <p>How did Lord Shaftesbury improve the lives of Victorian children?</p> <ul style="list-style-type: none"> • Explore why Lord Shaftesbury was an important figure. (V) • Research his campaigns & conclude as to how he improved children's lives during the Victorian period. (V) <p>Was Queen Victoria a good monarch? Assess impact of reign. Present reasoned argument (V)</p> <p>Who were the Maya?</p> <ul style="list-style-type: none"> • Organise relevant facts about the Maya civilisation. (M) • Explain who the ancient Maya people were & when & where in the world they lived. (M) <p>Links to History</p> <ul style="list-style-type: none"> • Geography: Where was their homeland and where did they settle? 	
	Connections, contrasts, and trends, using historical terms	<p>Know:</p> <p>6. A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <ul style="list-style-type: none"> • the changing power of monarchs using case studies on Victoria • a significant turning point in British history: the first railways • changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons <p>9. A non-European society that provides contrasts with British history – a study of Mayan civilization c. AD 900</p> <p>Use vocabulary: Victorian, rich, poor, poverty, children, school, coal mine, mill, factories, fields, chimney sweep, child labour, modern day, contrast, compare, free, compulsory education, 'drill', National Anthem, register, fingernail inspection, The Lord's Prayer, handwriting, Maya, cultural, significance, Cacao, maize,</p>	<p>History as main subject:</p> <p>IRONBRIDGE RESIDENTIAL: What was life like for working Victorian children?</p> <ul style="list-style-type: none"> • Explore life of Victorian child. (V) • Compare jobs taken by Victorian children. Explore what life was life for Victorian working children. (V) • Consider living conditions of rich and poor children, life in workhouse (V) <p>IRONBRIDGE RESIDENTIAL: What were Victorians schools like?</p> <ul style="list-style-type: none"> • Find out how rules about wo could go to school changed over the Victorian period. (V) • Take part in a Victorian school workshop. (V) <p>Why were certain foods significant to the Mayans?</p> <ul style="list-style-type: none"> • Research foods that the ancient Maya people would have eaten. (M) • Identify & conclude why corn & chocolate are significant & precious to the ancient Maya people. (M) • Have trends continued over time? Compare & contrast with own perceptions. (M) <p>Links to History</p>
Address and ask valid questions.	<p>Know:</p> <p>4. The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <ul style="list-style-type: none"> • Viking raids and invasion • resistance by Alfred the Great and Athelstan, first king of England • further Viking invasions and Danegeld • Anglo-Saxon laws and justice • Edward the Confessor and his death in 1066 <p>9. A non-European society that provides contrasts with British history – a study of Mayan civilization c. AD 900</p> <p>Use vocabulary:</p>	<p>History as main subject:</p> <p>Who was greater: Alfred the Great or King Athelstan?</p> <ul style="list-style-type: none"> • Identify key facts about some Anglo-Saxon kings. (V_k) • Compare the similarities and differences between two Anglo-Saxon kings: Alfred & King Athelstan What important or influential things did the two kings do? (V_k) <p>What was life like in Viking Britain?</p> <ul style="list-style-type: none"> • What was a Viking settlement like? • What was Viking society like? Complete the pyramid to display Viking society's hierarchy & focus on the role of woman in society. • Did the Vikings follow any laws? Are there similarities between Anglo-Saxon & Viking legal systems compared to the modern legal system in Britain? 	

	<p>King, kingdom, Alfred the Great, Aethelflaed, King Athelstan Thing, outlaw, outlawed, law, speaker, criminal, justice, defendant, court, ordeal, wergild, legal system Maya, writing system, codex, codices, hieroglyphs, syllabogram, logogram</p>	<ul style="list-style-type: none"> • Demonstrate understanding of crime and punishment in Anglo-Saxon and Viking Britain. (V_k) <p>How does the Mayan writing system differ to our own?</p> <ul style="list-style-type: none"> • Identify key facts about the Maya writing system. Construct Maya words using syllabograms & logograms. (M) • Compare similarities & differences to our own writing system. (M)
<p>Select and organise relevant information from a range of sources</p>	<p>Know:</p> <p>4. The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <ul style="list-style-type: none"> • Viking raids and invasion • resistance by Alfred the Great and Athelstan, first king of England • further Viking invasions and Danegeld • Anglo-Saxon laws and justice • Edward the Confessor and his death in 1066 <p>6. A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <ul style="list-style-type: none"> • the changing power of monarchs using case studies on Victoria • a significant turning point in British history: the first railways • changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons <p>9. A non-European society that provides contrasts with British history – a study of Mayan civilization c. AD 900</p> <p>Use vocabulary: Danegeld, King Ethelred II The Unready Victorian, invention, light bulb, telephone, Christmas cracker, bicycle, postage stamp, gramophone, typewriter Industrial Revolution, factories, smoke, mines, railway lines, canals, roads, farms, positive, negative impacts Maya, civilisation, sacrifice, worship, blood-letting, ritual, Xibalba, upperworld, Religious beliefs, practices, gods, priests, festivals Base 10, base 20, vigesimal number, system Sources, evidence, primary source, secondary source, lithography, camera lucida, John Lloyd Stephens, Frederick Catherwood, Copan, Chichen Itza, Palenque, analyse, evidence, contrast, question, compare, enquiry, enquire, construct, argument, interpret</p>	<p>History as main subject:</p> <p>Did King Ethelred deserve the title of 'The Unready'? Was paying the Danegeld worthwhile?</p> <ul style="list-style-type: none"> • Construct informed responses as to the reasons & problems faced by introducing Danegeld. (V_k) • Recall key details about King Ethelred and the problems he faced before introducing Danegeld. (V_k) <p>What was the Industrial Revolution?</p> <ul style="list-style-type: none"> • Find out what the Industrial Revolution was. (V) • Explain how new inventions changed people's lives during the Victorian period. (V) <p>How did the Victorians respond to the new railways?</p> <ul style="list-style-type: none"> • Find out how the introduction of the railways changed travel & trade. (V) • Explain different viewpoints about the new railways. (V) <p>How significant was religion to the Maya?</p> <ul style="list-style-type: none"> • Explain the religious beliefs of the Maya people – understand how they worshipped. Name some of the main gods & know what they represented to the people. (M) • Compare & contrast to Anglo-Saxon gods. (M) • Construct an informed response – what were the significances of their religious beliefs and practices to their civilisation? (M) <p>How does the Mayan number system compare to modern-day?</p> <ul style="list-style-type: none"> • Explore how the Maya invented & used their calendars & number system. (M) • Read numbers using the Maya symbols for 0, 1 & 5. (M) • Conclude: How does our modern-day number system compare & contrast? (M) <p>How is our knowledge of the Maya civilisation constructed?</p> <ul style="list-style-type: none"> • Identify sources of evidence about the Maya. (M) • Examine historical pictures & ask questions about aspects of Maya civilisation. (M) <p>Links to History: ART / ENGLISH: Which famous inventions came from the Victorians?</p> <ul style="list-style-type: none"> • Research some famous Victorian inventions. (V) • Explain how new inventions changed people's lives during the Victorian period. (V) • Investigate key Victorian inventions. What is the legacy of Victorians? (V) • Explore importance of cast and wrought iron and UK as world leader. Discover uses of iron and inventors who exploited it. Focus on bridges and engineers. Case study: Ironbridge/SS Great Britain. (V)

Year 6		
	Intent - Knowledge to be Gained	Implementation – Application of Knowledge as Skills
<p>Chronologically secure knowledge and understanding of British, local and world history</p>	<p>know:</p> <ul style="list-style-type: none"> • A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (BB and SD) <p>Use vocabulary: chronological, present, era, international, globally, economic, military, religious, social, living memory, Blitzkrieg, Blitz, Nazi, sabotage, Axis, Allies, Adolf Hitler, Winston Churchill, Neville Chamberlain, Joseph Stalin, Benito Mussolini, Gestapo, Operation Mincemeat, Spitfire, Messerschmitt, Lancaster bomber, swastika, Morse code, evacuation, decoy, resistance, tricorne, rapier, breeches, hilt, musket, primed, ostler</p>	<p>History as main subject:</p> <ul style="list-style-type: none"> • Devise and interpret timelines to give context in relation to present day. Create own scale. Anglo Saxon to present day, identifying main types of crime and resulting punishment, key events leading to the Battle of Britain (BB and SD) • Identify and discuss key figures in relation to timelines: Churchill, Hitler, Dick Turpin (BB and SD) • Recognise own place on timelines (BB and SD) <p>Links to History:</p> <ul style="list-style-type: none"> • locate European countries on map of world/ Europe. (BB) • Significance of Remembrance Day. Add events of World War I and II to timeline.



		<ul style="list-style-type: none"> Explore reasons for and experiences of evacuees sent to Langtoft during WWII and residents of Langtoft lost in world wars. St. Michaels's Church booklet
<p>Connections, contrasts, and trends, using historical terms</p>	<p>Know:</p> <ul style="list-style-type: none"> changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century (SD) <p>Use vocabulary: society, continuity, change, local, regional, national, analyse, evidence, scold's bridle, pillory, prison ship, penal colony, guillotine, stocks, thumb screw, humiliation, transportation</p> <ul style="list-style-type: none"> a significant turning point in British history, for example, the first railways or the Battle of Britain (BB) <p>Use vocabulary: economic, military, social, living memory, Spitfire, Messerschmitt, Lancaster bomber, swastika, Morse code, evacuation, sabotage, decoy, resistance, society, continuity, change, local, regional, national, evidence, genocide, extermination, tolerance, alternative</p>	<p>History as main subject:</p> <ul style="list-style-type: none"> Why was there a second world war? What was the part played by the allies/axis?(BB) Analyse importance of the speeches of King George vi, Neville Chamberlain and the actions of parliament on declaration of war Compare and contrast significant leaders Churchill, Hitler, Roosevelt, Stalin, De Gaulle, Hirohito (BB) Explore life as a Spitfire pilot including contribution of pilots of other nationalities, Battle of Britain Day 15 September 1940 (BB) investigate what can be learnt about life during World War II home front, dig for victory, women's land army etc (BB) investigate Enigma code and impact surrounding it. Significance of Alan Turing and Bletchley Park (BB) examine secret agents and sabotage (BB) exploration of Dick Turpin, Swift Nicks' Nevison, Claude Duval history using secondary sources. (SD) investigation of 'Witches prison' in Essex. (SD) debate merits and appropriateness of various punishments for crimes through time. (SD) Is prison the best way to deal with criminals today? Compare and contrast with punishments through the ages. Analyse and compare of trends in crime and punishment data. (SD) Explore transportation to Australia (SD) investigate crime and punishment in Langtoft using 'A History of Langtoft' by Richard Platt <p>Links to History:</p> <ul style="list-style-type: none"> Explore food rationing – World War II recipes (BB) The Highwayman by Alfred Noyes (SD) Drama court scenes- Trial of Tim the Ostler – present case for the defence and prosecution. Read and identify changes over time in Langtoft using 'A History of Langtoft' by Richard Platt
<p>Address and ask valid questions.</p>	<p>Know:</p> <ul style="list-style-type: none"> a significant turning point in British history, for example, the first railways or the Battle of Britain (BB) A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (BB and SD) <p>Use vocabulary: economic, military, religious, social, living memory, Spitfire, Messerschmitt, Lancaster bomber, swastika, Morse code, evacuation, sabotage, decoy, resistance, tricorne, rapier, breeches, hilt, musket, primed, society, continuity, change, local, regional, national, evidence, scold's bridle, pillory, prison ship, penal colony, guillotine, stocks, thumb screw, humiliation, genocide, extermination, tolerance, alternative</p>	<p>History as main subject:</p> <ul style="list-style-type: none"> Do you agree with corporal punishment? (SD) How could a criminal be held to account? (SD) What if the Nazis had won the war? (BB) Could this happen again? (BB) Were highwaymen 'Gentlemen of the road'? (SD) Does the punishment fit the crime? (SD) Why was religion and ethnic origin used as a reason for persecution in Germany? <p>Links to History:</p>
<p>Select and organise relevant information from a range of sources</p>	<p>Know: local history study</p> <ul style="list-style-type: none"> a depth study linked to one of the British areas of study listed above (SD and BB) <p>Use vocabulary: analyse, evidence, contrast, question, compare, enquiry, enquire, construct, argument, interpret</p>	<p>History as main subject:</p> <ul style="list-style-type: none"> Use secondary sources to identify and discover the incidence of highwaymen on A1 in Lincolnshire e.g. Dick Turpin Market Deeping -The Cross (cell)(SD) Investigate and present research from secondary sources – books, online. Primary sources- e.g. grandparents/great grandparents on VE Day/VJ Day (BB) Analyse 'A History of Langtoft' by Richard Platt as the basis of a study of Langtoft- consider changes over time investigate changes in settlement and land use. <p>Links to History:</p> <ul style="list-style-type: none"> Compare Botany Bay then and now (SD) Identify similarities and differences in geography of Dover, England and Dover, Australia. (SD)



Progression in History Langtoft Primary School

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological Understanding	<p>Past and Present</p> <ul style="list-style-type: none"> • Pupils understand the past through settings, characters and events encountered in books read in class and storytelling. 	<ul style="list-style-type: none"> • Pupils can order some events they have learnt about from furthest away to most recent with increasing accuracy • Pupils know what a timeline is • Pupils are beginning to make comparisons between areas of study 	<ul style="list-style-type: none"> • Pupils can accurately order events they have learnt about from furthest away to most recent • Pupils can draw timelines, beginning to place areas of study on them • Pupils can compare areas of study, identifying similarities between them • Pupils can compare areas of study, identifying differences between them 	<ul style="list-style-type: none"> • Pupils are developing their knowledge of chronology and can generally place periods of history they have learnt about accurately on a timeline • Pupils can confidently make links between areas of history they have studied in Year 3 and previously, identifying similarities between them • Pupils can confidently make links between areas of history they have studied in Year 3 and previously, identifying differences between them 	<ul style="list-style-type: none"> • Pupils are becoming more secure in their knowledge of chronology and can place periods of history they have learnt about accurately on a timeline • Pupils can confidently make links between areas of history they have studied, identifying similarities between them • Pupils can confidently make links between areas of history they have studied, identifying differences between them 	<ul style="list-style-type: none"> • Pupils have a secure knowledge of chronology and are mostly accurately in placing a range of historical events from around the world on a timeline • Pupils can draw their own timeline, generally producing accurate intervals and adding to it as they learn about new periods of history • Pupils can compare historical periods, identifying similarities between them • Pupils can compare historical periods, identifying differences between them • Pupils are beginning to identify trends over time 	<ul style="list-style-type: none"> • Pupils have a secure knowledge of chronology, accurately placing a range of historical events from around the world on a timeline • Pupils can draw their own timeline, deciding on accurate intervals and adding to it as they learn about new periods of history • Pupils can compare a range of historical periods, identifying a number of similarities between them and why this is • Pupils can compare a range of historical periods, identifying differences between them • Pupils can identify trends over time, identifying how ideas have been continued/ developed



Understanding Historical Terms	<ul style="list-style-type: none"> • Pupils can talk about the lives of the people around them and their roles in society 	<ul style="list-style-type: none"> • Pupils can use and are beginning to remember names and places that link to areas of study • Pupils are beginning to use simple words and phrases mostly accurately to indicate periods of time e.g. a long time ago 	<ul style="list-style-type: none"> • Pupils can remember and use a range of names and words specific to areas of study • Pupils can use words and phrases accurately to indicate periods of time e.g. a long time ago, ancient, centuries 	<ul style="list-style-type: none"> • Pupils can remember and use a range of names and words from the areas they have studied in Year 3 as well as remembering a few names and words from previous study • Pupils are beginning to use more specific words and phrases to indicate time, talking about decades, centuries, millennium etc. • Pupils are beginning to learn a few words related to history in general as well as periods of history e.g. empire, parliament, civilisation etc. 	<ul style="list-style-type: none"> • Pupils can remember and use a range of names and words from the areas they have studied in Year 4 as well as remembering some names and words from previous study • Pupils can generally use words and phrases to indicate time, talking about decades, centuries, millennium etc. • Pupils understand a few words related to history in general as well as periods of history e.g. empire, parliament, civilisation etc. 	<ul style="list-style-type: none"> • Pupils can remember and use names and words from the areas they have studied in Year 5 as well as remembering some names and words from previous study • Pupils can use words and phrases to indicate time, talking about decades, centuries, millennium etc. • Pupils understand some words related to history in general as well as periods of history e.g. empire, parliament, civilisation etc. 	<ul style="list-style-type: none"> • Pupils can remember and use a range of names and words from the areas they have studied over the years • Pupils can use a range of words and phrases to indicate time, talking about decades, centuries, millennium etc. • Pupils understand a range of words related to history in general as well as periods of history e.g. empire, parliament, civilisation etc.
Historical Enquiry	<ul style="list-style-type: none"> • Pupils ask simple questions 	<ul style="list-style-type: none"> • Pupils can ask simple questions when they are unsure • Pupils can accurately answer some questions verbally related to an area of study 	<ul style="list-style-type: none"> • Pupils can ask simple questions to develop their understanding • Pupils are able to accurately answer simple questions related to an area of study confidently • Pupils can justify their answers using sources or stories 	<ul style="list-style-type: none"> • Pupils are beginning to ask more in-depth questions for their age to develop their understanding • Pupils are able to answer questions accurately related to the area of study • Pupils can use sources to justify their answers 	<ul style="list-style-type: none"> • Pupils can ask questions to develop their understanding • Pupils are able to answer questions accurately most of the time related to the area of study • Pupils can use sources to justify their answers and are beginning to organise their responses 	<ul style="list-style-type: none"> • Pupils can ask questions to develop their understanding and also ask questions of what people have said • Pupils can challenge sources of information • Pupils are beginning to make purposeful selection about information they wish to include in responses • Pupils can organise information purposefully when responding to or asking questions 	<ul style="list-style-type: none"> • Pupils can ask a range of questions, creating questions that develop understanding about change, cause and significance • Pupils can challenge sources, questioning the validity of these and whether they have been created for propaganda • Pupils can purposefully select information when forming responses to questions • Pupils can organise information purposefully when responding to or asking questions



Historical Knowledge and Understanding	<ul style="list-style-type: none"> • Pupils know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class 	<ul style="list-style-type: none"> • Pupils can remember most key events about the areas they have studied • Pupils are beginning to understand that they can find historical information in books 	<ul style="list-style-type: none"> • Pupils can remember key events about the areas they have studied • Pupils can begin to identify how we know about past events • Pupils can begin to identify different representations of history e.g., books, visual clips, letters 	<ul style="list-style-type: none"> • Pupils remember a range of key facts and information from areas of study in Year 3 • Pupils can identify at least two ways we gather information • Pupils are able to use at least one type of source of information confidently 	<ul style="list-style-type: none"> • Pupils remember key facts and information from areas of study in Year 4 and can remember a few facts from previous areas of study • Pupils can identify at least two ways we gather information • Pupils are able to use at least one type of source of information confidently and are beginning to use at least two different types of sources e.g., books, internet, visual clips 	<ul style="list-style-type: none"> • Pupils remember key facts and information from areas of study in Year 5 and can remember information from previous areas of study • Pupils are building their understanding of how our knowledge of history is developed, identifying how a range of sources build up our knowledge and understanding • Pupils can access different sources, including using books, the internet, film clips and direct sources such as letters, diaries etc. 	<ul style="list-style-type: none"> • Pupils have a wide-ranging knowledge about historical events, from local history to world history • Pupils have a deep understanding of how our knowledge of history is developed, identifying how a range of sources build up our knowledge and understanding • Pupils can access a wide range of sources, including using books, the internet, film clips and direct sources such as letters, diaries etc.
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