



Barrowby CE Primary School

History Curriculum

Vision:

Our aim is to ensure children gain an understanding of the past and how history will shape their future.

Intent:

We endeavour to ensure that History fosters a sense of awe and wonder so that children develop curiosity about world history. Children should ask questions about aspects of the past including asking 'why' questions and challenging different perspectives of the past. Children will make links between periods studied and the present day; and how they can learn from the past to make positive changes to their lives and society.

Implementation:

We teach the History National Curriculum through carefully sequenced units of learning that build knowledge and skills year on year. The key skills of chronology, enquiry and historical vocabulary are built on each year, giving pupils opportunity to apply these in different contexts to deepen their understanding of how historical perspectives are created. For some units, teachers have the opportunity to use planning from the Historical Association to support their planning and delivery of topics.

Children will develop chronology skills through ordering and sequencing events; and using timelines. Children's knowledge and progression of historical terms will be embedded throughout the History curriculum and developed through discussion and writing based activities. Historical enquiry skills are an integral part of history learning and will be developed through the use of artefacts and texts, and detailed analysis of these sources.

The History curriculum in our school will be enriched by relevant trips and visits to historical sites and by welcoming visitors in to school to further deepen children's immersion in to history topics.

For pupils with SEND, it is important to focus on the pupils' strengths as well as identifying areas where they need more help, practice and consolidation. In general, pupils should have the opportunity to develop all the concepts, regardless of their SEN or disability. However, the approach to these concepts may have to be done differently with different groups of pupils and in accordance to individual need.

Impact:

Our History curriculum allows children to develop their critical thinking and enquiry skills through exploration of world and British history. Our curriculum allows our children to make excellent progress in both their historical knowledge and skills which is evidenced in individual History work books. Each term, children are able to consolidate their learning to answer a historical enquiry question making use of the skills and knowledge they have acquired across that topic. Children can make links between the past and present and can give reasons for some societal changes across time. Children enjoy learning about the past and can use their knowledge to become compassionate global citizens who understand how their history can influence and change the future.

Understanding the World: Past and Present for Reception Cycle A

Autumn Term		Spring Term	Summer Term	
Unit	Changes within living memory Childhood through time Family tree and toys	Changes beyond living memory Significant Individuals Alexander Graham Bell and Louis Braille	Local History Study How has Barrowby changed?	Event beyond living memory (Great Fire of London)
	By the end of this unit: Children can talk about the people in their family that are important to them. Children will understand and use vocabulary related to the passing of time in the correct context, e.g. 'yesterday' and 'before'. Children will listen to stories about real life people from beyond their own families detailing what life was like in the past. E.g Guy Fawkes	By the end of this unit: Children can talk about important jobs people in the community do and how they helps us, e.g. fire fighters, police officers, nurses, dentists, etc. Children will understand and use vocabulary related to the passing of time in the correct context, e.g. 'a long time ago', 'in the past'. Children can talk about similarities and differences between the past and present. Children can put events or objects in chronological order, with support from an adult.	By the end of this unit: 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	Me, my family, parents, mum, dad, grandparents, brother, sister, important, means a lot, yesterday, before, today, Guy Fawkes, different, timeline	Jobs, police, doctors, nurses, a long time ago, in the past, same, different, order, time	before, now, same, different, stories, jobs, a long time ago, yesterday, today, before, now	
Suggested support for children with additional needs	<ul style="list-style-type: none"> Photos and visual timelines to support application of knowledge Vocabulary bank to support use of historical terms Pre-prepared timelines of events to support chronological knowledge Songs to support retention of key information. 	<ul style="list-style-type: none"> Photos, videos and visual timelines to support application of knowledge Vocabulary bank to support use of historical terms Pre-prepared timelines of events to support chronological knowledge Songs to support retention of key information Real life visitors to support making learning relevant 	<ul style="list-style-type: none"> Photos and visual timelines to support application of knowledge Vocabulary bank to support use of historical terms Talking frame to support discussion Pre-prepared timelines of events to support chronological knowledge Songs to support retention of key information. 	
Assessment	Who is in my family and important to me?	What is different between now and the past?	What do I know about the past?	
	Children can talk about the people in their family that are important to them.	Children can talk about important jobs people in the community do and how they help us, e.g. fire fighters, police officers, nurses, dentists, etc.	Children can identify people in the school community who help them	

	Children can talk about past and present events in their own lives and in the lives of their family members.	Children can talk about past and present events in their own lives and in the lives of their family members and use past and future terms more accurately.	Children compare people's lives from past to their own experiences, using learnt time related vocabulary.
	Children will understand and use vocabulary related to the passing of time in the correct context, e.g. 'yesterday' and 'before'.	Children will understand and use vocabulary related to the passing of time in the correct context, e.g. 'a long time ago', 'in the past'.	Children comment on what life is like now and what life was like in the past using past, present and future vocabulary.
	Children will listen to stories about real life people from beyond their own families detailing what life was like in the past.	Children will learn about people from the past, looking at story books and non - fiction Books, and learn how they had an influence on the present.	Children say what they have learned about the past from reading story books and non - fiction texts.
	Children will know that their lives are different to the people in the past.	Children can talk about similarities and differences between the past and present.	Children will talk about similarities and differences between the past and their own lives using appropriate time related vocabulary.
	Children will create a simple timeline.	Children can put events or objects in chronological order, with support from an adult.	Children can put events or objects in chronological order based on what they have heard or read in class.

Understanding the World: Past and Present for Reception Cycle B

Autumn Term		Spring Term	Summer Term
Unit	Changes within living memory (Changes to the Seaside)	Significant Individuals (Explorers) Christopher Columbus, Gertrude Bell, Matthew Henson	Significant Individuals Florence Nightingale, Edith Cavell and Mary Seacole
	<p>By the end of this unit: Children can talk about the people in their family that are important to them.</p> <p>Children will understand and use vocabulary related to the passing of time in the correct context, e.g. 'yesterday' and 'before'.</p> <p>Children will listen to stories about real life people from beyond their own families detailing what life was like in the past. E.g Guy Fawkes</p>	<p>By the end of this unit: Children can talk about important jobs people in the community do and how they helps us, e.g. fire fighters, police officers, nurses, dentists, etc.</p> <p>Children will understand and use vocabulary related to the passing of time in the correct context, e.g. 'a long time ago', 'in the past'.</p> <p>Children can talk about similarities and differences between the past and present.</p> <p>Children can put events or objects in chronological order, with support from an adult.</p>	<p>By the end of this unit: Talk about the lives of the people around them and their roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>
Vocabulary	Me, my family, parents, mum, dad, grandparents, brother, sister, important, means a lot, yesterday, before, today, Guy Fawkes, different, timeline	Jobs, police, doctors, nurses, a long time ago, in the past, same, different, order, time	before, now, same, different, stories, jobs, a long time ago, yesterday, today, before, now
Suggested support for children with additional needs	<ul style="list-style-type: none"> Photos and visual timelines to support application of knowledge Vocabulary bank to support use of historical terms pre-prepared timelines of events to support chronological knowledge songs to support retention of key information. 	<ul style="list-style-type: none"> Photos, videos and visual timelines to support application of knowledge vocabulary bank to support use of historical terms pre-prepared timelines of events to support chronological knowledge songs to support retention of key information real life visitors to support making learning relevant 	<ul style="list-style-type: none"> Photos and visual timelines to support application of knowledge vocabulary bank to support use of historical terms talking frame to support discussion pre-prepared timelines of events to support chronological knowledge songs to support retention of key information.
Assessment	Who is in my family and important to me?	What is different between now and the past?	What do I know about the past?
	Children can talk about the people in their family that are important to them.	Children can talk about important jobs people in the community do and how they help us, e.g. fire fighters, police officers, nurses, dentists, etc.	Children can identify people in the school community who help them,
	Children can talk about past and present events in their own lives and in the lives of their family members.	Children can talk about past and present events in their own lives and in the lives of their family members and use past and future terms more accurately.	Children compare people's lives from past to their own experiences, using learnt time related vocabulary.

	Children will understand and use vocabulary related to the passing of time in the correct context, e.g. 'yesterday' and 'before'.	Children will understand and use vocabulary related to the passing of time in the correct context, e.g. 'a long time ago', 'in the past'.	Children comment on what life is like now and what life was like in the past using past, present and future vocabulary.
	Children will listen to stories about real life people from beyond their own families detailing what life was like in the past.	Children will learn about people from the past, looking at story books and non - fiction Books, and learn how they had an influence on the present.	Children say what they have learned about the past from reading story books and non - fiction texts.
	Children will know that their lives are different to the people in the past.	Children can talk about similarities and differences between the past and present.	Children will talk about similarities and differences between the past and their own lives using appropriate time related vocabulary.
	Children will create a simple timeline.	Children can put events or objects in chronological order, with support from an adult.	Children can put events or objects in chronological order based on what they have heard or read in class.

The History Curriculum for Year 1 Cycle A

	Autumn Term		Spring Term	Summer Term
Unit	Changes within living memory Childhood through time Family tree and toys 3 hours	Changes beyond living memory Significant Individuals Alexander Graham Bell and Louis Braille 3 hours	Local History Study How has Barrowby changed? 6 hours	Event beyond living memory (Great Fire of London) 6 hours
	<p>By the end of this unit:</p> <ul style="list-style-type: none"> • Who is on their family tree and how they are related • How their childhoods differ from their parents and grandparents • Ability to order and sequence objects • To identify similarities and differences in toys from the past and today 	<p>By the end of this unit:</p> <ul style="list-style-type: none"> • Understand these people are famous • Explain what impact Alexander Graham Bell and Louis Braille have on life today • Find similarities and differences between technologies then and now 	<p>By the end of this unit:</p> <ul style="list-style-type: none"> • Identify some ways houses and buildings have changed over time and identify some features we can use to compare buildings and change • Explore ways the buildings in the local area have changed over time • To use photos to identify different ways Barrowby has changed over time 	<p>By the end of this unit:</p> <ul style="list-style-type: none"> • To explain what the Great Fire of London was • Using stories and other sources of information, respond to questions about the event • To discuss the different ways we know about the Great Fire of London
Vocabulary	family, important, toys, old, new, now, then, past, order, same, different, related, childhood	Louis Braille, braille, Alexander Graham Bell, telephone, impact, importance, achievements, created, blind, communication	Barrowby, village, over time, houses, buildings, comparison, same, different, change, photographs, maps, school, church, roads, fields, similarities, differences	City, fire, London, Pudding Lane, order, past, present, similarities, differences, diary, Samuel Pepys, change, firefighting, modern, old

Suggested support for children with additional needs	<ul style="list-style-type: none"> • Visual aids • artefacts and photos to support retention and application of learning • sentence starters to support written responses • videos to support visual learners. 		<ul style="list-style-type: none"> • Digimaps • Photos and village walk to support application of learning • talking frames to support independent discussion • scaffolded resources (e.g, map outline) to support independent accessing of the curriculum. 	<ul style="list-style-type: none"> • Photos and videos to support with retention and understanding • pre-prepared timelines to support chronological knowledge • knowledge bank to support key knowledge or concepts, • vocabulary bank to support written outcomes • talking frames to support independent discussion • visitors to make learning relevant • hot-seating to keep learning active • pre-teaching to support retention • using stories to allow learning to permeate other aspects of the curriculum.
	Assessment	How have toys changed over time?		How has Barrowby changed over time?
Step				
1	To understand what a family tree is	To know who Louis Braille is and what he created	To be able to compare houses and buildings and identify similarities and differences between them	To understand London in the past and present day and to identify similarities and differences
2	To describe the toys I play with and compare these to the toys my parents played with	To understand who Alexander Graham Bell is and what his achievements are	To look at our local area (Barrowby) and identify what kinds of buildings there are in the village.	To learn about life in 17 th Century London
3	To explore toys from the past		To look at buildings in the village and label features on them. Compare these to other buildings in the village.	To be able to identify and order the events of the Great Fire of London
4	To order toys based on how old they are		Order different houses and buildings chronologically, considering similarities and differences	To look at the ways we know about the Great Fire of London (e.g. Samuel Pepys' diary)
5			Using different sources of information, such as photos, consider how the area of Barrowby has changed over time	To consider how the Great Fire changed London
6			Create a map of the village and using colours and symbols indicate the different ages of buildings	To reflect on what we have learned about the Great Fire and what we have learned from this (including modern day fire prevention)

The History Curriculum for Year 1 Cycle B

	Autumn Term		Spring Term	Summer Term
Unit	Changes within living memory (How have holidays changed) 3 hours	Significant Individuals Guy Fawkes 3 hours	Significant Individuals (Explorers) Christopher Columbus, Matthew Henson, Gertrude Bell 6 hours	Significant Individuals Florence Nightingale, Edith Cavell and Mary Seacole 6 hours
	By the end of this unit: <ul style="list-style-type: none"> • What do people like about the seaside and how this has changed over time • How to use photos and objects to learn about the past • Recognise the past can be recorded and represented in different ways 	By the end of this unit: <ul style="list-style-type: none"> • Recognise how Bonfire Night is celebrated today and can describe key parts of the celebration • Recall the name Guy Fawkes and some relevant vocabulary about the Gunpowder Plot • Be able to retell the story of the Gunpowder Plot • Use experiences of stories and films to discuss whether Guy Fawkes was a good or bad person 	By the end of this unit: <ul style="list-style-type: none"> • Consider the achievements of these people and why they are significant • Compare the lives of these individuals and identify similarities and differences between them • Answer questions using examples of evidence taken from stories to show understanding 	By the end of this unit: <ul style="list-style-type: none"> • Identify similarities and differences between the lives of these individuals • What impact did they have on nursing? • To understand different ways the past is represented
Vocabulary	Long ago, year, decade, photographs, films, diaries, letters, newspapers, time order, Victorians, 1930s, 1960s, Punch and Judy, donkey rides, similar, the same as, different, change, living memory, present, past,	Houses of Parliament, West Minister, monarch, king, opinion, gunpowder, Catholic, Protestant, gunpowder, King James I, Robert Catesby, Guy Fawkes, government,	Achievements, importance, same, different, similarities, differences, evidence, stories, individuals, explorers, perspectives, discovery, America, Arctic, legacy, Christopher Columbus, Matthew Henson, Gertrude Bell, expedition, challenges, long ago, years	Same, different, similarities, differences, effect, nursing, role, Florence Nightingale, Mary Seacole, Edith Cavell, change, compare, importance, significance, challenges, war, long ago, years, decades

	then, now, holidays, leisure, free time, holiday camps, transport, planes, trains, information, sources, opinions, questions	Britain, plot, bonfire, Bonfire Night, 5th November		
Suggested support for children with additional needs	<ul style="list-style-type: none"> • Sentence starters to support written outcomes • photos, postcards, objects, videos and discussions of real experiences to support application of learning to real life • emotion bank and pre-teach of the concept of good and bad to allow engagement for the final assessment. 	<ul style="list-style-type: none"> • Photos and videos to support with retention and understanding • pre-prepared timelines to support chronological knowledge • knowledge bank to support key knowledge or concepts • vocabulary bank to support written outcomes • talking frames to support independent discussion. 	<ul style="list-style-type: none"> • Photos and videos to support with retention and understanding • pre-prepared timelines to support chronological knowledge, knowledge bank to support key knowledge or concepts • vocabulary bank to support written outcomes • talking frames to support independent discussion • relevant visitors to encourage application of learning to real life. 	
Assessment	Was Guy Fawkes a good or bad person?	Which explorer's achievements are the most significant?	What impact have these nurses had on nursing?	
Step				
1	What is a holiday?	To discuss how we celebrate Bonfire Night	Who is Christopher Columbus and when did he live? What are his achievements as an explorer?	To understand what nursing is and the role nurses play in our lives
2	Discuss what holidays we have been on.	To listen to and retell stories about the Gunpowder Plot	To consider different perspectives on Columbus's 'discovery' of America	To understand who Florence Nightingale was and can discuss how she has improved nursing
3	To use information sources to explore aspects of holidays in the past	To find out who Guy Fawkes is	Who is Matthew Henson and when did he live? What are his achievements as an explorer?	To understand who Mary Seacole was and what her impact on nursing was
4	To use different information sources to explore holidays within living memory	To discuss if Guy Fawkes is a good or bad person	To consider different perspectives on Henson's expedition to the Arctic	To understand who Edith Cavell was and how she changed nursing
5	To explain how the seaside has changed over time and how this has changed our holidays		Who is Gertrude Bell and when did she live? What are her achievements as an explorer?	To compare the lives of different nurses from the past
6			To consider what Bell's legacy is	To consider why these nurses are significant and the impact they have had on nursing and our lives today
7			To discuss which of these explorers is the most significant and why	

The History Curriculum for Year 2 Cycle A

	Autumn Term		Spring Term	Summer Term
Unit	Changes within living memory Childhood through time Family tree and toys 3 hours	Changes beyond living memory Significant Individuals Alexander Graham Bell and Louis Braille 3 hours	Local History Study How has Barrowby changed? 6 hours	Event beyond living memory (Great Fire of London) 6 hours
	By the end of this unit: <ul style="list-style-type: none"> Who is on their family tree and how they are related How their childhoods differ from their parents and grandparents Ability to order and sequence objects while explaining reasoning To identify similarities and differences 	By the end of this unit: <ul style="list-style-type: none"> Understand why these people are famous; explain the significance of their achievements and discuss the impact Alexander Graham Bell and Louis Braille have had on life today Compare and contrast technologies then and now 	By the end of this unit: <ul style="list-style-type: none"> Identify different ways buildings have changed over time To identify and use different features of buildings to make judgements on their age To explore ways buildings in the area have changed over time, offering some ideas on why these changes happened In what ways Barrowby has changed and what evidence there is for this To use different sources of information to compare Barrowby in the present to Barrowby in the past and to explain how we know about these changes and to suggest reasons on as to why these changes happened 	By the end of this unit: <ul style="list-style-type: none"> To explain what the Great Fire of London was and why it was a significant event Respond to questions using stories and other information they have used to learn about the time An understanding of how we know about the Great Fire of London and to be able to discuss the quality of different sources of information

	between toys from the past and today, and offer some explanation for these			
Vocabulary	family, important, toys, old, new, now, then, past, order, same, different, related, childhood, compare, represented, extended, leisure, sequence	Louis Braille, braille, Alexander Graham Bell, telephone, impact, significance, importance, achievements, invented, created, disability, blind, communication	Barrowby, village, over time, houses, buildings, comparison, same, different, change, photographs, maps, school, church, roads, fields, similarities, differences, long ago, decades, years	City, fire, London, Pudding Lane, order, past, present, similarities, differences, diary, Samuel Pepys, change, firefighting, modern, old, prevention, time order, cause, spread
Suggested support for children with additional needs	<ul style="list-style-type: none"> Visual aids, artefacts and photos to support retention and application of learning sentence starters to support written responses videos to support visual learners. 		<ul style="list-style-type: none"> Digimaps photos and village walk to support application of learning talking frames to support independent discussion scaffolded resources (e.g, map outline) to support independent accessing of the curriculum. 	<ul style="list-style-type: none"> Photos and videos to support with retention and understanding pre-prepared timelines to support chronological knowledge knowledge bank to support key knowledge or concepts vocabulary bank to support written outcomes talking frames to support independent discussion visitors to make learning relevant hot-seating to keep learning active, pre-teaching to support retention using stories to allow learning to permeate other aspects of the curriculum.
Assessment	How have toys changed over time?		How has Barrowby changed over time?	Did the Great Fire of London change our lives today
Step				
1	To understand what a family tree is and who is represented on it.	To know who Louis Braille is and what he created	To be able to compare houses and buildings and identify similarities and differences between them	To understand London in the past and present day and to identify similarities and differences
2	To describe the toys I play with and compare these to the toys my parents played with	To understand who Alexander Graham Bell is and what his achievements are	To look at our local area (Barrowby) and identify what kinds of buildings there are in the village and what other historical features can be found	To learn about life in 17 th Century London

3	To explore toys from the past	To explain the significance of these individuals and what impact they have had on life today	To look at buildings in the village and label features on them. Compare these to other buildings in the village, including those from different historical periods.	To be able to identify and order the events of the Great Fire of London
4	To order toys based on how old they are		Order different houses and buildings chronologically, consider similarities and differences, and reasons for these	To look at the ways we know about the Great Fire of London (e.g. Samuel Pepys' diary)
5			Using different sources of information, such as photos and maps, consider how the area of Barrowby has changed over time	To consider how the Great Fire changed London
6			Create a map of the village and using colours and symbols indicate the different ages of buildings and other differences in the village. Discuss findings	To reflect on what we have learned about the Great Fire and what we have learned from this (including modern day fire prevention)

The History Curriculum for Year 2 Cycle B

	Autumn Term		Spring Term	Summer Term
Unit	Changes within living memory (Changes to the holidays) 3 hours	Significant Individuals Guy Fawkes 3 hours	Significant Individuals (Explorers) Christopher Columbus, Matthew Henson, Gertrude Bell 6 hours	Significant Individuals Florence 6 hours

	<p>By the end of this unit:</p> <ul style="list-style-type: none"> • What do people like about the seaside and how this has changed over time • How to use photos and objects to learn about the past • Recognise the past can be recorded and represented in different ways 	<p>By the end of this unit:</p> <ul style="list-style-type: none"> • Recognise how Bonfire Night is celebrated today and can describe key parts of the celebration • Recall the name Guy Fawkes and relevant vocabulary about the Gunpowder Plot • Be able to retell the story of the Gunpowder Plot • Use experiences of stories and films, and some relevant evidence sources to justify whether Guy Fawkes was a good or bad person 	<p>By the end of this unit:</p> <ul style="list-style-type: none"> • Consider the achievements of these people and why they are significant • Compare the lives of these individuals and identify similarities and differences between them • Answer questions using examples of evidence taken from stories to show understanding 	<p>By the end of this unit:</p> <ul style="list-style-type: none"> • Identify similarities and differences between the lives of these individuals • What impact did they have on nursing? • To understand different ways the past is represented
Vocabulary	<p>Long ago, year, decade, photographs, films, diaries, letters, newspapers, time order, Victorians, 1930s, 1960s, Punch and Judy, donkey rides, similar, the same as, different, change, living memory, present, past, then, now, holidays, leisure, free time, holiday camps, transport, planes, trains, information, sources, opinions, questions</p>	<p>Houses of Parliament, West Minister, monarch, king, opinion, gunpowder, Catholic, Protestant, gunpowder, King James I, Robert Catesby, Guy Fawkes, government, Britain, plot, bonfire, Bonfire Night, 5th November</p>	<p>Achievements, significance, similarities, differences, evidence, stories, individuals, explorers, perspectives, discovery, America, Arctic, legacy, Christopher Columbus, Matthew Henson, Gertrude Bell, expedition, challenges, time order, long ago, years</p>	<p>Same, different, similarities, differences, effect, nursing, role, Florence Nightingale, Mary Seacole, Edith Cavell, change, compare, importance, significance, challenges, war, long ago, years, decades</p>
Suggested support for children with additional needs	<ul style="list-style-type: none"> • Sentence starters to support written outcomes 		<ul style="list-style-type: none"> • Photos and videos to support with retention and understanding • pre-prepared timelines to support chronological knowledge 	<ul style="list-style-type: none"> • Photos and videos to support with retention and understanding • pre-prepared timelines to support chronological knowledge

	<ul style="list-style-type: none"> photos, postcards, objects, videos and discussions of real experiences to support application of learning to real life emotion bank and pre-teach of the concept of good and bad to allow engagement for the final assessment. 	<ul style="list-style-type: none"> knowledge bank to support key knowledge or concepts vocabulary bank to support written outcomes talking frames to support independent discussion. 	<ul style="list-style-type: none"> knowledge bank to support key knowledge or concepts vocabulary bank to support written outcomes talking frames to support independent discussion relevant visitors to encourage application of learning to real life. 	
Assessment	Was Guy Fawkes a good or bad person?	Which explorer's achievements are the most significant?		What impact have these nurses had on nursing?
Step				
1	What is a holiday? Why do we go on holiday?	To discuss how we celebrate Bonfire Night	Who is Christopher Columbus and when did he live? What are his achievements as an explorer?	To understand what nursing is and the role nurses play in our lives
2	Discuss what holidays we have been on and why people might travel there	To listen to and retell stories about the Gunpowder Plot, using sources of information to research and add details about the story	To consider different perspectives on Columbus's 'discovery' of America	To understand who Florence Nightingale was and can discuss how she has improved nursing
3	To use information sources to explore aspects of holidays in the past (beyond living memory i.e. Victorian)	To find out who Guy Fawkes is	Who is Matthew Henson and when did he live? What are his achievements as an explorer?	To understand who Mary Seacole was and what her impact on nursing was
4	To use different information sources to explore holidays within living memory	To justify whether Guy Fawkes was a good or bad person using information gathered from different information sources	To consider different perspectives on Henson's expedition to the Arctic	To understand who Edith Cavell was and how she changed nursing
5	To explain how the seaside has changed over time and how this has changed our holidays. Are these all good changes?		Who is Gertrude Bell and when did she live? What are her achievements as an explorer?	To compare the lives of different nurses from the past
6			To consider what Bell's legacy is	To consider why these nurses are significant and the impact they have had on nursing and our lives today
7			To discuss which of these explorers is the most significant and why	

The History Curriculum for Year 3

	Autumn Term	Spring Term	Summer Term
Unit	Changes in Britain from the Stone Age to the Iron Age 12 hours	Ancient Greece 12 hours	The achievements of the earliest civilisations (Ancient Egypt) 12 hours
	<p>By the end of this unit:</p> <ul style="list-style-type: none"> • The names of key pre-historic eras in Britain • The influence of Stonehenge on religion • What life was like during each pre-historic era with a focus on food (hunter-gatherer) and technology • To understand how knowledge of the past is constructed 	<p>By the end of this unit:</p> <ul style="list-style-type: none"> • When the Ancient Greek civilisation rose and fell, and what was happening in Britain at this time • How the Ancient Greeks influenced our life today (e.g. government, the Olympics, language) 	<p>By the end of this unit:</p> <ul style="list-style-type: none"> • Make links between Ancient Egypt and pre-historic Britain (e.g. society, technology, language) • Understand where and when the Ancient Egyptian civilisation was • Understand the role of Egyptian gods and rituals and how this influenced Ancient Egyptian life (e.g. pyramids, mummification)
<small>Vocabulary</small>	Bronze, stone, iron, Age, earliest, civilisations, Skara Brae, alloy Celt, settlement, roundhouse, prehistoric, beliefs, significance, primary, secondary, Flag Fen,	Ancient, Greece, Greek, myths, past, present, century, centuries, comparison, government, Britain, Olympic Games, change, cause, legacy, significance,	Ancient, Egypt, Africa, Tutankhamun, culture, River Nile, significance, pyramids, gods, goddesses,

	hillfort, tribes, farming, gathering, agriculture, similarities, difference, archaeologist, BC, AD, millennium, decade, century, culture, artefacts	architecture, attitudes, artefacts, primary, secondary, evidence, first-hand, second-hand, BC	mummification, ritual, artefacts, art, canopic jars, rule, Pharaoh, civilisation, society, BC
Suggested support for children with additional needs	<ul style="list-style-type: none"> • Timelines to support with chronological understanding • pre-teach concepts to support with retention, knowledge bank to support retention of key concepts • vocabulary bank to support use of historical terms, misconceptions addressed (e.g. no dinosaurs) to support with accurate historical knowledge • Objects, photos and videos used to support practical and visual learners • talking frames, to support independent discussion, storyboards to support with scaffolding learning 	<ul style="list-style-type: none"> • Timelines to support with chronological understanding • pre-teach concepts to support with retention, knowledge bank to support retention of key concepts • vocabulary bank to support use of historical terms • objects, photos and videos used to support practical and visual learners • talking frames, to support independent discussion • storyboards to support with scaffolding learning 	<ul style="list-style-type: none"> • Timelines to support with chronological understanding • pre-teach concepts to support with retention and understanding of 'why' (e.g. mummification) • knowledge bank to support retention of key concepts • vocabulary bank to support use of historical terms • objects, photos and videos used to support practical and visual learners • talking frames to support independent discussion • storyboards to support with scaffolding learning
Assessment	How was life different in pre-historic Britain?	What did the Ancient Greeks give us?	What was life like in Ancient Egypt?
Step			
1	To explain what daily life was like in a Stone Age settlement	To understand who the Ancient Greeks were and compare their lifestyles	To understand who the Ancient Egyptians were
2	To understand how artefacts construct stories about the past	To understand Greek myths and consider how they influence our understanding of the past	To understand who Tutankhamun was and his influence on Egyptian culture.
3	To understand the different periods of the Stone Age	To compare and contrast life in Ancient Greece to today	To understand the process of mummification
4	To understand the impact the Bronze Age had on how humans lived	To look at how Ancient Greece was governed and compare to Britain today	To learn about the importance of the River Nile.
5	To explore the impact of farming on how people lived and what they ate	To explore the Olympic Games and how they have changed	To explore the secrets and mysteries of the pyramids
6	How was life different for people in pre-historic Britain to people in modern-day Britain?	What was the most important legacy of the Ancient Greeks?	To compare and contrast daily life in Ancient Egypt
(Optional)	To explore prehistoric animals? To identify the significance of the Stone Henge?	To use architecture to understand attitudes towards Ancient Greece	To understand some of the gods and goddesses the Ancient Egyptians believed in

The History Curriculum for Year 4

The History Curriculum for Year 4			
	Autumn Term	Spring Term	Summer Term
Unit	The Roman Empire and its impact on Britain 12 hours	Local History Study Significant places in Grantham 12 hours	Britain's settlement by Anglo-Saxons and Scots 12 hours
	<p>By the end of this unit:</p> <ul style="list-style-type: none"> • Where and when the Roman Empire was and make comparisons with Britain at the same time • Understand the Roman invasion of Britain and Boudica's revolt • Understand aspects of Roman life (e.g. gods, language) 	<p>By the end of this unit:</p> <ul style="list-style-type: none"> • Understand Belton House is within Belton Park, where this is and how it has changed over time • Name the family who lived at Belton House and what their life was like • What impact has Belton House had on the town of Grantham 	<p>By the end of this unit:</p> <ul style="list-style-type: none"> • Who the Anglo-Saxons were and where they came from • What life was like as an Anglo-Saxon in a settlement • What happened to the Romans in Britain • What impact did the Anglo-Saxons have on life in Britain

	<ul style="list-style-type: none"> To use artefacts and other evidence sources to justify opinions about the Romans' legacy 		
Vocabulary	Romans, Rome, Italy, Boudicca, Britain, Celts, gods, goddesses, deities, civilisations, infrastructure, empire, Iceni, roads, primary, secondary, evidence, impact, legacy, similarities, differences, comparison, Hadrian's Wall, rebellion, soldier	Tourist attraction, park, estate, house, family, architecture, significance, primary, secondary, local, chronology, past, estate village, formal gardens, change, consequence, finance, war, similarity, difference, Brownlow family, lord	Settlement, civilisation, Anglo-Saxons, kingdoms, religion, religious beliefs, archaeology, Sutton Hoo, primary evidence, secondary evidence, significance, Alexander the Great, change, cause, consequence
Suggested support for children with additional needs	<ul style="list-style-type: none"> Maps to support where the Roman Empire was visual aids to support pre-existing knowledge talking frames to support independent discussion vocabulary bank to encourage use of correct terminology knowledge bank to support retention of key information timelines to support chronological knowledge objects, photos and videos to support visual and practical learners pre-teach to support retention scribing to support writing stamina. 	<ul style="list-style-type: none"> Maps to support where Belton House is in relation to Barrowby visual aids to support pre-existing knowledge talking frames to support independent discussion vocabulary bank to encourage use of correct terminology knowledge bank to support retention of key information timelines to support chronological knowledge objects, photos and videos to support visual and practical learners pre-teach to support retention scribing to support writing stamina visits to support with cultural capital 	<ul style="list-style-type: none"> Scaffolded resources to support with labelling activities maps to support where the Anglo-Saxons came from and settled visual aids to support pre-existing knowledge talking frames to support independent discussion vocabulary bank to encourage use of correct terminology knowledge bank to support retention of key information timelines to support chronological knowledge objects, photos and videos to support visual and practical learners pre-teach to support retention, scribing to support writing stamina.
Assessment	What is the legacy of the Romans?	What makes Belton House significant?	How did life in Britain change under Anglo-Saxon rule?
Step			
1	To understand where and when the Roman Empire was and how it came to be	To understand where Belton Park and Belton House are and to identify how this area has changed over time	To understand who the Anglo-Saxons were, where they came from and why they came to Britain
2	To consider what life was like for children in Roman times and how we know this	To understand who used to live at Belton House	To understand what Kingdoms are and the location of different Anglo-Saxon Kingdoms in England
3	To consider what life was like for soldiers in the Roman Empire	To investigate the lives of people who worked at Belton House	To understand what life was like for an Anglo-Saxon

		(Could be supported by trip to Belton House – workshops could include “Who am I” and “How has the park changed over time”?)	
4	To understand how the Romans conquered Britain and Boudica’s Rebellion	To explore and identify changes in Belton’s architecture	To explore Anglo-Saxon religious beliefs
5	To explore what impact the Romans have had on life today (language, architecture, infrastructure)	To understand what an ‘estate village’ is and what this meant for Belton House	To discuss Alfred the Great and whether he is a significant historical figure
6	To understand what religious beliefs the Romans had and know about some of the gods and goddesses that they worshipped.	What makes Belton House significant?	To explore the findings at Sutton Hoo
7	What is the legacy of the Romans?		How did life change in Britain under Anglo-Saxon rule?

The History Curriculum for Year 5

	Autumn Term	Spring Term	Summer Term
Unit	The achievements of the earliest civilisations (Shang Dynasty) 12 hours	The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor 12 hours	A study of a theme or aspect in British history that extends pupils chronological knowledge beyond 1066 (Leisure and Entertainment across the 20th Century) 12 hours
	<p>By the end of this unit:</p> <ul style="list-style-type: none"> • Where and when the Shang Dynasty was and how it came to be • The Shang Dynasty's achievements and its impact • How history is constructed and what this does and does not tell us about the Shang • Comparisons to other ancient civilisations 	<p>By the end of this unit:</p> <ul style="list-style-type: none"> • Understand who the Vikings were and where they came from • The impact of the Viking invasion on life in Britain 	<p>By the end of this unit:</p> <ul style="list-style-type: none"> • How people's entertainment habits changed over the 20th Century and why • What impact new technology had on British people • The significance of social events such as the cinema, holidays and the Sixties
<small>Vocabulary</small>	Oracle bones, archaeologists, Fu Hao, tomb, primary source, secondary source, intact, looters, dynasty, overthrow, founded, empire, jade, bronze, artefacts, China, ancient, civilisation, beliefs, reign, society, hierarchy, Zhou, Shang, Xia, perspectives, interpretation, evidence, significance, impact, difference, cause, consequence, change	Vikings, Anglo-Saxons, raid, invade, settlers, primary source, secondary source, enquiry, artefact, evidence, chronological order, longship, wergild, law and punishment, justice, time line, Danelaw, Lindisfarne, long house, perspective, vicious, civilisation, settlement, borders	Butlin's, Billy Butlin, cause, consequence, similarities, differences, war, coronation, technology, holidays, transport, society, cinema, TV, the Internet, 20 th Century, significance, impact

Suggested support for children with additional needs	<ul style="list-style-type: none"> • Maps to support where the Shang Dynasty was • visual aids to support pre-existing knowledge • talking frames to support independent discussion • vocabulary bank to encourage use of correct terminology • knowledge bank to support retention of key information • timelines to support chronological knowledge • objects, photos and videos to support visual and practical learners • pre-teach to support retention • scribing to support writing stamina • previous knowledge bank to support with comparison activities. 	<ul style="list-style-type: none"> • Maps to support where the Vikings came from and settled • visual aids to support pre-existing knowledge • talking frames to support independent discussion • vocabulary bank to encourage use of correct terminology • knowledge bank to support retention of key information • timelines to support chronological knowledge • objects, photos and videos to support visual and practical learners • pre-teach to support retention, scribing to support writing stamina. 	<ul style="list-style-type: none"> • Timelines to support with identifying context for different events and chronological knowledge • visual aids to support pre-existing knowledge • talking frames to support independent discussion • vocabulary bank to encourage use of correct terminology • knowledge bank to support retention of key information • objects, photos and videos to support visual and practical learners • pre-teach to support retention, scribing to support writing stamina • discussion of own or others' experiences to support with understanding of developments
Assessment	How do we know about the Shang and how significant were they?	Were the Vikings that vicious?	How has leisure and entertainment developed over the 20th Century and how has it impacted life today?
Step			
1	To understand where and when the Shang lived	To understand who the Vikings were and where they came from and to discuss how they lived in Britain	To discuss and understand the role cinemas have played in British leisure time
2	To understand what life was like in the Shang Dynasty for different people	To explain what life was like for Anglo-Saxons living in Viking Britain	To understand how holidays have changed over time
3	To explore Shang Gods and religious beliefs	To explain what life was like for Vikings in Viking Britain	To consider whether the sixties was a time of revolution in Britain
4	To explore oracle bones and consider the significance of these	To compare and contrast Anglo-Saxon punishments with the modern day British Justice System	To consider the developing role of television in Britain
5	To explore Fu Hao's tomb and consider what we can and can't learn about the Shang from this	To consider what religious beliefs Vikings held	To explore how technological developments affect our lives today
6	To compare the Shang Dynasty to the Bronze Age in Britain	To argue 'Were the Vikings that vicious?'	How has leisure and entertainment developed over the 20 th Century and how does it impact life today?
7	To consider the significance of the Shang		

The History Curriculum for Year 6

	Autumn Term	Spring Term	Summer Term
Unit	A study of a theme or aspect in British history that extends pupils chronological knowledge beyond 1066 (World War II – Life in Britain and the impact of the Blitz)	A non-European society that provides contrast with British history: Maya Civilization (c. AD 900)	A study of a theme or aspect in British history that extends pupils chronological knowledge beyond 1066 (Crime and Punishment from the Anglo-Saxons)
	By the end of this unit: <ul style="list-style-type: none"> • What World War II was and how it started • The impact of World War II on Britain and the world including rationing, transport and the economy • To understand the role of the War in Grantham’s history • To see the War from different people’s perspectives • To be able to explain the significance of the Blitz as part of World War II • To make uses of different historical sources to make judgements 	By the end of this unit: <ul style="list-style-type: none"> • Understand where and when the Mayas lived and what impact they had • To understand what caused the end of the ancient Mayan civilisation • To consider how our understanding of the past is constructed, consider the reliability of this and think about alternative perspectives of an event • To make comparisons and contrasts with other civilisations and think about cause and consequence 	By the end of this unit: <ul style="list-style-type: none"> • Understand how and why crime and punishment changes over time • To understand punishments from the Anglo-Saxons through to present day including Middle Ages, the Tudors and the Victorians • Consider how changes to crime and punishment might have affected society

Vocabulary	Allies, Nazis, Axis, Germany, USSR, Soviet Union, raid, Blitz, evacuation, evacuees, Battle of Britain, Kindertransport, significant, primary, secondary, evidence, perspectives, invasion, dictatorship, tyrant, democracy, Winston Churchill, Adolf Hitler, United Kingdom, France, Italy, Russia, Grantham, bomb, Front Line, factories, munitions	Mayas, comparison, civilisation, ancient, South America, reliability, beliefs, gods, early writing, inventions, invasion, raids	Crime and punishment, justice, chronology, perspectives, primary evidence, secondary evidence, society, change, cause, consequence, effect, similarities, differences, Middle Ages, Tudors, Victorians, judicial
Suggested support for children with additional needs	<ul style="list-style-type: none"> • Maps to support with involved countries • visual aids to support pre-existing knowledge • talking frames to support independent discussion • vocabulary bank to encourage use of correct terminology • knowledge bank to support retention of key information • timelines to support chronological knowledge • objects, photos and videos to support visual and practical learners • pre-teach to support retention • scribing to support writing stamina • visits to support cultural capital 	<ul style="list-style-type: none"> • Maps to support where the Mayas lived • visual aids to support pre-existing knowledge • talking frames to support independent discussion • vocabulary bank to encourage use of correct terminology • knowledge bank to support retention of key information • timelines to support chronological knowledge • objects, photos and videos to support visual and practical learners • pre-teach to support retention • scribing to support writing stamina. 	<ul style="list-style-type: none"> • Visual aids to support pre-existing knowledge • talking frames to support independent discussion • vocabulary bank to encourage use of correct terminology • knowledge bank to support retention of key information • timelines to support chronological knowledge • objects, photos and videos to support visual and practical learners • pre-teach to support retention • scribing to support writing stamina • visits to support with cultural capital.
Assessment	Is the Blitz all we need to know about World War II?	How does life in Mayan civilisations compare to life in Britain c. AD 900?	How has the British judicial system changed and why might this be?
Step			
1	To understand what World War II is, how it started and who was involved	Where and when did the Maya live?	To understand what crime and punishment is and why this might change
2	How significant was the Blitz?	To consider Maya gods and beliefs	To understand what crime and punishment was like in Anglo-Saxon times and the Middle Ages
3	What was the impact of the war on Grantham?	To understand what the Maya writing system was and compare this to that from other civilisations	To consider Tudor crime and punishments and how this was different
4	What was it like to be a child in World War II?	To consider the significance of Maya inventions (e.g. calendars, roads, numbers)	To look at 'The Highway Man' and decide if he is a villain or a hero
5	How significant was the impact of World War II on women?	To consider the impact Spain had on the Maya civilisations	To explore Victorian prisons
6	What role did men play in the war?	To compare life in ancient Maya civilisations and life in Viking Britain	To look at crime and punishment in the 20 th and 21 st Century
7	Understand the Blitz in context with the rest of World War II – is the Blitz all we need to know about?	<i>Optional:</i> Exploration of Maya foods (e.g. chocolate)	To discuss how the judicial system has changed and why this might be; noting similarities, differences and examples of connections or causations (e.g. deterrent, to rehabilitation, no more capital punishment etc)

<i>Optional</i>	When was the most dangerous time to live in Britain?		
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