

HISTORY

OUR INTENT FOR HISTORY



We 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 indepth understanding of their local history. They are equipped to ask questions, explore evidence and develop an 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. Pupils understand historical terms.

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
- 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
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- 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
- 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
- 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.

These topics have history as the main subject area;

EIFS	Y1	Y2	Y3	Y4	Y5	Y6
<p>Understanding the World</p> <ul style="list-style-type: none"> • How have I changed since I was a baby? (B) • Celebrations throughout year: birthdays, Diwali, Bonfire Night, Remembrance day, Christmas, Chinese new year, Easter. (C) 	<ul style="list-style-type: none"> • Guy Fawkes and the Gunpowder Plot (GF) • Are we nearly there yet?, Coronation of Queen Elizabeth II (UK) • Toy Story – History of Toys (TS) 	<ul style="list-style-type: none"> • Let's Explore (Columbus and Armstrong, Langtoft in the past) (LE) • Fire! Fire! (Great Fire of London) (FF) • Beside the Seaside (Holidays in the past, Grace Darling) (BtS) 	<ul style="list-style-type: none"> • Rock of Ages (Stone Age to the Iron Age) (RA) • Tomb Raiders (Ancient Egyptians) (TR) 	<ul style="list-style-type: none"> • Romans (R) • Gods and Mortals – Greeks (GM) • Off With her Head - Tudors (T) 	<ul style="list-style-type: none"> • The Anglo-Saxons (A) • The Vikings (VK) • The Victorians (V) • Mayan civilization c. AD 900: (M) 	<ul style="list-style-type: none"> • Battle of Britain (BB) • Stand and Deliver (SD)

• Seasons (S)	• Hospital Heroes – Florence Nightingale, Edith Cavell and hospitals now and then (HH)				
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Previous and Future Learning

These coloured threads show previous and future learning in these areas:

Links to Local History – Langtoft, Peterborough, Lincolnshire

Monarchy – Includes Governments

Culture – Religion, Diversity

Invasions and Settlements – KS2

Legacies – Significant people who have contributed to society

Commemorations - Events

EYFS

Historical elements in *Understanding the World: Past and Present ELGs*

- 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.

		Year 1	
		Intent - Knowledge to be Gained	Implementation – Application of Knowledge as Skills
Chronology An awareness of the past...using everyday words and phrases		<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 <p>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</p>	<p>History as main subject:</p> <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) <p>Links to History:</p> <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.
Key people, key places and key events. Where do they fit in?		<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] • 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. <p>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</p>	<p>History as main subject:</p> <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) <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. • Australian Aboriginal People. Discussion about them being the first people to live in Australia and look at their artwork. • The Christmas Story – How this links to the start of Christianity.
Similarities and difference S between ways of life in different periods		<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 <p>Use vocabulary: today, yesterday, before, after, year, timeline, present, future, past, long ago, recent, last, first, next, then, Victorian, living memory,</p>	<p>History as main subject:</p> <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)

	<p>century, influenced, change, cause, affect consequence, traditional, shaped, parliament, infirmary, similarities, differences, local</p>	<p>Links to History:</p> <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>Sources and Enquiry Finding out about the past: ask and answer questions; stories and other sources; understanding representations</p>	<p>Know:</p> <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. <p>Use vocabulary: stories, non-fiction books, artefacts, photographs, visitors, trips, research, interviews, past experiences</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. (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) <p>Links to History:</p> <ul style="list-style-type: none">

Year 2		
	Intent - Knowledge to be Gained	Implementation – Application of Knowledge as Skills
<p>Chronology An awareness of the past...using everyday words and phrases</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) 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) <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>History as main subject:</p> <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) <p>Links to History:</p> <ul style="list-style-type: none">
<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 difference S 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> <ul style="list-style-type: none">
<p>Sources and Enquiry Finding out about the past: ask and answer questions; stories and other</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:</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)

sources; understanding representations	opinion, facts, source/s, artefact, analyse, questions, answers, compare, contrast, evidence, investigate, research, historians, inference/infer	<ul style="list-style-type: none"> 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)
		Links to History: <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
Chronologically secure knowledge and understanding of British, local and world history	<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"> Develop secure chronological knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods studied <p>Use vocabulary:</p> <p>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.
	Connections, contrasts and trends, using historical terms	<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>
Address and ask valid questions.		<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>
	Select and organise relevant information from a range of sources	<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: 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>	<ul style="list-style-type: none"> 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>
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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>Use vocabulary: culture, agriculture, Empire, living memory, local, regional, national, international, globally, culture, economic, military, religious, social</p>	<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/Tudors fit in? (R, GM, T) Explain attempted Roman invasion by Julius Caesar. Learn why attempts failed? When did Romans 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) Explain the chronology of the British monarchy through the Tudor Period. (T) <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>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, T) 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>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>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) Discuss the changing power of the Tudor monarchs and their relationship with religion. <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>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>Links to History:</p> <ul style="list-style-type: none"> Complete research session using a range of sources (R, T, 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>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>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, Invasion, Angles, Saxons, Jutes, Scots, Picts, Romans, push, pull, King Vortigern, Hengest & Horsa. Invader, Anglo-Saxons 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</p> <p>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 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) 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>When did the Vikings invade?</p> <ul style="list-style-type: none"> Order events from the time of the Vikings (Vk) Research Viking long boats: design and evidence of usage. Build longboats. (Vk) <p>How did the Anglo-Saxon & Viking era end?</p> <ul style="list-style-type: none"> Identify and order Anglo-Saxon kings on a timeline. (Vk) Explain key aspects of the reign of the last Anglo-Saxon kings. (Vk) Consider: How do you think Edward the Confessor might have felt about returning to England? (Vk) Distinguish between historically accurate & inaccurate events (Vk) <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>	
	Connections, contrasts and trends, using historical terms	<p>Know:</p> <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>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: Runes, runic alphabet, Latin alphabet, illuminated letter, manuscript, Venerable Bede 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>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>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 like for Victorian working children. (V) Consider living conditions of rich and poor children, life in workhouse (V) <p>What were Victorians schools like?</p> <ul style="list-style-type: none"> Find out how rules about how we could go to school changed over the Victorian period. (V) Debate main differences between Victorian school and modern-day school. (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>

<p style="text-align: center;">Address and ask valid questions.</p>	<p>Know:</p> <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>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: Paganism, Christianity, missionary, bishop, saint, cathedral, abbey, priory, Lindisfarne, Canterbury, Iona, Augustine, Aiden, Columba, Pope Gregory the Great King, kingdom, Alfred the Great, Edward the Elder, Aethelstred, King Athelstan Thing, outlaw, outlawed, law, speaker, criminal, justice, defendant, court, ordeal, wergild, legal system Maya, writing system, codex, codices, hieroglyphs, syllabogram, logogram</p>	<p>History as main subject:</p> <p>What were the causes of the Anglo-Saxons' conversion to Christianity?</p> <ul style="list-style-type: none"> Focus on the missionaries: Augustine, Aiden & Columba. How did they aid the conversion of the AS people? (A) Link to three key religious buildings: Canterbury Cathedral, Holy Island of Lindisfarne & Iona Abbey. (A) <p>Who was Alfred the Great?</p> <ul style="list-style-type: none"> Identify key facts about some Anglo-Saxon kings. (V) Compare the similarities and differences between two Anglo-Saxon kings: Alfred & King Athelstan What important or influential things did the two kings do? Why are they such important historical figures? (V) <p>Are there similarities between Anglo-Saxon & Viking legal systems compared to the modern legal system in Britain?</p> <ul style="list-style-type: none"> Demonstrate understanding of crime and punishment in Anglo-Saxon and Viking Britain. (V) Compare and contrast the Anglo-Saxon and Viking justice systems with the modern British justice system (V) <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>Links to History</p>
	<p style="text-align: center;">Select and organise relevant information from a range of sources</p>	<p>Know:</p> <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>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: Root meaning, village, town, country, kingdom, settlement, weaver, tanner, smith, potter, jeweller, woodworker, thatched roof Kingdom, Mercia, Wessex, Northumbria, East Anglia, Kent, Essex, Sussex, Bretwalda, hierarchy Sutton Hoo, archaeologist 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>

		<ul style="list-style-type: none"> 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 Mayan 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 Mayan civilisation. (M)
		<p>Links to History:</p> <ul style="list-style-type: none">

Year 6		
	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> <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, tricorn, 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 (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. 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
Connections, contrasts and trends, using historical terms	<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) 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
Address and ask valid questions.	<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>History as main subject:</p> <ul style="list-style-type: none"> Do you agree with corporal punishment? (BB) How could a criminal be held to account? (BB) What if the Nazis had won the war? (BB) Could this happen again? (BB)

	<p>Use vocabulary: economic, military, religious, social, living memory, Spitfire, Messerschmitt, Lancaster bomber, swastika, Morse code, evacuation, sabotage, decoy, resistance, tricorn, 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>	<ul style="list-style-type: none"> • 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?
		<ul style="list-style-type: none"> • Links to History:
<p>Select and organise relevant information from a range of sources</p>	<p>Know:</p> <p>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>	<ul style="list-style-type: none"> • History as main subject: • 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. <ul style="list-style-type: none"> • Links to History: • Compare Botany Bay then and now (SD) • Identify similarities and differences in geography of Dover, England and Dover, Australia. (SD)