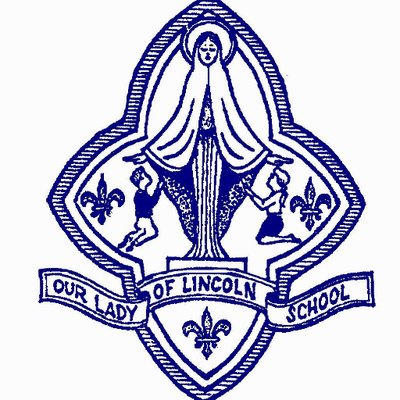
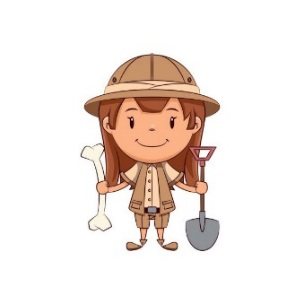
**Our Lady of Lincoln Catholic Primary School**

**History Curriculum**



**History Whole School Long Term Overview**

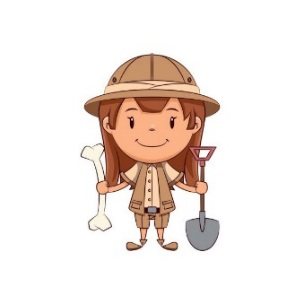
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|  | **Content 1** | **Content 2** | **History themed week** |
| **YEAR 1** | Transport  **Is the transport we use now better than in the past?** | Remembrance Day  **Do we need to remember events that happened a long time ago?** | Kings and Queens |
| **YEAR 2** | Explorers  **Is there anywhere left to explore?** | History of Lincoln’s Buildings  **Is Lincoln special?** | Kings and Queens |
| **YEAR 3** | Ancient Egypt  **Were the same things important to people in Ancient Egypt as now?** | The Romans  **Did the Romans do anything for us?** | Stone Age to Iron Age |
| **YEAR 4** | Saxons, Vikings and Scots  **Can conflict lead to improvements?** | Lincoln’s Role in the World Wars  **Did Lincoln play an active role in the World Wars?** | The Suffragettes |
| **YEAR 5** | The history of West Africa (overview)  In depth aspect – Slavery  **Have we learnt from the mistakes of the past?** | The Industrial Revolution  **Does progress mean improvement?** | The history of medicine |
| **YEAR 6** | Ancient Greek legacy  **Will WE leave a legacy behind?** | Crime and Punishment through British history.  **Does one person have the right to decide another’s punishment?** | Mistakes throughout history |

      **Year 1 History Programme of Study**

**Project: Transport**

**Question: Is the transport we use now better than in the past?**

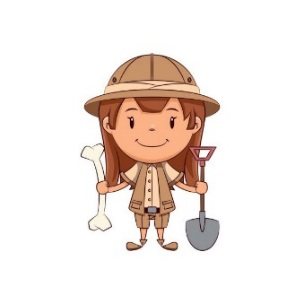
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| **Curriculum aims**: Be positive, Be respectful, Be resilient, Be independent, Be knowledgeable, Be ambitious, Be confident. | | |
| **Curriculum drivers**: **Communication, Health, World Citizen, Beliefs, Aspiration** | | |
| **Key Knowledge (the non-negotiable facts)**  **To know statements:-**  **Ask the project question at the start of the unit:**  **To know different types of transport and compare their similarities and differences**   * *Boats, aeroplanes, helicopters, tanks, cars, trains, bikes, buses,* * *The vocabulary of similar and different* * *Describe the appearances of different transport e.g. how many wheels, have they got wings? are they big or small?*   **To know the different uses of transport and the reasons for change over time**   * *Trade, leisure, work, (emergency services, commuting) Children could sort into different categories* * *To communicate how transport has become more efficient (e.g. horse and carriage may have been used in the past to deliver items and now we have trains - how is this more efficient?* * *Look specifically at transport from the past using photos and other sources and what its purpose was.*   **To know the names of transport used in key world events**   * *To know the parts of a tank and its use in World War 1*   **To know how boats have been used in History and make simple observations (Viking, Ancient Egypt, Slavery, Captain Scott) (Health, Beliefs)**   * *Use photographic evidence to show Viking Longboats, Egyptian ships, Slavery ships and Captain Scott’s ship* * *Comment “this photo tells me…”*   **To know the Early History of flight and the significance of the Wright Brothers (Aspiration)**   * *To know who the Wright Brothers were and why they were important - share a story about them.* * *To comment on early failures of flight* * *Sequence photos of different plane designs*   **To know how cars have changed through time and how we may drive cars in the future (World Citizen-reducing pollution)**   * *Wheels, Steam, petrol, electric* * *Changes in cars linked to the wheels, how many people can use it, what would happen in different weather and safety features.* * *Recent sources on the new development of electric cars for children to comment on.* * *A basic understanding of how cars affect the environment*   **Refer back to the project question at the end of the unit:** | **Key concepts (historical skills) from progression document**   |  |  | | --- | --- | |  | **Key Stage 1** | | **Continuity and change in and between periods** | \*Identify similarities / differences between ways of life at different times in family life and the local community. | | **Chronology** | \*Develop an awareness of the past  \*Use common words and phrases relating to the passing of time  \*Identify similarities / differences between periods  \*sequence photos etc from different periods of their life | | **Cause and Consequence** | \*Recognise why people did things, why events happened and what happened as a result  \*Reasons for change in people’s lives over time and the results. | | **Similarities and differences in and between periods (diversity)** | \*Make simple observations about different types of events within a society | | **Evidence and contestability** | \*Ask and answer questions \*  \*Understand some ways we find out about the past  \*Choose and use parts of stories and other sources to show understanding | | **Core vocabulary:**  **Tier 3**  Tanks (hull, turret, tracks)  Commuting  Trade  Leisure  Longboats  Steam  Petrol  Electric  Pollution    **Tier 2**  Compare  Similarities  Differences  Vocabulary  Sources  Evidence  Comment  Sequence  Efficient |
| **Curriculum threads to be covered:-**  **Reading** –   * Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently, * Be encouraged to link what they read or hear read to their own experiences, * Discuss word meanings, linking new meanings to those already known, * Discuss the significance of the title and events, * Explain clearly their understanding of what is read to them.   **Computing** –  **British Values:**   * To encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely *(to raise awareness of the impact of transport on the environment; to grow in knowledge of how transport can be used responsibly to ensure reduction in pollution; to understand that transport has a direct impact on plant and animal life too).* * To enable students to acquire a broad general knowledge of and respect for public institutions and services in England *(to be aware of the contributions of transport in connecting the world; to respect public transport and use it safely and respectfully).*   **PSHE** – Living in the wider World ˃Rules, Rights and Responsibilities - CORAM Life Education- ***Why we have rules(classroom)*** (Year 1) | | |
| **Previous learning which will support the learning and skill development in this topic:** | | |

      **Year 1 History Programme of Study**

**Project: Remembrance Day**

**Question: Do we need to remember events that happened a long time ago?**

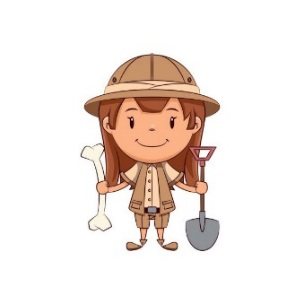
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| **Curriculum aims**: Be positive, Be respectful, Be resilient, Be independent, Be knowledgeable, Be ambitious, Be confident. | | |
| **Curriculum drivers**: **Communication, Health, World Citizen, Beliefs, Aspiration** | | |
| **Key Knowledge (the non-negotiable facts)**  **To know statements:-**  **Ask the project question at the start of the unit:**  **To know that we all have memories of people and events**   * *Birthdays, starting school, new sibling, riding a bike etc* * *To know the vocabulary of describe, memories* * *To sequence and comment on photos/drawings*   **To know when Remembrance Day is and who we remember (World Citizen, Beliefs)**   * *To know that we remember anyone who served or lost in any way, in any war since WW1 through Remembrance/Armistice Day* * *Soldiers, medical staff, those still at home during the war, families who have lost people* * *To make simple observations about similarities/differences between then and now when studying images and stories about people/occupations/events during the war* * *To understand that we can find out about the past using these stories/images as evidence (historical sources)*   **To know the different ways we have to remember (World Citizen)**   * *To know what  memorials/monuments and wreaths are and describe why it is important to commemorate veterans* * *To know what we can learn from War Memorials and that they are a type of historical source* * *To know that the poppy is a symbol of Remembrance because it grew in Flanders Fields during World War 1* * *To know the location of a War Memorial in our community(Lincoln)*   ***Year 1 to take the lead on collecting money for poppies in the school at this time.***  **Refer back to the project question at the end of the unit:** | **Key concepts (historical skills) from progression document**   |  |  | | --- | --- | |  | **Key Stage 1** | | **Chronology** | \*Develop an awareness of the past  \*Use common words and phrases relating to the passing of time  \*sequence photos etc from different periods of their life  \*describe memories of key events in lives | | **Cause and Consequence** | \*Recognise why people did things, why events happened and what happened as a result | | **Similarities and differences in and between periods (diversity)** | \*Make simple observations about different types of people, events within a society | | **Significance of people / events** | \*Describe important events in their own lives.  \*Give reasons for why a local site is regarded as important. | | **Evidence and contestability** | \*Ask and answer questions  \*Understand some ways we find out about the past  \*Choose and use parts of stories and other sources to show understanding | | **Core vocabulary:**  **Tier 3**  Remembrance Day  Armistice Day  Wreaths  Monuments  Memorials  Commemorate  Veterans  World War 1  Flanders Fields    **Tier 2**  Describe  Memories  Symbol  Vocabulary  Sources  Evidence  Comment  Sequence |
| **Curriculum threads to be covered:-**  **Reading** –   * Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently, * Be encouraged to link what they read or hear read to their own experiences, * Draw on what they already know or on background information and vocabulary provided by the teacher, * Participate in discussion about what is read to them, taking turns and listening to what others say.   **Computing** –  **British Values:**   * To encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely *(to develop awareness of reason for raising money for poppies and how this has an impact on the lives of those who serve/served in different services).* * To enable students to acquire a broad general knowledge of and respect for public institutions and services in England *(to develop awareness of the various public services that protect our country and keep it safe; to respect the work of different institutions that support war veterans).*   **PSHE** – Health and Wellbeing ˃ keeping Safe - CORAM Life Education- ***Who can help us?*** (Year 1) | | |
| **Previous learning which will support the learning and skill development in this topic:** | | |

      **Year 2 History Programme of Study**

**Project: History of Lincoln’s buildings**

**Question: Is Lincoln special?**

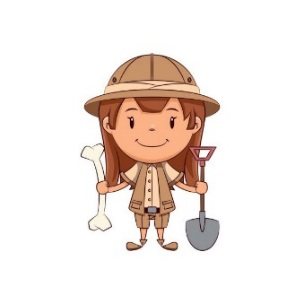
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| **Curriculum aims**: Be positive, Be respectful, Be resilient, Be independent, Be knowledgeable, Be ambitious, Be confident. | | |
| **Curriculum drivers**: **Communication, Health, World Citizen, Beliefs, Aspiration** | | |
| **Key Knowledge (the non-negotiable facts)**  **To know statements:-**  **Ask the project question at the start of the unit:**  **To know some significant buildings in Lincoln and why they are considered important**  ***-*** *E.g*.*Lincoln Cathedral, Lincoln Castle, Harding House, High Bridge,*  *Jews Court, Jews House, Leigh-Pemberton House, Lincoln*  *Guildhall, Medieval Bishop’s Palace, Exchequer Gate, the Water*  *Tower*  *- To give reasons why these sites are regarded as important*  *- To know the vocabulary ‘significant’*  **To know who William the Conqueror was and why he came to England (Bayeux Tapestry)**   * *To know that the Normans invaded England after the Battle of Hastings(Norman Conquest)* * *To use sources to find out more about William the Conqueror.* * *To describe William the Conqueror’s point of view at different key stages of his life.*   **To know why Lincoln Castle was built and the features of its design.**   * *William the Conqueror ordered the building of the castle as part of his strategy to control the rebellious North of the kingdom.* * *The Normans used the remaining stone walls left from the Roman city* * *To know the parts and functions of a Motte and Bailey castle and the advantages and disadvantages of the design.*     **To k To know what life would have been like in Lincoln castle**   * *Understand the different events that would have happened at the Castle e.g. battles, royal feasts, the courts, dungeons.* * *Children to have an understanding of daily medieval life for different people in society e.g. peasants, nobles, women, children*   *.*  **To know some of the history of Lincoln Cathedral (Beliefs, World Citizen)**   * *Built in 1088 by the first Bishop of Lincoln.* * *It has suffered many collapses - from fires to earthquakes but been reconstructed each time.* * *Recognise some of the key parts such as the Dean’s Eye Window, Chapter House, The Soldier’s Chapel* * *Recognise why conservation of the building is important.*   **Refer back to the project question at the end of the unit:** | **Key concepts (historical skills) from progression document**   |  |  | | --- | --- | |  | **Key Stage 1** | | **Continuity and change in and between periods** | \*Identify similarities / differences between ways of life at different times in the local community. | | **Chronology** | \*Develop an awareness of the past  \*Use common words and phrases relating to the passing of time | | **Cause and Consequence** | \*Recognise why people did things, why events happened and what happened as a result | | **Similarities and differences in and between periods (diversity)** | \*Make simple observations about different types of people, events, beliefs within a society | | **Significance of people / events** | \*Give reasons for why a local site is regarded as important. | | **Evidence and contestability** | \*Ask and answer questions  \*Understand some ways we find out about the past  \*Choose and use parts of stories and other sources to show understanding | | **Perspectives** | \*Understand a point of view within a historical context. | | **Core vocabulary:**  **Tier 3**  motte and bailey  Normans  Battle of Hastings  Conquest  Invasion  Medieval  **Tier 2**  significant  sources  evidence  bias/point of view  observations  similarities  differences  rebellious  strategy  functions  conservation |
| **Curriculum threads to be covered:-**  **Reading** –   * Listen to, discuss and express views about a wide range of non-fiction at a level beyond that at which they can read independently, * Discuss the sequence of events in books and how items of information are related, * Discuss and clarify the meanings of words, linking new meanings to known vocabulary, * Draw on what they already know or on background information and vocabulary provided by the teacher, * Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say.   **Computing** –  **British Values:**   * To encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely *(to grow and develop a sense of pride in the Historic buildings in our locality; to raise awareness of reasons for supporting local projects to conserve Historic buildings).* * To enable students to acquire a broad general knowledge of and respect for public institutions and services in England *(to develop in-depth knowledge of the richness of historical heritage in the Historic buildings in our locality and understand the role of local public institutions and services that support conserve and develop the heritage of these buildings).*   **PSHE** – Relationships ˃Healthy Relationships- CORAM Life Education- ***Sharing opinions***(Year 2) | | |
| **Previous learning which will support the learning and skill development in this topic:** | | |

      **Year 2 History Programme of Study**

**Project: Explorers**

**Question: Is there anywhere left to explore?**

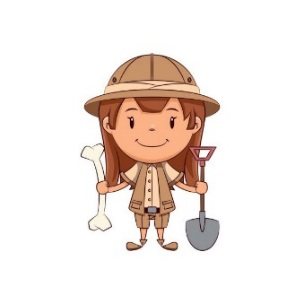
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| **Curriculum aims**: Be positive, Be respectful, Be resilient, Be independent, Be knowledgeable, Be ambitious, Be confident. | | |
| **Curriculum drivers: Communication, Health, World Citizen, Beliefs, Aspiration** | | |
| **Key Knowledge (the non-negotiable facts)**  **To know statements:-**  **Ask the project question at the start of the unit:**  **To know what an explorer is and learn about some different explorers.**   * *Amelia Earhart, Amy Johnson(local), Christopher Columbus,*   *Robert Scott, Tim Peake (local)*   * *Children to place these explorers chronologically on a timeline.* * *Share key information about each of the explorers. Can the children then raise questions that they would want to ask these explorers if they were here today?* * *Children should identify what we now know today BECAUSE of these explorers e.g. We know that America exists because of Christopher Columbus. We know more about Antarctica because of Robert Scott. Link these to children’s geographical knowledge about continents last year. What has their impact been?*   **To know why some people are ‘significant’ (Aspiration)**   * *Use the people studied above to study in more detail. Significant means “worthy of attention”. Discuss with children the findings of these explorers that make them “worthy of attention.”* * *Choose and use parts of stories and other sources to show understanding.*   **To know how exploration has changed over time**   * *To know the vocabulary ‘similarities, differences, observations, compare’* * *Look at the explorers studied - how did they complete their exploration? What did they do? e.g. recorded diaries of their observations or use satellite photos etc. Children could rate how useful their records of exploration are* * *Link this to sources and how these help us learn about History. Discuss modern day exploration with the children e.g. use of drones to film places that may be inhabitable (as one example) Robotic missions are now taking place of the seabed. Research examples.*   **To know how explorers’ transport has changed over time and how we might explore in the future**   * *Why might we continue exploring?(medical cures, knowledge, renewable energy sources) Where might we explore? (rainforests, seas and oceans, space) How?* ***Note:******This could link to various drivers – Health, World Citizen, Aspiration*** * *To give reasons why we might use different transport now to explore and how this might change the results. Children can build on their knowledge of transport from Year 1.*   **Refer back to the project question at the end of the unit:** | **Key concepts (historical skills) from progression document**   |  |  | | --- | --- | |  | **Key Stage 1** | | **Chronology** | \*Develop an awareness of the past  \*Use common words and phrases relating to the passing of time  \*Know where all people/events studied fit into a chronological framework  \*Identify similarities / differences between periods | | **Cause and Consequence** | \*Recognise why people did things, and what happened as a result | | **Similarities and differences in and between periods (diversity)** | \*Make simple observations about different types of people, events, beliefs within a society | | **Significance of people / events** | \*Talk about who was important eg in a simple historical account  \*Give reasons for why a local person is regarded as important. | | **Evidence and contestability** | \*Ask and answer questions \*  \*Understand some ways we find out about the past  \*Choose and use parts of stories and other sources to show understanding | | **Core vocabulary:**  **Tier 3**  Exploration  Aviator/aviation  Biplane  Altitude  Solo  Expedition  Space Station    **Tier 2**  Significant  Observations  Compare  Similarities  Differences  Sources  Chronological  Timeline  Sequence  Society |
| **Curriculum threads to be covered:-**  **Reading** –   * Listen to, discuss and express views about a wide range of non-fiction at a level beyond that at which they can read independently, * Discuss the sequence of events in books and how items of information are related, * Be introduced to non-fiction books that are structured in different ways, * Discuss and clarify the meanings of words, linking new meanings to known vocabulary, * Draw on what they already know or on background information and vocabulary provided by the teacher, * Answer and ask questions.   **Computing** –  **British Values:**   * To encourage respect for other people *(to raise awareness of the work of explorers and how this has had a huge impact on our knowledge of the world; to be aware of the risks taken to fulfil various explorations; to view contributions of various explorers as ’global’- their findings have had an impact on the whole world).* * To encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely *(How would our own explorations help? What impact would this have on us and those around us? To grow in confidence to show initiative when choosing an exploration: knowing WHY an exploration theme has been chosen).*   **PSHE** – Relationships˃Healthy Relationships- CORAM Life Education- ***Sharing opinions:cross-curricular skills*** (Year 2) | | |
| **Previous learning which will support the learning and skill development in this topic:**  **Year 1 History**  **-**  Different types of transport and comparing similarities and differences (boats, aeroplanes, helicopters, tanks, cars, trains, bikes, buses)   - Uses of transport (trade, leisure, work) and why they changed over time (efficiency)   - Using photographic evidence to show how boats have been used throughout History (Viking, Ancient Egypt, slavery, Captain Scott) - Early history of flight and why the Wright brothers were important   - How cars have changed throughout time and how they may be powered in the future (World Citizen – reducing pollution)  **Year 1 Geography**   * Knowledge of all continents which will be needed when children are looking at where explorers travelled. * Knowledge of the world’s oceans | | |

      **Year 3 History Programme of Study**

**Project: Roman Lincoln**

**Question: Did the Romans do anything for us?**

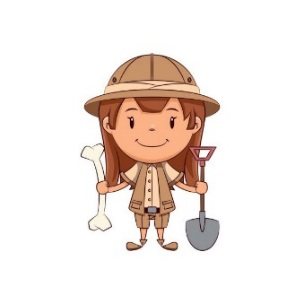
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| **Curriculum aims**: Be positive, Be respectful, Be resilient, Be independent, Be knowledgeable, Be ambitious, Be confident. | | |
| **Curriculum drivers**: **Communication, Health, World Citizen, Beliefs, Aspiration** | | |
| **Key Knowledge (the non-negotiable facts)**  **To know statements:-**  **Ask the project question at the start of the unit:**  **To know why the Romans invaded Britain**   * *To know that Ancient Rome was a powerful civilisation which ruled most of Europe for nearly 1,000 years (Britain for 400 years)* * *To know that historians believe Romans could have invaded Britain either because they were angry that Britain had helped France in battle against them or because they wanted valuable resources from Britain, such as copper, silver and gold* * *To use maps to understand how the Roman Empire spread using maps (Gdrive)*   **To know the chronology of Roman Britain**   * *To sequence some key events on a timeline of Roman Britain (timeline cards on Gdrive) and identify type of event eg settlement, battle, technology etc* * *To know who Cartimandua and Boudicca were and identify similarities and differences between them* * *To know the cause of  Boudicca leading the Iceni tribe against the Romans* * *To know that Emperor Hadrian built Hadrian’s Wall as a defence against the Pict tribes in Scotland, which the Romans never managed to make part of their Empire*   **To know how Lincoln changed when the Romans arrived and what life was like in Lindum Colonia** (link to ‘The Collection  visit)   * *To know Romans (Ninth Hispanic Legion) arrived in Lincoln around AD 50-60  and built a fortress on the site that is now Lincoln Castle.  -* * *To know the importance of Lincoln in Roman times - Ermine Street was a key military base, and with Fosse Way provided vital road links to other parts of the country* * *To know that around 90 AD, Lincoln became a Colonia ( self governed)for retired legionaries* * *To know some local Roman sites and their role in Roman Lincoln* <https://romanlincolnshire.wordpress.com/physical-remains-lincoln/>   + *Newport Arch, Forum Well, Mint Wall, Roman church site (at St Paul in the Bail)* * [*https://www.visitlincoln.com/trails/roman-heritage-trail-of-lincoln*](https://www.visitlincoln.com/trails/roman-heritage-trail-of-lincoln) * The above site details a Roman Heritage trail in our community, beginning in the Cathedral quarter and ending on the High Street     **To know the most significant Roman achievements (Aspiration)**   * *To know that the Romans had a great impact on civilisations that followed including - concrete, roads, baths, aqueducts, sewers, architecture, first bound book using papyrus from Egypt (codex)* * *To know that Romans didn’t invent roads, sewers and the alphabet but they did develop them (and we use their alphabet)* * *To know the vocabulary ‘significant’*   **To know the legacy of Roman Lincoln and Britain** (**World Citizen)**  (link to ‘The Collection’ visit and Roman sites above)   * *To know the vocabulary ‘legacy’* * *To know that historical evidence shows that before the Romans, very few people lived in Iron Age Lincoln. The building of roads connecting Lincoln to other parts of the country helped make it one of the area’s most important Roman towns and allowed future civilisations to settle here also* * *To know many things we take for granted today came from the Romans e.g. our calendar, alphabet, numbers, words (from Latin) towns and cities, some place names*   **Refer back to the project question at the end of the unit:** | **Key concepts (historical skills) from progression document**   |  |  | | --- | --- | |  | **Lower Key Stage 2** | | **Continuity and change in and between periods** | \*Describe / make links between main events, situations and changes within and across British society over a period of time. | | **Chronology** | \*place events from period studied on a time line  \*understand more complex terms e.g. BCE/AD  \*place events from period studied on a time line | | **Cause and Consequence** | \*Identify and give reasons for, results of, historical events, situations, changes | | **Similarities and differences in and between periods (diversity)** | \*Describe social, cultural, religious and ethnic diversity in Britain & the wider world | | **Significance of people / events** | \*Identify historically significant people and events in situations  \*The importance of the contributions of individuals and groups to their times. | | **Evidence and contestability** | \*Understand how knowledge of the past is constructed from a range of sources  \*Construct informed responses  \*Selecting and organising relevant historical information |   Note  As a school we will use the following:-  **BC**   = **before Christ** and comes **after** the year e.g. 487 BC  **AD**   = **in the year of our Lord** and comes **before** the year e.g. AD 2020  however, the below terms are becoming increasingly used therefore children need to be familiar with and understand these also:  **BCE**  = before common era and comes **after** the year e.g. 487 BCE  **CE**    = common era and also comes **after** the year e.g. 2020 CE  They represent the same time periods so 487 BC is the same as 487 BCE | **Core vocabulary:**  **Tier 3**  Republic  Empire  Forum  Colonnade  Lindum Colonia  Legion/legionaries  Fortress  Basilica  Aqueducts  Sewers  Codex  Picts  Tribes  Cartimandua  Boudicca  Hadrian  **Tier 2**  BC/AD  BCE/CE  Society  Cause and consequence  Significant  Legacy  Sources  Evidence |
| **Curriculum threads to be covered:-**  **Reading** –   * Listen to and discuss a wide range of non-fiction and reference books or textbooks, * Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context, * Ask questions to improve their understanding of a text, * Identify how language, structure, and presentation contribute to meaning, * Retrieve and record information from non-fiction .   **Computing** –  **British Values:**   * To enable students to acquire a broad general knowledge of and respect for public institutions and services in England *(to develop in-depth knowledge and awareness of Roman sites and their importance in Lincoln; to raise awareness of public institutions and services that protect these sites and develop respect for their work).* * To further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures *(to explore and respect the impact of Roman Britain in Lincoln; to describe and respect the social, cultural, religious and ethnic diversity in Britain and the wider world and develop respect for them).*   **PSHE** – Living in the Wider Community ˃ Caring for the Environment- CORAM Life Education- ***My Community*** (Year 3) | | |
| **Previous learning which will support the learning and skill development in this topic:**  **Year 1 & Year 2**  Y2 - History of Lincoln’s buildings - learnt that the Normans built Lincoln Castle  Understanding some different ways/sources we use to find out about the past   Vocabulary ‘significant’ relating to people (Explorers) in Y2  Identifying similarities and differences, making observations and giving reasons  **Year 3**  **Themed week** – **Stone Age to Iron Age** – Children will have learnt society consisted of Celts/tribes which were ruled separately and that the Roman invasion brought an end to the Iron Age.  Ancient Egypt - if taught before Romans - another ancient civilisation and were conquered by Romans. | | |
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       **Year 3 History Programme of Study**

**Project: Ancient Egypt**

**Question: Were the same things important to people in Ancient Egypt as now?**

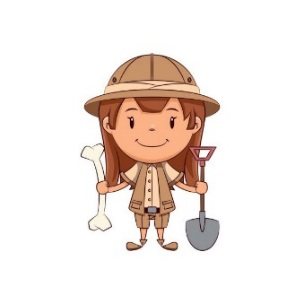
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| **Curriculum aims**: Be positive, Be respectful, Be resilient, Be independent, Be knowledgeable, Be ambitious, Be confident. | | |
| **Curriculum drivers**: **Communication, Health, World Citizen, Beliefs, Aspiration** | | |
| **Key Knowledge (the non-negotiable facts)**  **To know statements:-**  **Ask the project question at the start of the unit:**  **To know who the Ancient Egyptians were and how we know about them**   * *To know that Ancient Egypt was one of the greatest and most powerful civilisations in the history of the world. It was located along the banks of the River Nile in Northeast Africa.* * *To devise and attempt to answer questions about Ancient Egypt by examining artefacts e.g. objects found in tombs, games, jewellery and decorative items such as statues*   **To know****the chronology and duration of Ancient Egypt**   * *To know this civilisation lasted for over 3000 years from 3150 BC to 30 BC* * *To know that historians use two ways to look at Ancient Egypt:-* * ***Dynasties*** *- the families who held power and passed leadership of Pharaoh down through the family. (30 dynasties over 3000 years)* * ***Kingdoms and Periods*** *- three Kingdoms (Old, Middle and New) i(see below)* * *To know how the Ancient Egyptian civilisation  is broken into three time periods, known as kingdoms - the* ***Old Kingdom****, the* ***Middle Kingdom*** *and the* ***New Kingdom****. Ancient Egypt was at its most powerful during these times. The intervals between the kingdoms are called ‘intermediate periods’* * *To know the key events and achievements of the* ***Old Kingdom (2575 BC to 2150 BC)*** *-  the building of the pyramids, art flourishing, boats were built and trade was made with foreign civilisations by sailing the Red Sea and the Mediterranean. Most of what we know about this period is from tombs, pyramids and temples as cities were made from mud and destroyed.* * *To know the key events and achievements of the* ***Middle Kingdom (1975 BC to 1640 BC)*** *-  art continued to develop and the ‘block statue’ was introduced, a style which lasted 2000 years, writing and literature developed and was used for entertainment for the first time e.g. writing stories* * *To know the key events and achievements of the* ***New Kingdom (1520 BC to 1075 BC)*** *-   when Ancient Egypt was at its wealthiest and most powerful, conquered the most lands during this period while also expanding trade with many nations, pharaohs used wealth to build temples to gods and to honour themselves. Valley of the Kings is from the New Kingdom.*   **To know what life was like in Ancient Egypt**   * *To find out what was important to Ancient Egyptians and why - River Nile (food, soil, water,transportation) farming,  religion/afterlife,* * *To ask questions and compare life in Ancient Egypt with life now - e.g. homes, jobs, farming, games, clothes, art,*   **To know the importance of religion in Ancient Egypt (Beliefs)**   * *To know they worshipped many Gods and Goddesses and that temples were built to honour them (Key names - Ra, Isis, Osiris, Horus, Thoth)* * *To know the process of mummification, why it was done and that  this this was an important preparation for the afterlife* * *To understand how we can find out about Ancient Egyptian religion from tombs e.g. artefacts, photos, diaries (Howard Carter), newspaper reports etc*   **To know the most important Egyptian achievements (Communication)**   * *To know that many Ancient Egyptian inventions and technology greatly impacted on future civilisations e.g. makeup, toothbrush and toothpaste, developing their own medicines* * *To understand the importance of Ancient Egyptian writing, hieroglyphs and papyrus to keep records for trade and religion* * *To understand the importance of ship building - due to the River Nile this allowed travel and trade with  other civilisations, contributing to Ancient Egyptian wealth and power* * *To know that Ancient Egyptians  used maths and geometry to keep records for trading and for building pyramids,e.g. simple ramps and levers,*   **Refer back to the project question at the end of the unit:** | **Key concepts (historical skills) from progression document**   |  |  | | --- | --- | |  | **Lower Key Stage 2** | | **Continuity and change in and between periods** | \* Continuity and change over a broader period of time in another location. | | **Chronology** | \*Continue to develop chronologically secure knowledge of history  \*place events from period studied on a time line | | **Similarities and differences in and between periods (diversity)** | \*Describe social, cultural, religious and ethnic diversity in Britain & the wider world | | **Significance of people / events** | \*The importance of the contributions of individuals and groups to their times. | | **Evidence and contestability** | \*Regularly address and sometimes devise historically valid questions \*  \*Understand how knowledge of the past is constructed from a range of sources  \*Selecting and organising relevant historical information |   Note  As a school we will use the following:-  **BC**   = **before Christ** and comes **after** the year e.g. 487 BC  **AD**   = **in the year of our Lord** and comes **before** the year e.g. AD 2020  however, the below terms are becoming increasingly used therefore children need to be familiar with and understand these also:  **BCE**  = before common era and comes **after** the year e.g. 487 BCE  **CE**    = common era and also comes **after** the year e.g. 2020 CE  They represent the same time periods so 487 BC is the same as 487 BCE | **Core vocabulary:**  **Tier 3**  Nile (mouth)  Fertile  Minerals  Crops  Afterlife  Pharaoh  Dynasty  Tombs  Sarcophagus  Cartouche  Tutankhamun  Hieroglyphs    **Tier 2**  BC/AD  BCE/CE  Ancient  Civilisation  Chronology  Timeline  Duration  Interval  Culture/al  Compare  Similarities  Differences  Artefacts  Technology  Inventions |
| **Curriculum threads to be covered:-**  **Reading** –   * Listen to and discuss a wide range of non-fiction and reference books or textbooks, * Use dictionaries to check the meaning of words that they have read, * Identify main ideas drawn from more than one paragraph and summarise these, * Retrieve and record information from non-fiction, * Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.   **Computing** –  **British Values**   * To further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures *(to develop respect for cultural practices and traditions of other countries-exploring some of its roots in ancient Historical evidence)* * To encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England *(when exploring ancient Egyptian social structure, compare this with laws and democracy in England today- explore findings and develop respect for democratic processes and its impact on human rights).*   **PSHE** – Living in the Wider World ˃ Rules,Rights and Responsibilities- CORAM Life Education- ***Our friends and Neighbours*** (Year 3) | | |
| **Previous learning which will support the learning and skill development in this topic:**  **Year 1 & Year 2**  **-**  Understanding some different ways/sources we use to find out about the past   - Giving reasons   - Identifying similarities and differences and making observations  **Year 3**   * Romans were another ancient civilisation – they conquered Ancient Egypt * Chronology/timelines | | |

       **Year 4 History Programme of Study**

**Project: Anglo-Saxons, Vikings and Scots**

**Question: Can conflict lead to improvements?**

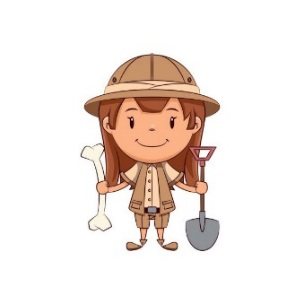
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| **Curriculum aims**: Be positive, Be respectful, Be resilient, Be independent, Be knowledgeable, Be ambitious, Be confident. | | |
| **Curriculum drivers**: **Communication, Health, World Citizen, Beliefs, Aspiration** | | |
| **Key Knowledge (the non-negotiable facts)**  **To know statements:-**  **Ask the project question at the start of the unit:**  **To know what life was like in Saxon England before the Viking raids**   * *To have an overview of Saxon/Scot invasions* * *To know the vocabulary ‘change and continuity’* * *To know that the Saxons came to Britain  (from Germany and Denmark) and settled after the Romans left* * *To know that Britain was made up of several kingdoms with different rulers and different strengths* * *To know what life was like in an Anglo-Saxon village*   **To know the chronology of the Saxon and Viking timelines**   * *To know the vocabulary ‘chronology, duration, interval, scale’* * *To know that the time after the Romans left was known as ‘The Dark Ages’* * *To know that power in different kingdoms was changing over time* * *To know that Saxons and Vikings weren’t always fighting, there were also agreements made over rule* * *To know some key events from the Saxon and Vikings struggle for power in Britain e.g. battles (resources on GDrive)*   **To know how the Vikings were viewed by the Saxons (Beliefs)**   * *To know the Saxons’ religious beliefs* * *To know about the Viking raid on Lindisfarne* * *To know the vocabulary, ‘perspective’*   **To know what Viking life was like in Britain**   * *To know the vocabulary, ‘invaders, settlers and traders’* * *To know that Vikings were also explorers and traders* * *To know that Vikings were accomplished at arts and crafts* * *To know about Viking society* * *To know the vocabulary Kings, Jarls, Karls and Thralls* * *To regularly address and sometimes devise historically valid questions*   **To know how the Viking and Saxon conflict changed the way England looked and was ruled.**   * *To know the vocabulary ‘geographical, political, social, cause and consequence’* * *To know that the prolonged conflict between the Saxons and Vikings changed the way the country both looked and was ruled* * *To know what Danelaw was* * *To know how Britain has changed geographically over time*   ***To know who King Alfred was and the impact of his rule. (Aspiration)***   * *To know that Alfred was the only English born king to be described as ‘Great’* * *To know that the decisions Alfred made led to some key changes including, organisation of the military forces of Wessex, introduction of the Navy to protect the coast and translated many texts into Anglo-Saxon* * *To know that the above changes led to an eventual victory for the Saxon Kings* * *To know that Alfred’s grandson, Aethelstan became the first King of England*   **Refer back to the project question at the end of the unit:** | **Key concepts (historical skills) from progression document**   |  |  | | --- | --- | |  | **Lower Key Stage 2** | | **Continuity and change in and between periods** | \*Describe / make links between main events, situations and changes within and across British society over a period of time. | | **Chronology** | \*Continue to develop chronologically secure knowledge of history  \*Establish clear narratives within and across periods studied  \*Note connections, contrasts and trends over time  \*place events from period studied on a time line  \*understand more complex terms e.g. BCE/AD | | **Cause and Consequence** | \*Identify and give reasons for, results of, historical events, situations, changes | | **Similarities and differences in and between periods (diversity)** | \*Describe social, cultural, religious and ethnic diversity in Britain & the wider world | | **Significance of people / events** | \*Identify historically significant people and events in situations  \*The importance of the contributions of individuals and groups to their times. | | **Evidence and contestability** | \*Regularly address and sometimes devise historically valid questions \*  \*Understand how knowledge of the past is constructed from a range of sources  \*Construct informed responses  \*Selecting and organising relevant historical information  \*Use historical sources, events or issues which may be interpreted differently by historians. | | **Perspectives** | \*Compare different points of views from the past. |    Note  As a school we will use the following:-  **BC**   = **before Christ** and comes **after** the year e.g. 487 BC  **AD**   = **in the year of our Lord** and comes **before** the year e.g. AD 2020  however, the below terms are becoming increasingly used therefore children need to be familiar with and understand these also:  **BCE**  = before common era and comes **after** the year e.g. 487 BCE  **CE**    = common era and also comes **after** the year e.g. 2020 CE  They represent the same time periods so 487 BC is the same as 487 BCE | **Core vocabulary:**  **Tier 3**  Pagan  Invaders  Settlers  Traders  Monastery  Jarls  Karls  Thralls  **Tier 2**  Change & continuity  Chronology  Interval  Duration  scale  Sources  Evidence  Perspective  Geographical  Social  Political  Society  Cause and consequence  Inquiry |
| **Curriculum threads to be covered:-**  **Reading**   * Listening to and discussing a wide range of non fiction and reference books or textbooks. * Use dictionaries to check the meaning of words they have read. * Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. * Asking questions to improve their understanding of a text.   **Computing**  **British Values:**   * To further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures *(to develop understanding of the impact of different invasions in Britain and describe the social, cultural, religious and ethnic diversity in Britain and the wider world in light of historical findings)*   **PSHE** – N/A | | |
| **Previous learning which will support the learning and skill development in this topic:**  **Year 1 & Year 2**  **-** Understanding some different ways/sources we use to find out about the past   -  Giving reasons   - Identifying similarities and differences and making observations   - Learning what an explorer is   - Themed week – Kings and Queens  **Year 3**   * Children will have learnt about the Romans as invaders/settlers and that they built Hadrian’s Wall * Chronology/timelines and associated vocabulary * Continuity and change | | |

        **Year 4 History Programme of Study**

**Project: Lincoln’s role in the World Wars**

**Question: Did Lincoln play an active role in the World Wars?**

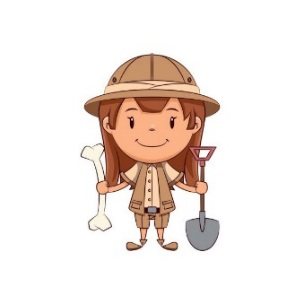
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| **Curriculum aims**: Be positive, Be respectful, Be resilient, Be independent, Be knowledgeable, Be ambitious, Be confident. | | |
| **Curriculum drivers**: **Communication, Health, World Citizen, Beliefs, Aspiration** | | |
| **Key Knowledge (the non-negotiable facts)**  **To know statements:-**  **Ask the project question at the start of the unit:**  **To know why WW1 started**   * *The Great War - WWI from 28th July 1914 – 11th November 1918* * *End of WWI celebrated every year on 11th November* * *During 1900’s Britain and France very powerful and had colonised lots of countries (mainly Asia/Africa)* * *Germany and other countries also wanted to be powerful so began building warships and armies* * *Archduke Franz Ferdinand shot* * *Countries allied together – Britain. France, Russia (Triple Entente)*   **To know how Lincoln industries contributed to munitions during WW1**   * *Lincoln had many agricultural manufacturers which changed to munitions* * *World’s first tank ‘Little Willie’ designed and built in Lincoln 1915* * *Lincoln one of biggest aviation manufacturers during WW1* * *RAF Cranwell became world’s first military air academy for training pilots* * *Propellers for planes were made in Lincoln*   **To know Lincoln’s role on the Home Front during WW1 (Aspiration)**   * *Importance of jobs at home during war (farming)* * *Role of women and how this led to changes including women’s movement* * *Rationing due to food being sent away to soldiers and less being imported* * *Increase in ‘growing your own’*   **To know how WWII started**   * *Lasted from September 1939 – September 1945* * *Adolf Hitler wanted more power for Germany so invaded Poland* * *Britain and France had agreed to help Poland if Germany invaded so declared war on Germany*   **To know Lincoln’s role on the front line during WWII**   * *Flat land in Lincolnshire good for runways  - RAF built many bases* * *Lincolnshire known as Bomber County due to number of RAF bases* * *Guy Gibson and the Dambusters Squadron* * *Battle of Britain*   **To know Lincoln’s role on the Home Front (Communication)**   * Evacuees (from Leeds and Coventry) * Women’s Land Army * Factories repairing bombers * Propaganda   **To know how communities in Lincolnshire remember sacrifice**   * Different types and features of war memorials * International Bomber Command – tallest in UK * Airman’s Chapel at Lincoln Cathedral   **Refer back to the project question at the end of the unit:** | **Key concepts (historical skills) from progression document**   |  |  | | --- | --- | |  | **Lower Key Stage 2** | | **Continuity and change in and between periods** | \*Describe / make links between main events, situations and changes within and across British society over a period of time. | | **Chronology** | \*Continue to develop chronologically secure knowledge of history | | **Cause and Consequence** | \*Identify and give reasons for, results of, historical events, situations, changes | | **Significance of people / events** | \*Identify historically significant people and events in situations  \*The importance of the contributions of individuals and groups to their times. | | **Evidence and contestability** | \*Understand how knowledge of the past is constructed from a range of sources  \*Construct informed responses  \*Use historical sources, events or issues which may be interpreted differently by historians. |   Note  As a school we will use the following:-  **BC**   = **before Christ** and comes **after** the year e.g. 487 BC  **AD**   = **in the year of our Lord** and comes **before** the year e.g. AD 2020  however, the below terms are becoming increasingly used therefore children need to be familiar with and understand these also:  **BCE**  = before common era and comes **after** the year e.g. 487 BCE  **CE**    = common era and also comes **after** the year e.g. 2020 CE  They represent the same time periods so 487 BC is the same as 487 BCE | **Core vocabulary:**  **Tier 3**  Colonised  Allies  Alliances  Triple Entente  Munitions  Munitionettes  Aviation  Home Front  Rationing  Squadron    **Tier 2**  Sources  Evidence  Bias/point of view  Observations  Similarities  differences |
| **Curriculum threads to be covered:-**  **Reading**   * Identifying main ideas drawn from more than one paragraph and summarising these. * Identifying how language, structure and presentation contribute to meaning. * Retrieve and record information from non-fiction   **Computing** – to be completed by Emma  **British Values:**   * To encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely *(to understand how individual and communal initiatives from people in Lincoln helped the country during the World Wars and link this with our current local and global needs – our own responsibility for behaviour and our initiatives CAN have a huge impact on society more widely. To enable pupils to understand that individuals who contributed were normal civilians: women, factory workers, families who took responsibility and contributed positively – to link this with today’s society).* * To enable students to acquire a broad general knowledge of and respect for public institutions and services in England *(to develop knowledge and understanding of richness of History in war memorials and other community landmarks in Lincolnshire; to develop respect for institutions and services that came forward during the World Wars and still do today; to understand the impact of their services on our everyday lives).*   **PSHE** - Living in the Wider World ˃ Rules, Rights and Responsibilities- CORAM Life Education- ***The People we share of World with*** (Year 4) | | |
| **Previous learning which will support the learning and skill development in this topic:**  **Year 1** - Transport, Remembrance Day  **Year 2** – History of Lincoln’s buildings | | |
| WW1  Various Lincolnshire information <https://www.bbc.co.uk/programmes/p01p34j4>             <https://www.lincstothepast.com/home/>     <https://www.visitlincoln.com/wwi>  WW2  Home Front   <https://www.ahleducation.org.uk/second-world-war/the-home-front/> | | |

        **Year 5 History Programme of Study**

**Project: Slavery (Inc history of West Africa/Benin overview)**

**Question: Have we learnt from mistakes made by past civilisations?**

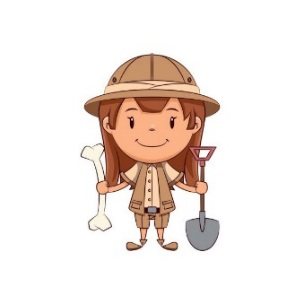
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| **Curriculum aims**: Be positive, Be respectful, Be resilient, Be independent, Be knowledgeable, Be ambitious, Be confident. | | |
| **Curriculum drivers**: **Communication, Health, World Citizen, Beliefs, Aspiration** | | |
| **Key Knowledge (the non-negotiable facts)**  **To know statements:-**  **Ask the project question at the start of the unit:**  **To know the history of Benin in West Africa (Beliefs)**   * *Ancient Kingdom of Benin was in what  is now Nigeria* * *There are different accounts regarding the history of Benin* * *Edo were first people in Benin, Edo and Yoruba people closely linked* * *Believed in many gods and that animals had souls and spirits* * *Farming, trading and tribes joining together contributed to growth of civilisation* * *British brough Benin civilisation to an end with ‘Benin Punitive Expedition’*   **To know how the early slave trade began in West Africa and why this changed**   * *Early slaves were usually criminals, prisoners captured during battles or those who had to leave their communities* * *Early slaves were treated fairly due to strict rules* * *able to marry, own land and could be educated* * *Change began with Arab Muslims raiding and trading for slaves to send to North Africa, Middle East and Southern Europe*   **To know why African slaves were transported to the Americas (Health)**   * *European settlers needed slaves to work on their plantations* * *Slaves were traders would hunt and capture people for slaves to sell, slave traders grew rich* * *Transatlantic Slave Trade, Trade Triangle, Middle Passage* * *Slaves were property and and no rules about treatment, huge supply so didn’t matter if they died due to poor treatment/conditions*   **To know what life was like as a slave**   * *Olaudah Equiano, Nat Turner, Harriet Tubman*   **To know some significant people involved in the abolition of slavery**   * *Olaudah Equiano, Nat Turner, Harriet Tubman, William Wilberforce,* * *Underground Railroad, Abolition of Slavery Act*   **To know how modern slavery compares with the past (World Citizen)**   * *Human Rights Act, human trafficking, debt bondage, arranged marriage, forced begging, child slavery \*\* sensitive subjects – consider content carefully\*\** * *To reflect on what has been learnt about the history of the slave trade*   **Refer back to the project question at the end of the unit:** | **Key concepts (historical skills) from progression document**   |  |  | | --- | --- | |  | **Upper  Key Stage 2** | | **Continuity and change in and between periods** | \* Reasons for change and continuity in a particular historical context. | | **Chronology** | \*place current study on time line in relation to other studies  \*make comparisons between different times in history | | **Cause and Consequence** | \*Question developments, decisions and events from the past that produced later actions, results or consequences. | | **Similarities and differences in and between periods (diversity)** | \*Understand and explain / analyse diverse experiences and ideas, beliefs, attitudes of men, women, children in past societies | | **Significance of people / events** | \*Identify historically significant people and events in situations . | | **Evidence and contestability** | \*Regularly address and sometimes devise historically valid questions \*  \*Selecting and organising relevant historical information  \*Use historical sources, events or issues which may be interpreted differently by historians depending on their perspectives and methods of inquiry. | | **Perspectives** | \*Understand different perspectives of participants in a particular historical context e.g. the conquered and the conqueror. |   Note  As a school we will use the following:-  **BC**   = **before Christ** and comes **after** the year e.g. 487 BC  **AD**   = **in the year of our Lord** and comes **before** the year e.g. AD 2020  however, the below terms are becoming increasingly used therefore children need to be familiar with and understand these also:  **BCE**  = before common era and comes **after** the year e.g. 487 BCE  **CE**    = common era and also comes **after** the year e.g. 2020 CE  They represent the same time periods so 487 BC is the same as 487 BCE | **Core vocabulary:**  **Tier 3**  Animists  Reincarnation  Dynasty  Abolition  Triangular Trade  Transatlantic slave trade  Middle passage  Exploitation  Auction  Plantation  Unethical  Segregation  Underground Railroad  Rebellion  Resistance  **Tier 2**  Compare  Analyse  Diversity  Similarities  Differences  Societies  Cause & consequence  Sources  Evidence  Interpret  Perspective  Inquiry |
| **Curriculum threads to be covered:-**  **Reading**   * Continuing to read and discuss a wide range of non fiction, including text books and reference books. * Draw inferences - focus on life as a slave from various sources. * Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others’ ideas and challenging views courteously. * Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.   **Computing**  **British Values:**   * To enable students to distinguish right from wrong and to respect the civil and criminal law of England *(to develop knowledge and raise awareness of laws in England that protect Human Rights; to develop awareness of the Human Rights Act and how laws have been framed to legislate them).* * To enable students to acquire a broad general knowledge of and respect for public institutions and services in England *(to raise awareness of public institutions and services that work to protect Human rights and prevent modern slavery)* * To encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England *(to raise awareness and understanding of democratic processes that empower citizens with rights; to understand that slavery stands against values of democracy in England).*   **PSHE** – Living in the Wider World ˃Healthy Rules, Rights and Responsibilities- CORAM Life Education- ***The Land of the Red People*** (Year 5)                Relationships˃Healthy Relationships- CORAM Life Education- ***Stop, Start, Stereotypes*** (Year 5) | | |
| **Previous learning which will support the learning and skill development in this topic:**  Year 1 (Transport) use of slave ships  Year 3 (Ancient Egypt) Study of another ancient civilisation from Africa  Year 5 (Music)  History of the Blues | | |
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        **Year 5 History Programme of Study**

**Project: Industrial Revolution**

**Question: Does progress mean improvement?**

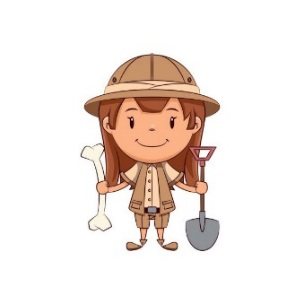
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| **Curriculum aims**: Be positive, Be respectful, Be resilient, Be independent, Be knowledgeable, Be ambitious, Be confident. | | |
| **Curriculum drivers**: **Communication, Health, World Citizen, Beliefs, Aspiration** | | |
| **Key Knowledge (the non-negotiable facts)**  **To know statements:-**  **Ask the project question at the start of the unit.**  **To know what the Industrial Revolution was and how it began**   * *British Empire* * *1750 -1900 over this 150 years Britain changed dramatically* * *Realisation that coal and steam could be used to power machines* * *Changed Britain from rural to industrialised and wealthy*   **To know how and why Britain changed during the Industrial Revolution**   * *Population grew from 10 million to 30 million (census)* * *Transport – cars, steam trains, roads, canals and railways* * *People migrating to towns,* * *Factories built, previously had been ‘cottage industries’* * *Quicker to both build and transport items*   **To know what life was like during the Industrial Revolution – (Health)**   * *Working conditions – long shifts, dangerous, no laws to protect workers* * *Living conditions – people migrated to towns near factories, houses close together, pollution, lack of clean water led to disease*   **To know what life was like for children in the Industrial Revolution (Health)**   * *Children worked from age 5 as families needed the money, chimney sweeps, mines, in machinery at factories as they were small* * *Reform to protect children introduced – Factory Act, Ragged Schools Union, Forster’s Act, Education Acts*   **To know key events and achievements from the Industrial Revolution – Aspiration/ Communication**   * *Steam engine to power machines, factories etc, textiles, converting iron to steel more quickly, passenger trains/railway, (inc London Underground) telephone, spinning jenny,*   **To know key events and achievements from the Industrial Revolution -  (Aspiration/ Communication)**   * *Crystal Palace and The Great Exhibition* * *Life after the Industrial Revolution – poverty, health problems, some became rich from railways/industry, more of the world had been explored*   **Refer back to the project question at the end of the unit.** | **Key concepts (historical skills) from progression document**   |  |  | | --- | --- | |  | **Upper  Key Stage 2** | | **Continuity and change in and between periods** | \* Reasons for change and continuity in a particular historical context. | | **Chronology** | \*place current study on time line in relation to other studies  \*make comparisons between different times in history | | **Cause and Consequence** | \*Question developments, decisions and events from the past that produced later actions, results or consequences. | | **Similarities and differences in and between periods (diversity)** | \*Understand and explain / analyse diverse experiences and ideas, beliefs, attitudes of men, women, children in past societies | | **Significance of people / events** | \*Identify historically significant people and events in situations  \*The importance of an historical event, development or individual in an historical context. | | **Evidence and contestability** | \*Regularly address and sometimes devise historically valid questions \*  \*Selecting and organising relevant historical information  \*Use historical sources, events or issues which may be interpreted differently by historians depending on their perspectives and methods of inquiry. | | **Perspectives** | \*Understand different perspectives of participants in a particular historical context e.g. the conquered and the conqueror. |   Note  As a school we will use the following:-  **BC**   = **before Christ** and comes **after** the year e.g. 487 BC  **AD**   = **in the year of our Lord** and comes **before** the year e.g. AD 2020  however, the below terms are becoming increasingly used therefore children need to be familiar with and understand these also:  **BCE**  = before common era and comes **after** the year e.g. 487 BCE  **CE**    = common era and also comes **after** the year e.g. 2020 CE  They represent the same time periods so 487 BC is the same as 487 BCE | **Core vocabulary:**  **Tier 3**  Rural  Cottage Industries  Industrial  Industry  Revolution  Migrating  Mines  Reform Act  Locomotive  Spinning jenny  Poverty  **Tier 2**  Compare  Analyse  Diversity  Similarities  Differences  Societies  Cause & consequence  Sources  Evidence  Interpret  Perspective  Inquiry |
| **Curriculum threads to be covered:-**  **Reading**   * Reading books that are structured in different ways and reading for a range of purposes. * Discussing their understanding and exploring the meaning of words in context. * Distinguish between statements of fact and opinion. * Retrieve, record and present information from non-fiction   **Computing**  **British Values :**   * To enable students to distinguish right from wrong and to respect the civil and criminal law of England *(to raise awareness of laws in England that protect the wellbeing of people at workplaces; to raise awareness of laws in England that protect the wellbeing and rights of children to education and a safe environment; to raise awareness of child labour laws and regulations present in England to protect children).* * To encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely *(to develop an understanding of the positive impact the industrial revolution had in enabling more of the world to be explored; to link this with the positive ever-growing changes around us that have an impact on our lives and society more widely).* * enable students to acquire a broad general knowledge of and respect for public institutions and services in England *(to raise awareness of Acts and Unions that protected the rights of children during the revolution; to develop respect for and raise awareness of institutions and services that are currently actively engaged in protecting the rights of children).*   **PSHE** – Living in the Wider World ˃ Rules, Rights and Responsibilities- CORAM Life Education- ***What’s the Story?*** (Year 5) | | |
| **Previous learning which will support the learning and skill development in this topic:**    **Year 1 (Transport)**  **Year 4 (Lincoln’s Role in the World Wars) changing role of factories**  **Year 5 (Slavery)** | | |

      **Year 6 History Programme of Study**

**Project: Crime and Punishment through British history**

**Question: Does one person have the right to decide another person’s punishment?**

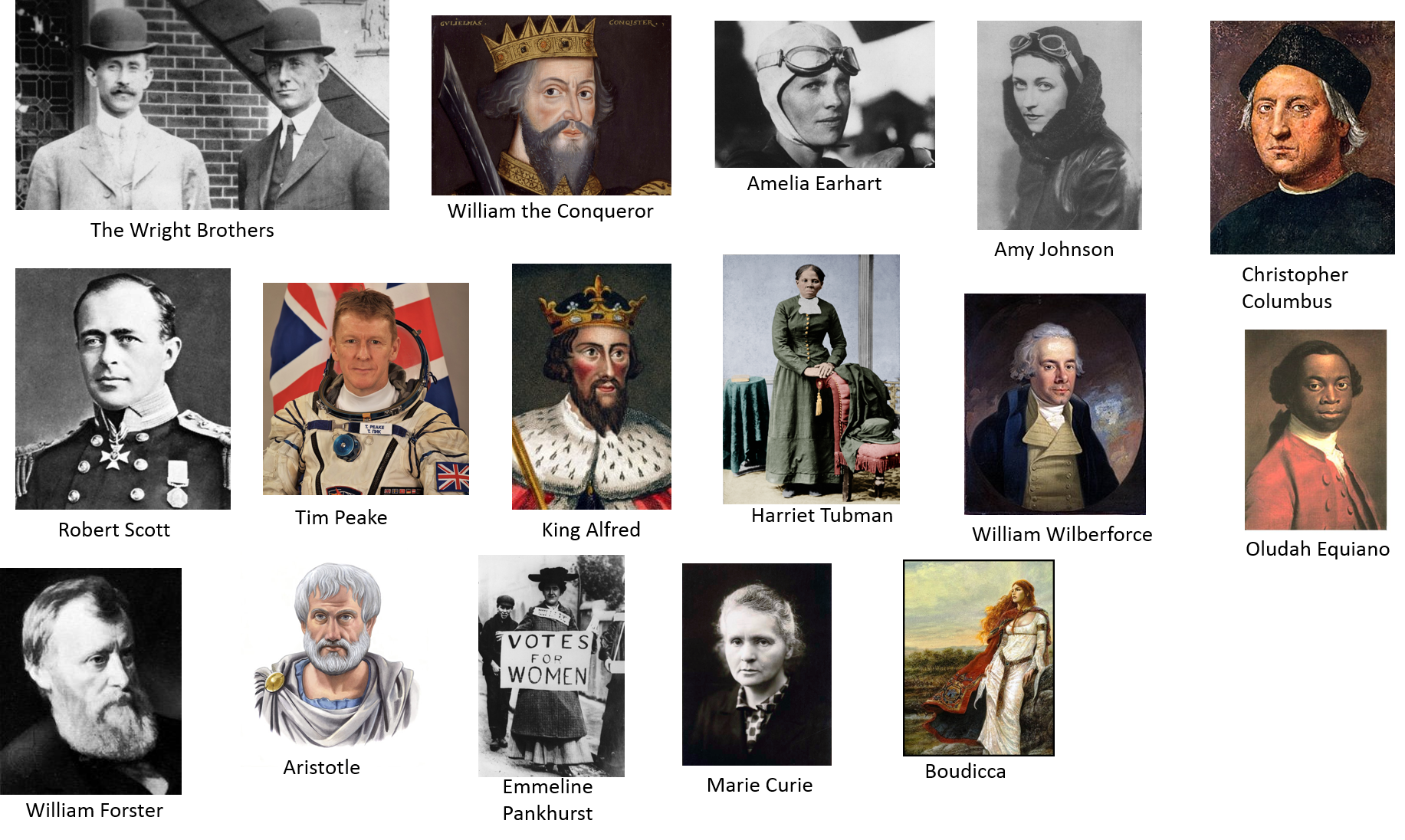
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| **Curriculum aims**: Be positive, Be respectful, Be resilient, Be independent, Be knowledgeable, Be ambitious, Be confident. | | |
| **Curriculum drivers**: **Communication, Health, World Citizen, Beliefs, Aspiration** | | |
| **Key Knowledge (the non-negotiable facts)**  **To know statements:-**  **Ask the project question at the start of the unit:**    **To know what the Romans believed about crime and punishment**   * *Punishment dependent on status - wealthy would receive less harsh penalty then a slave for the same crime* * *Punishments included, beatings, lashings, exile, fines and death* * *Jails were only to hold people until punishment decided* * *Roman Constitution - principles from Roman Govt* * *Twelve tables -Roman Laws* * *Praetor enforced rules*   **To know how the legal system worked in Anglo-Saxon Britain**   * *No prisons - punishments were fines, brutal punishments or execution* * *Tithings - communities divided into groups of 10 men who were responsible for bringing each other to court after a crime* * *Weregild - injury to a person must be paid for, prices for different body parts* * *Money paid to family of a person killed to prevent blood feuds*   **To know punishment methods used during the Tudor period**   * *Public executions* * *Hanging, boiled alive, pressed, burnt at the stake, broken on the wheel, pillory, stocks, ducking stool, beheaded (Halifax Gibbet)*   **To know about the life of Dick Turpin (Georgian period)**  **-** *Was a butcher but stole cattle for stock - caught so had to leave Essex*  *-     Moved on to robbing smugglers on coast of East Anglia, again had to flee*  *-     Began poaching deer and housebreaking with the Gregory Gang*  *-     Moved to Lincolnshire and Yorkshire and changed name to John Palmer*  **To know and understand Victorian methods of Crime and Punishment**   * *Main punishment changed from hanging to prison with millions of pounds spent on building prisons* * *To know what life was like in Victorian prisons - hard labour (treadwheel, shot drill, picking oakum, the crank) prisoners kept alone in own cells* * *Lincoln Castle  - Victorian prison used for the ‘separate system’ see below* * *Victorians believed keeping prisoners isolated would prevent them being influenced by each other and they would be able to reflect and repent* * *Police force first introduced*   **To know how modern methods of crime prevention and detection compare with methods used in the past**   * *To reflect on what has been learnt about the history of crime and punishment in Britain* * *DNA testing, fingerprinting, alarms, neighbourhood watch, judge and jury, witnesses, street lighting,* * *Some first seen in other periods e.g. neighborhood watch  (Saxon tithings), judge and jury and witnesses (Romans), police (Victorians)*   **Refer back to the project question at the end of the unit:** | **Key concepts (historical skills) from progression document**   |  |  | | --- | --- | |  | **Upper  Key Stage 2** | | **Continuity and change in and between periods** | \*Describe / make links between main events, situations and changes across a broader period of time.  \* Reasons for change and continuity in a particular historical context. | | **Chronology** | \*relate current studies to previous studies  \*make comparisons between different times in history | | **Similarities and differences in and between periods (diversity)** | \*Understand and explain / analyse diverse experiences and ideas, beliefs, attitudes of men, women, children in past societies | | **Evidence and contestability** | \*Regularly address and sometimes devise historically valid questions \*  \*Understand how knowledge of the past is constructed from a range of sources  \*Construct informed responses  \*Selecting and organising relevant historical information  \*Use historical sources, events or issues which may be interpreted differently by historians depending on their perspectives and methods of inquiry. | | **Perspectives** | \*Understand different perspectives of participants in a particular historical context e.g. the conquered and the conqueror. |   Note  As a school we will use the following:-  **BC**   = **before Christ** and comes **after** the year e.g. 487 BC  **AD**   = **in the year of our Lord** and comes **before** the year e.g. AD 2020  however, the below terms are becoming increasingly used therefore children need to be familiar with and understand these also:  **BCE**  = before common era and comes **after** the year e.g. 487 BCE  **CE**    = common era and also comes **after** the year e.g. 2020 CE  They represent the same time periods so 487 BC is the same as 487 BCE | **Core vocabulary:**  **Tier 3**  Legionaries  Exile  Lashings  Praetor  Outlaw  Weregild  Blood feud  Halifax Gibbet  Gallows  Pillory  Stocks  Ducking Stool  Highwayman  **Tier 2**  Change and continuity  Compare similarities  Differences  Sources  Evidence  Interpreted  Perspective  Inquiry  Societies  Analyse |
| **Curriculum threads to be covered:-**  **Reading**   * Continuing to read and discuss an increasingly wide range of non-fiction and reference books or textbooks. * Distinguish between statements of fact and opinion. * Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary. * Provide reasoned justifications for their views.   **Computing** – to be completed by Emma  **British Values:**   * To enable students to distinguish right from wrong and to respect the civil and criminal law of England *(to explore the methods of crime prevention and their impact through British History and develop an understanding of impact of current laws to prevent crime and encourage positive choices; to develop respect for civil and criminal laws).* * To encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely *(to grow in awareness of accountability for actions and link these with DARE learning; to understand the law and that young adults tare responsible and accountable for own their behavioural choices).* * To enable students to acquire a broad general knowledge of and respect for public institutions and services in England *(to understand the roles of different public institutions and services in England that work towards keeping the country safe and ensuring crime is prevented and dealt with efficiently; to raise awareness of different services children can access to stay safe).*   **PSHE** – to be completed by Fiona | | |
| **Previous learning which will support the learning and skill development in this topic:**  **Year 3 - Romans**  **Year 4 - Anglo-Saxons**  **Year 5 - Industrial Revolution** | | |
| Details of Lincolnshire convict from Victorian period [**https://www.lincstothepast.com/exhibitions/archives/crime-and-punishment-/-convicts-database/**](https://www.lincstothepast.com/exhibitions/archives/crime-and-punishment-/-convicts-database/)  Lincoln Castle Victorian prison[**https://www.lincolncastle.com/content/victorian-prison**](https://www.lincolncastle.com/content/victorian-prison) | | |

        **Year 6 History Programme of Study**

**Project: Ancient Greek Legacy**

**Question: Will *we* leave a legacy behind?**

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| **Curriculum aims**: Be positive, Be respectful, Be resilient, Be independent, Be knowledgeable, Be ambitious, Be confident. | | |
| **Curriculum drivers**: **Communication, Health, World Citizen, Beliefs, Aspiration** | | |
| **Key Knowledge (the non-negotiable facts)**  **To know statements:-**  **Ask the project question at the start of the unit:**  **To know and understand about the growth of the Ancient Greek Empire**   * *Ancient Greek Empire ruled most of Europe and Wesern Asia* * *Greek culture greatly influenced the following Roman culture* * *Many aspects of Western culture today formed by Ancient Greeks - government, science, maths, art and literature, sports* * *Three main periods - Archaic Period, Classical Period and Hellenistic Period* * *Athens and Sparta - ruling states who governed most of Ancient Greece*      * **To know about some Ancient Greek achievements in Art and Literature (Aspiration)** * *Pottery, painting, sculpture* * *Architecture - Greek columns (Doric, Ionic, Corinthian)* * *Greek alphabet, epic poems, Homer, The Iliad, The Odyssey*   **To know how the achievements in Greek architecture have impacted on modern architecture**   * *Architecture - Greek columns (Doric, Ionic, Corinthian)* * *Capital (design at top of column), Frieze (decorative panel), Pediment (triangle at end of building between frieze and roof), Cella (inner chamber in a temple), Propylaea (processional gateway eg at Acropolis in Athens)* * *Temples (Parthenon) Theatres*   **To know how Ancient Greek achievements in education have impacted on modern education**  *-    In Sparta education was to produce a powerful army*  *-  all other states, education was to produce good citizens*  *- children(boys) trained in music, art. literature, maths, science and politics*  *- introduced higher education with specialised teachers, public schools,*  *- Aristotle, Socrates*  **To know how the democratic system worked in Ancient Greece and how it has impacted on modern democratic systems**   * *Ancient Greeks introduced Democracy and used as  a form of government* * *Ancient Greece made up of city-states - each with own government* * *Citizens voted on all laws* * *Three main types of government - Democracy, Monarchy, Oligarchy*   **Refer back to the project question at the end of the unit** | **Key concepts (historical skills) from progression document**   |  |  | | --- | --- | |  | **Upper  Key Stage 2** | | **Continuity and change in and between periods** | \* Reasons for change and continuity in a particular historical context. | | **Chronology** | \*know and sequence key events of time studied  \*use relevant terms and periods labels | | **Cause and Consequence** | \*Question developments, decisions and events from the past that produced later actions, results or consequences. | | **Similarities and differences in and between periods (diversity)** | \*Understand and explain / analyse diverse experiences and ideas, beliefs, attitudes of men, women, children in past societies | | **Evidence and contestability** | \*Regularly address and sometimes devise historically valid questions \*  \*Understand how knowledge of the past is constructed from a range of sources  \*Construct informed responses  \*Selecting and organising relevant historical information  \*Use historical sources, events or issues which may be interpreted differently by historians depending on their perspectives and methods of inquiry. |   Note  As a school we will use the following:-  **BC**   = **before Christ** and comes **after** the year e.g. 487 BC  **AD**   = **in the year of our Lord** and comes **before** the year e.g. AD 2020  however, the below terms are becoming increasingly used therefore children need to be familiar with and understand these also:  **BCE**  = before common era and comes **after** the year e.g. 487 BCE  **CE**    = common era and also comes **after** the year e.g. 2020 CE  They represent the same time periods so 487 BC is the same as 487 BCE | **Core vocabulary:**  **Tier 3**  Architecture  Democratic system/democracy  Governed  States  Archaic, Classical and Hellenistic  Doric  Ionic  Corinthian  Capital  Frieze  Pediment  Propylaea  Parthenon  Acropolis  Monarchy  Oligarchy    **Tier 2**  Chronology  Sequence  Change & continuity  Sources  Evidence  Analyse  Societies  Developments  Consequences  Interpret  Perspective  Inquiry |
| **Curriculum threads to be covered:-**  **Reading**   * Continuing to read an increasingly wide range of non-fiction and reference books or text books. * Asking questions to improve their understanding. * Reading books that are structured in different ways and reading for a range of purposes. * Discussing their understanding and exploring the meaning of words in context. * Retrieve, record and present information from non-fiction   **Computing**  **British Values:**   * To further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures *(to develop knowledge of different Greek legacies and its impact in England; to develop respect for cultural traditions in England and the wider world).* * To encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England *(to explore and develop respect for the Ancient Greek legacy of democracy that had a huge global impact on laws and governances across the world; to respect the Ancient Greek legacy of democracy that left a lasting influence on democratic processes in England).*   **PSHE** – Living in the Wider World ˃ Rules, Rights and Responsibilities- CORAM Life Education- ***Democracy Britain 1*** (Year 6)                Living in the Wider World ˃ Rules, Rights and Responsibilities- CORAM Life Education- ***Democracy Britain 2*** (Year 6) | | |
| **Previous learning which will support the learning and skill development in this topic:**  **Year 3**  Children learnt about the legacy left behind from Roman times | | |

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