



# History

## at Morton Church of England Primary School

### History Intent Statement

At Morton CEPS, our children learn the value and importance of historians. We want our children to enjoy history and our aim is that, through the teaching of History, we can stimulate children's interest and understanding about the lives of people who have lived in the past. Children will investigate the past through an engaging, exciting, and enquiry-based approach, to develop an understanding of how history has shaped and will continue to shape the future. We aim for history in our school to allow children to begin to understand the complexity of people's lives, the process of change and the diversity of societies and relationships between different cultures. We intend for our children to develop an awareness of their own identity, cultural understanding based on our own historical heritage as well as challenges of their time. Our aim is to encourage, support and ignite a passion for the subject, fostering awe and wonder as the children aim to discover answers to the key questions in their local, British, and Ancient history units. Our history curriculum aims to equip pupils with the ability and confidence to ask perceptive and pertinent questions, think critically, consider evidence, sift through different arguments, and develop their own perspectives and judgements.



## History Implementation Statement

At Morton CEPS, History is taught in all year groups, explicitly from Year 1 through to Year 6. Our topics are sequenced as to allow our children to focus on developing their knowledge and skills, studying each topic in depth. We have developed a progression of historical skills within each year group, in which children can begin to develop and build upon year upon year. Our use of adaptive teaching ensures that all learners have the necessary scaffolded support to allow each child to fulfil their full potential.

Having reviewed the History curriculum post COVID, we have identified gaps in the pupils understanding of the second order concepts and key substantive concepts. Therefore, the curriculum has been restructured and units redistributed or altered to allow students continuous exposure to key historical concepts such as culture, empire, and invasion on a regular basis which can then be built upon and secured across the year groups. As well as this, the curriculum now includes key enquiry questions that children should be working to answer in each lesson, working in such a way provides opportunities for teachers to model and support children in using and understanding the second order concepts while gaining an important and strong knowledge of their unit.

- In EYFS, an understanding of History is built through the planning and teaching of 'Understanding the World'. This aspect is about how children find out about past and present events in their own lives, their families, and other people they know. Children are encouraged to develop a sense of change over time and are given opportunities to differentiate between past and present. Practitioners encourage investigative behaviour and raise questions such as, 'What do you think?', 'Tell me more about?', 'What will happen if?'
- In KS1, History begins by looking at the children's own personal history and introduces them to the concept of chronology and timelines. Their history will look at significant events and individuals who have shaped society either locally, nationally, or globally.
- In KS2, each year group studies an ancient history topic and two British history topics, in which meaningful and interesting local history is explored where appropriate. History is taught chronologically through the year to support children to confidently place each time period and build upon prior knowledge and learning.



Children are given the opportunity to understand how a historian works, answering key questions posed at the beginning of lessons, supporting them in developing their skills of enquiry, investigation and analysis while building a rich subject specific vocabulary. The retrieval and recall of this historical knowledge are encouraged through careful questioning and quizzing to promote and teach Tier 2 and Tier 3 vocabulary in all lessons. Where possible, children are given or shown artefacts and a range of sources to support them in their enquiry and to enhance their learning experience and the history curriculum. The use of spaced retrieval supports and informs our assessment of what students have retained from prior learning and can retrieve from their long-term memory to apply to a new historical enquiry.

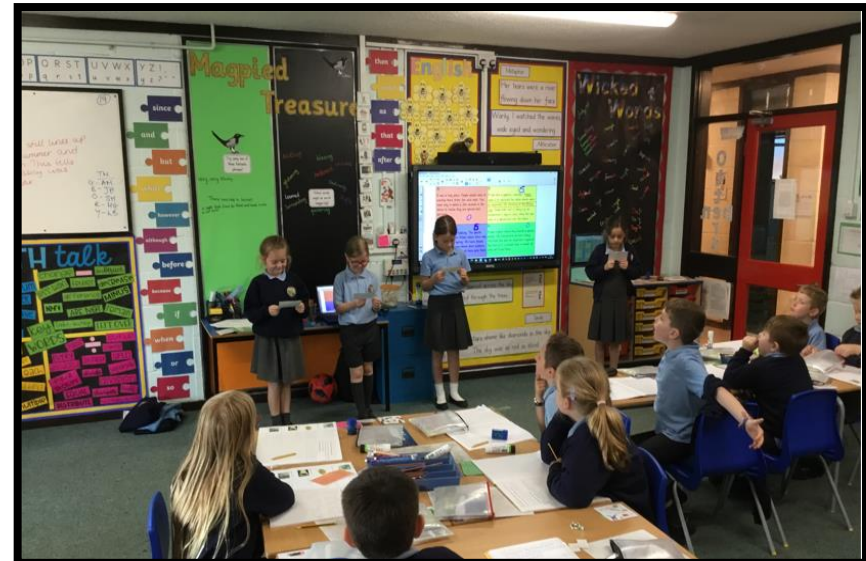
Our curriculum is one that is ambitious, versatile, and regularly under review to ensure it remains pertinent and engaging for the children for whom it is written.

### **History Impact Statement**

The impact and result of this curriculum aims to ensure that all children enjoy history, are confident and enthusiastic about the history they have studied and are able to speak articulately about what they have learnt using subject specific vocabulary. It is hoped that all children will be leaving Morton with a strong understanding of the skills and knowledge of a young historian, able to note some of the important history within their own locality and able to recall their learning over time, relative to a child's individual starting point. We would hope that our children become well informed young people who can use what they have learnt to contribute positively to both our local and global society with their understanding and ability to analyse the consequences, validity and possible bias of the words and actions of others.



## History at our school





## National Curriculum Expectations

### Early Years

<b>Nursery</b>	*Children begin to make sense of their own life-story and family's history.
<b>Reception</b>	*Comment on images of familiar situations in the past. *Compare and contrast characters from stories including figures from the past.
<b>Understanding the World ELG:</b>	<p><b>ELG: Past and Present</b> Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>- Talk about the lives of the people around them and their roles in society.</li> <li>- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>- Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul> <p><b>ELG: People, Culture and Communities Children at the expected level of development will:</b></p> <ul style="list-style-type: none"> <li>- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</li> <li>- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</li> </ul>





**Key Stage 1:**

***General aims of the national curriculum for KS1***

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.

They should use a wide vocabulary of everyday historical terms.

They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events

They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

National Curriculum for KS1	Morton History Curriculum					
<i>Pupils should be taught to...</i>	Year 1			Year 2		
	The Gunpowder plot	Moon Landing	Bourne Castle	The Great Fire of London	Florence Nightingale and Mary Seacole	Heroes – Grace Darling and Lilian Wyles
*Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.	✓	✓	✓	✓	✓	✓
*Events beyond living memory that are significant nationally and/or globally.	✓	✓	✓	✓	✓	
*The lives of significant individuals in the past who have contributed to national and/or international achievements. Some should be used to compare aspects of life in different periods.	✓	✓		✓	✓	✓
*Significant historical events, people, and places within their own locality.	✓	✓	✓			✓



## Key Stage 2:

### General aims of the national curriculum for KS2

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.

Children should note connections, contrasts and trends over time and develop the appropriate use of historical terms.

Children should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.

Children should construct informed responses that involve thoughtful selection and organisation of relevant historical information.

Children should understand how our knowledge of the past is constructed from a range of sources.

National Curriculum for KS2	Morton History Curriculum	
<i>Pupils should be taught to...</i>	Lower Key Stage Two	Upper Key Stage Two
Changes in Britain from the Stone to the Iron Age.	LKS2: Stone Age to Iron Age (Year 3)	
The Roman Empire and its impact on Britain.	LKS2: Roman Impact on Britain (Year 3)	
Britain's settlement by the Anglo Saxons and Scots.	LKS2: The Anglo Saxons (Year 4)	
The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor	LKS2: The Vikings and their impact on Britain (Year 3) LKS2: The Anglo Saxons (Year 4)	
Study of Local History <i>Teachers can include local History in the following units:</i>	LKS2: Roman Impact on Britain (Year 3) LKS2: The Vikings and their impact on Britain (Year 3) LKS2: The Anglo Saxons (Year 4) LKS2: Tudor Britain (Year 4)	UKS2: The Victorian Workhouses (Year 5) UKS2: The First World War (Year 5) UKS2: The Second World War (Year 6) USK2: Crime and Punishment (Year 6)
Study of a theme in British History that extends pupils' chronological knowledge beyond 1066.	LKS2: Tudor Britain (Year 4)	UKS2: The Victorian Workhouses (Year 5) UKS2: The First World War (Year 5) UKS2: The Second World War (Year 6) USK2: Crime and Punishment (Year 6)
The achievements of the earliest civilisations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Egypt; Ancient Sumer; The Indus; The Shang Dynasty of Ancient.	LKS2: Ancient Egypt (Year 3)	
Ancient Greece – a study of Greek life and achievements and their influence on the western world.	UKS2: Ancient Greece (Year 5)	
A non-European society that provides contrasts with British history with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan Civilization c. AD 900; Benin (West Africa) c. AD 900-1300.		UKS2: Ancient Maya (Year 6)



## Our History Curriculum

### Curriculum Map

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Nursery</b>	Harvest Festival	Bonfire Night St Andrews Day	Hogmanay	St Patricks Day Easter	St Georges Day May Day	
<b>Reception</b>	Harvest Festival	Bonfire Night Remembrance Day.		Easter	Queen's Birthday – Linking with Historical figure.	
<b>Year 1</b>	Events beyond living memory -The Gunpowder plot		Significant individuals – Moon Landing - Armstrong, Time Peake/Mae Jameson/ Katherine Johnson/Michael Foale.		Local history/change over time – Did you know about Bourne Castle?	
<b>Year 2</b>	Events beyond living memory -The Great Fire of London and Samuel Pepys		Significant individuals – Florence Nightingale and Mary Seacole		Changes within living memory/significant individuals/local focus – Heroes – Grace Darling and Lilian Wyles	
<b>Year 3</b>	Britain: Stone age to the Iron Age		The Roman Empire – Impact of Britain		The Viking invasion and struggle for the Kingdom of England	
<b>Year 4</b>	Early Achievements of Ancient Egypt		Anglo Saxon Britain		The reign of the Tudors	
<b>Year 5</b>	World War I		The Workhouse - Victorian Britain		Ancient Greece	
<b>Year 6</b>	Britain the Homefront – Significant events of WW2		The Maya		Crime and Punishment	





## Progression in Knowledge

Age Phase	Year Group	Autumn	Spring	Summer
EYFS	N	<i>Check points (Birth to five and Development matters)</i>		
		<p><b>Range 3</b></p> <p>Is curious about people and shows interest in stories about people, animals or objects that they are familiar with, or which fascinate them</p> <ul style="list-style-type: none"> <li>• Is interested in photographs of themselves and other familiar people and objects</li> <li>• Enjoys stories about people and nature (birds, bees, snails, cats, dogs, etc) and is interested in photographs of themselves with these.</li> </ul>	<p><b>Range 4</b></p> <ul style="list-style-type: none"> <li>• Has a sense of own immediate family and relations and pets</li> <li>• In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea, going to the barbers, being a cat, dog or bird</li> <li>• Beginning to have their own friends • Learns that they have similarities and differences that connect them to, and distinguish them from, others</li> </ul>	
	R	<i>End points (Birth to five and Development matters)</i>		
		<p><b>Range 5</b></p> <ul style="list-style-type: none"> <li>• Shows interest in the lives of people who are familiar to them</li> <li>• Enjoys joining in with family customs and routines</li> <li>• Remembers and talks about significant events in their own experience</li> <li>• Recognises and describes special times or events for family or friends</li> <li>• Shows interest in different occupations and ways of life indoors and outdoors</li> <li>• Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family</li> </ul>	<p><b>Range 6</b></p> <ul style="list-style-type: none"> <li>• Enjoys joining in with family customs and routines</li> <li>• Talks about past and present events in their own life and in the lives of family members</li> <li>• Knows that other children do not always enjoy the same things, and is sensitive to this</li> <li>• Knows about similarities and differences between themselves and others, and among families, communities, cultures and traditions</li> </ul>	
<b>Why this and why now?</b>				
		<p>Begins to spark curiosity and interest in the past and stories. The curriculum in F1 will follow the interest(s) of the children to begin to draw out the inquisitive nature of the child and begin to teach the children how to ask questions and provide a learning environment for them to find answers. Children will also begin to understand concepts such as rule, locality and culture on a foundation level, focussing primarily on what these concepts mean to them in their lives today. For example, 'What is a rule?'</p>		



	<b>Local links</b>	Sharing information about their own experiences in the local area and beyond					
KS1	<b>Key Concepts Y1</b>	Conflict Civilisation Empire/Rule	Legacy	Achievements Civilisation Legacy	Conflict Locality Culture	Civilisation Migration	
	<b>Y1</b>	<p><b>Events beyond living memory -The Gunpowder plot</b></p> <p>*What happened on the 5<sup>th</sup> of November? *How did Guy Fawkes feel before, during and after the night of the 5<sup>th</sup>? *Why is Guy Fawkes the man who is remembered in History? *What is the truth about Guy Fawkes? *Why did people want to kill King James I?</p>		<p><b>Significant individuals – Moon Landing - Armstrong, Tim Peake/Mae Jameson/ Katherine Johnson/Michael Foale.</b></p> <p>*Has man ever been to the moon? How can we know for sure? *Why did the astronauts risk their lives to go to the moon/into space? *How were they able to get to the moon and back safely? *Why do we still venture into space today?</p>		<p><b>Local history/change over time – Did you know about Bourne Castle?</b></p> <p>*Why were castles built all those years ago? *What did castles need to include? *Where/when was Bourne Castle? *What might have Bourne Castle been used for? *What happened/remains to Bourne Castle? *How would we make Bourne Castle come alive again?</p>	
	<b>Why this and why now? (Y1)</b>						
			Children now progress from a simplistic understanding to time to an event that is beyond living memory. The Gunpowder plot is a good way to begin this understanding as the children can explore and engage with this significant event that is still marked during every calendar year. This therefore aims to make the concept less abstract I the first instance. This unit is taught during the relevant part of the year, while pertinent.	Study of modern history within living memory, the moon landing allows some of our youngest historians to build a simple understanding of chronology. Builds upon leaning in EYFS where children have studied history within their own and their parents’ lifetimes. This also begins to introduce the concept of achievements for children.	This unit begins to build on prior EYFS learning of the child’s place in the world and where they go to school. Children begin to investigate their wider locality, children also begin to study the notion of changes and continuity over time.		
	<b>Local links</b>				Bourne Castle		
	<b>Key Concepts</b>	Culture Legacy Civilisation	Locality Empire/Rule	Achievements Conflict Legacy	Culture	Achievements Migration Locality Beliefs	



	<b>Y2</b>			
	<b>Y2</b>	<p><b><u>Events beyond living memory -The Great Fire of London and Samuel Pepys</u></b></p> <p>*Who was Samuel Pepys and why and how is he remembered?                  *What was the cause and consequences of the Great Fire of London?                  *How did the fire change the way cities were built moving forward?                  *What happened during the great fire and how do we know?                  *What did King Charles do to stop the spread of the fire?                  *Local link to John Wright – a conspirator to the Gun Powder plot from Lincolnshire.</p>	<p><b><u>Significant individuals – Florence Nightingale and Mary Seacole</u></b></p> <p>*Why/how is Florence Nightingale remembered?                   *What did Nightingale do to improve the lives of soldiers during the Crimean war?                  *How can we uncover why Mary Seacole is famous in history?                  *What was Mary’s greatest achievement and how do we know?</p>	<p><b><u>Changes within living memory/significant individuals/local focus – Heroes – Grace Darling and Lilian Wyles</u></b></p> <p>*Who was Grace Darling and why was she famous?                  *Did Grace Darling really carry out the brave rescue on her own?                  *What do we know about Lilian Wyles and why is she remembered?                  *Why do we have a police force and what did Lilian Wyles do to help change it?</p>
<b>Why this and why now? (Y2)</b>				
		Children begin to build on prior learning of events beyond living memory and concepts from Year 1. Children also get a greater understanding here of how a historian learns about the past from their discoveries. Children also develop their understanding of a significant event and how this changes the modern world.	Children further develop their understanding of what constitutes as a significant individual. This unit also provides Year 2 with an opportunity to compare and contrast to different significant individuals from the same period of history. This also allows learners to build on learning from Year 1 as to how the world we live in has changed over time.	Children here build on their understanding of locality from EYFS And Year 1 – now placing more of an emphasis on local individuals as opposed to just places. They compare the role of the police force after previously learning about the change in role of the NHS in the previous term. Children gain a greater understanding of the change and role of the British services. Children begin to gain an understanding of beliefs from the past and how they may differ from the modern day.
	<b>Local links</b>	N/A	N/A	N/A
<b>Lower KS2</b>	<b>Key Concepts Y3</b>	<p>Beliefs</p> <p>Civilisation/Settlement</p> <p>Culture</p>	<p>Conflict</p> <p>Migration</p> <p>Civilisation</p> <p>Beliefs</p> <p>Empire/Rule</p> <p>Legacy</p> <p>Locality</p>	<p>Locality</p> <p>Migration</p> <p>Conflict</p> <p>Beliefs</p> <p>Civilisation</p> <p>Culture</p>



<p><b>Y3</b></p>	<p><b><u>Britain: Stone age to the Iron Age</u></b>                  *Was Stone Age man a simple hunter/gatherer only interested in food and shelter?                  *How much did life change when man learned how to farm?                  *What can we learn about life in the Stone Age from Skara Brae?                  *Why was Stonehenge really built?</p>	<p><b><u>The Roman Empire – Impact of Britain</u></b>                  *What happened from Caesar’s invasions to Claudius’ conquests?                  *Why did Emperor Claudius invade Britain?                  *The roman invasion: have the books got it all right?                  *Why did Julius Caesar invade Britain?                  *Should the Celts have taken on the Romans?                  *What happened in Boudica’s rebellion?                  *What image do we have of Boudica now?</p>	<p><b><u>The Viking invasion and struggle for the Kingdom of England</u></b>                  *What image do we have of the Vikings?                  *Why do the Vikings have such a bad reputation?                  *What were the Anglo-Saxons struggle against the Vikings?                  *How did the Vikings try to take over the country and how close did they get?                  *Why did the Vikings invade Britain?                  *How have recent excavations change our view of the Vikings?</p>
<p><b>Why this and why now? (Y3)</b></p>			
	<p>Children now build on their understanding of the past beyond living memory with the earliest civilisations. Introducing the idea of BC and AD.                  We study the Stone Age to Iron Age to allow learners to begin their journey of the past at the beginning chronologically so all learning thereafter can be placed comparatively.</p>	<p>Year 3 now have an opportunity to revisit concepts such as conflict, rule as well as introducing new concepts such as invasion. Children can further consolidate understanding of BC and AD.                  We also study Roman Britain here as it blends coherently with the Iron Age, allowing learners to appreciate that time is less sequential and more a gradual blend of peoples and cultures.</p>	<p>Year 3 now build on their understanding of migration and understand how life changed in Britain after the fall of the Roman Empire. Children can also appreciate the similarities and differences in comparison to the Roman migration. Children also develop their understanding of concepts such as conflict.</p>
<p><b>Local links</b></p>	<p><b>* Bronze age pottery under Willoughby School</b> - Three prehistoric pits, containing late Bronze Age to middle Iron Age pottery, were found during an archaeological excavation dated at 1000 to 300BC in 2004 - 2005.</p>	<p><b>The Car Dyke</b> – Constructed by the Romans for drainage of the Fens and as a navigable canal.  <b>Roman Coin Hoard, Bourne Castle</b> – A small urn containing upwards of 60 roman coins were found digging near the earthworks of Bourne Castle in 1807.  <b>Roman Cemetery in Willoughby School</b> – During archaeological excavation in 2004/5. Roman post holes, pits and a gully dating from the 2<sup>nd</sup> century were found as well as a well, gullies, pits, ditches and post holes from the 3<sup>rd</sup>. A lined cemetery containing 8 human skeletons were found dated to the 3<sup>rd</sup> century.</p>	<p><b>Indications of Viking Settlement</b> – Place name endings such as -thorpe, -by, -thwaite and -kirk show Viking occupation/ influence. Many surrounding Morton.  <b>Viking camp/settlement</b> – Established in Torksey (1 hour away) on the banks of the River Trent in Lincolnshire, the camp was used as the Viking’s defensive and strategic position. (Cause and consequence of many local settlements?)</p>



<p><b>Key Concepts Y4</b></p>	<p>Beliefs Civilisation Achievements</p> <p>Legacy Culture</p>	<p>Migration Conflict Beliefs</p> <p>Civilisation Culture</p>	<p>Locality Legacy Civilisation</p> <p>Culture Beliefs Empire/Rule</p>
<p><b>Y4</b></p>	<p><b><u>Early Achievements of Ancient Egypt</u></b>                  *Consolidate further complex terms such as BC and AD in context.                  *Understand who the Ancient Egyptians were and why/how we know so much about them.                  *Understand why the Egyptians had slaves and what their lives were like (social/hierarchy system)                  *Explore the significance of Tutankhamun and Cleopatra. (May refer to relationships with Romans?)                  *Importance of Howard Carter’s discoveries.</p>	<p><b><u>Anglo Saxon Britain</u></b>                  *Investigate the factors that led to the Saxons invading Britain.                  *Where did the early Anglo-Saxons stele and look at interpreting sources as to how we know.                  *Explore the change that occurred with the coming of Christianity.                  *Build upon prior learning and why the Anglo Saxons struggled again the Vikings.                  *Analyse the importance and significance of Alfred the Great. How great was he?</p>	<p><b><u>The reign of the Tudors</u></b>                  *To be able to explain the similarities and differences of life during the Tudor times.                  *To understand the significance of Henry VII and use evidence to assess how he is remembered.                  *To assess the actions of Henry VIII and the cause and consequences this has had on the UK today.                  *To understand and appreciate Tudor society.</p>
<p><b>Why this and why now? (Y4)</b></p>			
	<p>Children build upon their learning from Y3, learning to appreciate another Ancient Civilisation. Children can now also begin to compare this Non-British Ancient civilisation to that they studied a year prior. Children can now develop more of a chronological understanding of how this runs alongside British History. Children can now also develop concepts such as beliefs, civilisation, and achievements.</p>	<p>After studying Roman Britain and the Viking’s impact of Britain in Y3 children can now gain an understanding of the Anglo Saxons who occupied Britain after the Romans and who also existed alongside the Vikings. Children can now begin to develop their understanding of chronology of time in transition from these two points in history with a more mature, well-informed perspective. Children also have an opportunity to reinforce concepts such as beliefs, migration, conflict, culture.</p>	<p>Children study the Tudors here to gain an understanding of Britain after 1066 after just learning about the Anglo Saxons who ended in 1066 with the Norman Rule. Also, Year 4 have an opportunity for a in depth local study here with local buildings and people being dated or born during Tudor times. Children can also begin to understand the concept of legacy in greater detail as well as being exposed to new vocabulary such as dynasty.</p>



	<b>Local links</b>	<i>(No local links – appreciation of the achievements of an ancient civilisation)</i>	<b>Why is Bourne called Bourne?</b> – Enquiry based activity and investigations into the physical and human history/geography of Bourne.  Bourne is a word from the Anglo-Saxon language of England. It means stream, flowing from a spring.	<b>William Cecil 1<sup>st</sup> Baron of Burghley</b> – chief advisor to Elizabeth I for most of her reign. <i>Born in Bourne.</i> <b>Grimsthorpe Castle</b> – Many different uses to explore. Henry VIII gave the castle away as a wedding gift. <b>Catherin Willoughby</b> – Lived and died at Grimsthorpe Castle, powerful Tudor lady.
	<b>Key Concepts Y5</b>	Locality Conflict Empire/Rule	Locality Migration Culture	Migration Conflict Beliefs Civilisation Culture Achievements Legacy
<b>Upper KS2</b>	<b>Y5</b>	<b>World War I</b> *What was the main cause of WWI? *Which countries were among the allies in WWI and who did they fight against? *How was trench warfare used in WWI? *How did life change for different people in Britain during WWI? *What and how do we know about Charles Richard Sharpe (VC)? *What were the advancements of warfare that occurred during WWI? *What happened at the end of WWI and how did it change Britain?	<b>Victorian Britain – The Workhouse</b> *To understand who the Victorians were and why they were called this. *How did Queen Victoria’s reign make a difference to people’s lives in the UK? *Investigate the changes for the Victorian poor and the workhouse; use Martha’s story to investigate. (Compare with local family, information found on the Bourne Union Workhouse census). *Why did many Victorians leave the countryside and move to towns in Victorian times. *Victorian railways – what were the causes what were the effects?	<b>Ancient Greece</b> *Interpret and utilise sources to understand how we know so much about the Ancient Greeks. *Using evidence to conclude what life was like for an everyday Athenian. *Explore and conclude what life was like for women in Ancient Greece. *Evaluate the causes that led to Athens being so strong in the 5 <sup>th</sup> and 6 <sup>th</sup> Century BC. *Understand in what way have the Ancient Greeks influenced our lives today. *Compare the lives of Athenians and Spartans. What are the similarities and differences?
	<b>Why this and why now? (Y5)</b>			
		Children can get a greater understanding of an aspect of British history post 1066. WW1 is taught in this term due to class links and services with remembrance in effort to make the learning more pertinent to the time. As a result of this children now study their history units in reverse	Children can get a greater understanding of an aspect of British history post 1066. Children can now reflect upon the time prior to WW1 and the culture people had come from	Children build on their understanding of ancient civilisations from year 3 and year 4 here with a study of Ancient Greece. Year 5 can draw similarities between the Greek Culture and British culture after studying a vast array of British history until this point.





	chronologically. However, chronological understanding should be strong enough at this time to be able to understand.	Children have many local links to explore here through the narrow lens of the Workhouse. Children can now gain a stronger understanding of concepts such as migration, culture, and rule.	Year 5 can now return to their understanding of BC after two more modern history units.
<b>Local links</b>	<b>Charles Richard Sharpe (VC)</b> – Born in Pickworth near Bourne. He was a farmer’s boy who ran away from home to join the army at the age of 16. While serving as a corporal in the Lincolnshire Regiment he received a Victoria Cross for his bravery. He now has a street named after him in his honour.	<b>Bourne Union Workhouse</b> – Built between 1836-7 at the end of Union Road (now St Peter’s Road). <b>Folkingham Workhouse</b> – Folkingham, West Street. <b>Bryan Browning</b> – Architect who lived during Victorian era and born in Thurlby. He designed Bourne Union Workhouse as well as the house of correction in Folkingham. <b>Station Road Morton</b> – Morton railway station was a station opened in 1872. The station building still stands.	<b>(No local links – appreciation of the achievements of an ancient civilisation)</b>
<b>Key Concepts Y6</b>	Locality Conflict Legacy Empire	Beliefs Civilisation Migration Culture	Migration Conflict Achievements Legacy Beliefs Locality
<b>Y6</b>	<b>Significant events of WW2 – Britain the Homefront</b> *Place WW2 in time chronologically, referring to ‘modern history’. *Causes of WW2 and which countries were involved. *Explain the causes that led to children being evacuated in WW2. *What different interpretations can be drawn from contrasting experiences of evacuation.	<b>The Maya</b> *Chronology – locate the Mayan civilisation in time and place, stressing that very little is known, until recent excavations. *Why did the Mayan empire grow? Cause and consequences that led to their strength. *What was everyday life like for a Mayan in Mayan civilisation? (Explore how this is known, artefacts, discoveries, sources) *Appreciating culture if the Mayan’s were civilised why did they carry out human sacrifice.	<b>Crime and Punishment</b> *How do we know what punishment was like 800 years ago? *What does the legend of Robin Hood teach us about medieval justice? *How did crimes and punishments change between 1500 and 1750? *Why did so much change happen in crime and punishment during the 19 <sup>th</sup> century? *Has the way we catch and punish criminals improved over the last 100 years?



	<p>*Explore the significance of the home front and how this led to Britain standing against German threat. *Why did Germany lose the battle of Britain? Explore Lincolnshire's role in this</p>	<p>*What were the causes and significance of the fall of the Mayan empire.</p>	
<b>Why this and why now? (Y6)</b>			
	<p>Year 6 can now study an aspect of British history that extends their chronological understanding of British history post 1066. The children can compare their understanding of a world war comparatively to the first world war studied previously. Children have local history to explore looking through the lens of Homefront and evacuation. WW2 is taught in this term due to class links and services with remembrance in effort to make the learning more pertinent to the time. As a result of this children now study their history units in reverse chronologically as done in Year 5.</p>	<p>This term children have another opportunity to study a non-European society as in Year 4 and compare study another ancient civilisation as in Year 3,4 and 5. Children can revisit their understanding of BC appreciate this civilisations achievements and concepts such as beliefs, migration and culture and civilisation.</p>	<p>In this unit Year 6 have an opportunity to study a thematic unit drawing on all their learning and understanding of the past in prior year groups and units. Children will use their knowledge of the concepts learnt and chronology to compare crime and punishment across the ages while still looking at their own locality, therefore this unit is placed last in the curriculum. Children will gain a further understanding of concepts such as achievements, beliefs, migration, conflict.</p>
<b>Local links</b>	<p><b>David Collins Evacuee account</b> – very detailed account of a young man evacuated from Hull and moved to Bourne for six years. <b>Leslie Pick</b> – Account of a Luftwaffe aircraft shot and on fire, crashed down and destroyed “The Butcher’s arms” in Toft. 4<sup>th</sup> May 1941 <b>WWII Explosive Shells discovery</b> – two WWII mortar shells found in a garden on Darnes Close in Bourne.</p>	<p><b>(No local links – appreciation of the achievements of an ancient civilisation)</b></p>	<p><b>The House of Correction Folkingham</b> – The entrance of the house of correction still stands, a prison intended for all minor offenders. <b>See list of Crime Cases and punishments that occurred in or by Bourne</b></p>



## Historical Skills Progression:

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Working chronologically and Chronological understanding</b>	<ul style="list-style-type: none"> <li>Birthdays</li> <li>Days, months, seasons.</li> <li>Understanding of changes in their own lifetime personal timeline.</li> <li>Uses everyday language related to time.</li> </ul>	<ul style="list-style-type: none"> <li>Sequence events in their life</li> <li>Sequence 3 or 4 artefacts from distinctly different periods of time</li> <li>Match objects to people of different ages</li> </ul>	<ul style="list-style-type: none"> <li>Sequence artefacts closer together in time - check with reference book</li> <li>Sequence photographs etc. from a different period of their life</li> <li>Describe memories of key events in lives</li> </ul>	<ul style="list-style-type: none"> <li>Place the time studied on a time line</li> <li>Use dates and terms related to the study unit and passing of time</li> <li>Sequence several events or artefacts</li> </ul>	<ul style="list-style-type: none"> <li>Place events from period studied on time line</li> <li>Use terms related to the period and begin to date events</li> <li>Understanding more complex terms such as BC/BCE and AD</li> </ul>	<ul style="list-style-type: none"> <li>Know and sequence key events of time studied</li> <li>Use relevant terms and period labels</li> <li>Make comparisons between different times in the past</li> </ul>	<ul style="list-style-type: none"> <li>Place current study on time line in relation to other studies</li> <li>Use relevant dates and terms</li> <li>Sequence up to 10 events on a time line</li> </ul>
<b>Interpretations of history and sources.</b>	<ul style="list-style-type: none"> <li>Recount an event, verbally and written.</li> <li>Children represent their own ideas, thoughts and feelings through design technology, art, music, dance, role play and stories (EAD - ELG).</li> </ul>	<ul style="list-style-type: none"> <li>Use stories to encourage children to distinguish between fact and fiction</li> <li>Compare adults talking about the past - how reliable are their memories?</li> </ul>	<ul style="list-style-type: none"> <li>Compare 2 versions of a past event</li> <li>Compare pictures or photographs of people or events in the past</li> <li>Discuss reliability of photos/ accounts/stories</li> </ul>	<ul style="list-style-type: none"> <li>Identify and give reasons for different ways in which the past is represented</li> <li>Distinguish between different sources - compare different versions of the same story</li> <li>Look at representations of the period - museum, cartoons etc</li> </ul>	<ul style="list-style-type: none"> <li>Look at the evidence available</li> <li>Begin to evaluate the usefulness of different sources</li> <li>Using text books and historical knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>Compare accounts of events from different sources - fact or fiction</li> <li>Offer some reasons for different versions of events</li> </ul>	<ul style="list-style-type: none"> <li>Link sources and work out how conclusions were arrived at</li> <li>Consider ways of checking the accuracy of interpretations - fact or fiction and opinion</li> <li>Be aware that different evidence will lead to different conclusions</li> <li>Confidently use the library and internet for research</li> </ul>
<b>Historical enquiry questioning</b>	<ul style="list-style-type: none"> <li>Looks closely at similarities, differences, patterns and change.</li> <li>They answer 'how' and 'why' questions about their experiences and in response to stories and events.</li> <li>Sort artefacts 'old' and 'new'</li> <li>Know that information can be retrieved from books and computers.</li> </ul>	<ul style="list-style-type: none"> <li>Find answers to simple questions about the past from sources of information e.g. artefacts, (see 4a)</li> </ul>	<ul style="list-style-type: none"> <li>Use a source - observe or handle sources to answer questions about the past on the basis of simple observations.</li> </ul>	<ul style="list-style-type: none"> <li>Use a range of sources to find out about a period</li> <li>Observe small details - artefacts, pictures</li> <li>Select and record information relevant to the study</li> <li>Begin to use the library and internet for research</li> </ul>	<ul style="list-style-type: none"> <li>Use evidence to build up a picture of a past event</li> <li>Choose relevant material to present a picture of one aspect of life in time past</li> <li>Ask a variety of questions</li> <li>Use the library and internet for research</li> </ul>	<ul style="list-style-type: none"> <li>Begin to identify primary and secondary sources</li> <li>Use evidence to build up a picture of a past event</li> <li>Select relevant sections of information</li> <li>Use the library and internet for research with increasing confidence</li> </ul>	<ul style="list-style-type: none"> <li>Recognise primary and secondary sources</li> <li>Use a range of sources to find out about an aspect of time past</li> <li>Suggest omissions and the means of finding out</li> <li>Bring knowledge gathered from several sources together in a fluent account</li> </ul>



<p><b>Range and depth of historical knowledge (Identifying characteristics of a period in time)</b></p>	<ul style="list-style-type: none"> <li>Understand key features of events.</li> <li>Remembrance Day</li> <li>Learn about the lives of significant individuals.</li> <li>The Royal Family</li> <li>Children talk about past and present events in their own lives and in the lives of family members</li> </ul>	<ul style="list-style-type: none"> <li>Recognise the difference between past and present in their own and others' lives</li> <li>They know and recount episodes from stories about the past</li> </ul>	<ul style="list-style-type: none"> <li>Recognise why people did things, why events happened and what happened as a result</li> <li>Identify differences between ways of life at different times.</li> </ul>	<ul style="list-style-type: none"> <li>Find out about everyday lives of people in time studied</li> <li>Compare with our life today</li> <li>Identify reasons for and results of people's actions</li> <li>Understand why people may have wanted to do something</li> </ul>	<ul style="list-style-type: none"> <li>Use evidence to reconstruct life in time studied</li> <li>Identify key features and events of time studied.</li> <li>Look for links and effects in time studied</li> <li>Offer a reasonable explanation for some events</li> </ul>	<ul style="list-style-type: none"> <li>Study different aspects of different people - differences between men and women</li> <li>Examine causes and results of great events and the impact on people</li> <li>Compare life in early and late 'times' studied</li> <li>Compare an aspect of life with the same aspect in another period</li> </ul>	<ul style="list-style-type: none"> <li>Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings</li> <li>Compare beliefs and behaviour with another time studied</li> <li>Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation</li> <li>Know key dates, characters and events of time studied</li> </ul>
<p><b>Organisation and communication of learning and research</b></p>	<p>Talk about things they did at the weekend, yesterday, this morning...</p> <p>Visual timetable Orders and sequences familiar events</p>	<p>Communicate their knowledge through:</p> <ul style="list-style-type: none"> <li>*Discussion</li> <li>*Drawing pictures</li> <li>*Drama/role play</li> <li>*Making models</li> <li>*Writing</li> <li>*Using ICT</li> </ul>		<p>Communicate their knowledge through:</p> <ul style="list-style-type: none"> <li>*Discussion</li> <li>*Drawing pictures</li> <li>*Drama/role play</li> <li>*Making models</li> <li>*Writing</li> <li>*Using ICT</li> <li>*Recall, select and organise historical information.</li> <li>*Communicate their knowledge and understanding.</li> </ul>		<p>Communicate their knowledge through:</p> <ul style="list-style-type: none"> <li>*Discussion</li> <li>*Drawing pictures</li> <li>*Drama/role play</li> <li>*Making models</li> <li>*Writing</li> <li>*Using ICT</li> <li>Select and organise information to produce structured work, making appropriate use of dates and terms.</li> </ul>	



## Vocabulary

### Knowledge/Specific Vocabulary

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Parent Calendar Materials Grandparent Memory Plastic Old Remember Month Great Grand Parent Family Tree Week Day	<b><i>Events beyond living memory – The gunpowder plot</i></b> Living memory The Gunpowder Plot Houses of Parliament Gunpowder Arrest Executed Monarch Plot Treason Law Catholics Protestants Opinion What? When?	<b><i>Events beyond living memory – The Great Fire of London</i></b> The Great Fire of London What? When? Why? St Paul’s Cathedral Rescue Evidence Letter Diary Experts Bakery Flammable Historians King Charles II Thames Samuel Pepys Monument	<b><i>Changes in Britain from the Stone Age to Iron Age</i></b> Prehistory Hunter-Gatherer Nomad Palaeolithic Mesolithic Neolithic Tribe Neanderthal Homo sapiens Pelt Bronze Roundhouse Hillfort Awl Borer Domesticate Beaker Skara Brae Stonehenge	<b><i>Early Achievements of Ancient Egypt</i></b> Archaeologist Howard Carter Tombs Pharaoh Canopic Jar Sarcophagus Afterlife Hieroglyphics Rosetta Stone Egyptologist Irrigation Shaduf Sphinx Pyramid Scarab Papyrus Vizier Mummification	<b><i>The First World War</i></b> Allies Central Powers Trenches No man’s land Rationing Conscription Empire Franz Ferdinand Assassination Home Front Shrapnel Mortar Artillery Gas Mask Barbed Wire Truce Armistice Victory	<b><i>The Second World War – The Homefront</i></b> Air raid Air raid Siren Anderson Shelter Allies Blackout Blitz Evacuee Host family Rationing Ration book Luftwaffe Royal Air Force Warden Winston Churchill Adolf Hitler Gas Mask Conscription
	<b><i>Significant individuals – Moon Landing and Space</i></b> Tim Peake Mae Jameson Katherine Johnson Michael Foale Astronaut	<b><i>Significant individuals – Florence Nightingale and Mary Seacole</i></b> Crimean War Royal Red Cross	<b><i>The Roman Empire and its impact on Britain</i></b> Empire Togo Aqueduct Coliseum Centurion	<b><i>Britain’s settlement by Anglo-Saxons</i></b> Angles Saxons Kingdoms Shires Shire Reeve Wessex	<b><i>Victorian Britain – The Workhouse</i></b> Workhouse Poverty orphan Factory Industry Revolution	<b><i>The Ancient Maya</i></b> Glyphs Mayan Empire Codices Chichen Itza Cocoa Ahu or Ahaw Batab



NASA Earth Moon Lunar Module Apollo II Flight Landing Commander USA	Scutari –Location of the Crimean War Turkey Soldiers British Hotel Medicine Nurse Mary Seacole Florence Nightingale Wounds	Emperor Amphitheatre Senate Gladiator Republic Mosaic Testudo Legion Boudicca Barbarian	Mercia Kind Aldfrith of Lindsey Christianity Augustine Alfred the Great Unity	Compulsory Laws Poor Machinery Conditions Government Queen Victoria Prince Albert	Itzama Huipil Sacrifice Decline Deserted
<b><i>Local history – Castles Bourne Castle</i></b> Castle (Bourne) Medieval King Queen Lord Lady Battlements Portcullis Drawbridge Moat Turrets Keep Bailey Taxes Social Rank	<b><i>Local history – Heroes - Grace Darling and Lilian Wyles</i></b> Police Force Constable Change Prejudice Grace Darling Survivor Lighthouse Wreck Heroine Hero Investigate Historians	<b><i>The Viking's and their struggle for the Kingdom of England</i></b> Longboat/House Kingdoms Berserker Jarl Dane Raid Trade Rune Valhalla Monk Scandinavia Invade Settlers Migrate	<b><i>The Reign of the Tudors</i></b> War of the Roses Battle of Bosworth Heir Execution Armada Dynasty Monarchy Catholic Protestant Dissolution Reform William Cecil Elizabeth I Henry VII Henry VIII Nobles	<b><i>Ancient Greece</i></b> Myth Legend Athens/Athenians Sparta/Spartans Parthenon Democracy Olympics Civilization Pottery Marathon City States Acropolis	<b><i>Crime and Punishment – A thematic study of Britain post 1066.</i></b> Crime, Punishment Judge, Jury Court, Police Trial Law Theft Rebel Execution Victim Torture Witness Exile Treason Guilty, Innocent





### Chronological Understanding

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Now Next Old New Ago Past Today Yesterday	When I was little Along time ago, Before I was born Then/Now Past Changes When parents or carers were little Year The future	When I was younger, Chronological Order Earlier Later Before, After, Present, When my grandparents were young. Timeline	BC AD Era Decade Century Centuries Period Stone Age Neolithic Iron Age Bronze Age Roman Empire Roman Britain Viking Era	Millennium Recent History Time difference Ancient Egypt Anglo Saxons Celts The Dark Ages Middle Ages Tudor Era	Ancient Greece Victorian Era Industrial Revolution World War 1	20 <sup>th</sup> Century Modern Day World War 2 Ancient Maya

### Historical Enquiry

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> <li>• What?</li> <li>• Where?</li> <li>• Photo</li> <li>• Picture</li> <li>• Story</li> <li>• Writing</li> <li>• Old/New object</li> <li>• Clue</li> </ul>	<ul style="list-style-type: none"> <li>• Memories</li> <li>• Drawings</li> <li>• Camera</li> <li>• Detective</li> <li>• Opinion</li> <li>• Artefact</li> <li>• Why?</li> <li>• What?</li> <li>• Where?</li> <li>• Find out</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence</li> <li>• Research</li> <li>• Historians</li> <li>• Experts</li> <li>• Letters</li> <li>• Newspapers</li> <li>• Websites</li> <li>• Detective</li> <li>• Opinion</li> <li>• Artefact</li> <li>• Why?</li> <li>• What?</li> </ul>	<ul style="list-style-type: none"> <li>• Sources</li> <li>• Importance</li> <li>• Significance</li> <li>• Legacy</li> <li>• Impact</li> <li>• Effects</li> <li>• Reason</li> <li>• Change</li> <li>• This suggests...</li> <li>• Maybe...</li> <li>• Perhaps...</li> </ul>	<ul style="list-style-type: none"> <li>• Impact</li> <li>• Effects</li> <li>• Consequences</li> <li>• Significance</li> <li>• Infer</li> <li>• Continuity</li> <li>• Cause</li> <li>• Maybe...</li> <li>• Suggest</li> <li>• On one hand</li> <li>• However</li> </ul>	<ul style="list-style-type: none"> <li>• Different experiences</li> <li>• To weigh up both sides</li> <li>• On one hand</li> <li>• However</li> <li>• Eyewitness</li> <li>• This source suggests</li> <li>• This source doesn't show that</li> </ul>	<ul style="list-style-type: none"> <li>• Variety of sources</li> <li>• Different experiences</li> <li>• This source suggests</li> <li>• I can infer that</li> <li>• Impression</li> <li>• This source does not show</li> </ul>



		<ul style="list-style-type: none"> <li>• When?</li> <li>• Where?</li> </ul>	<ul style="list-style-type: none"> <li>• This tells us...</li> <li>• Could be...</li> <li>• I think that...</li> <li>• First-hand experience</li> <li>• Second hand experience</li> </ul>	<ul style="list-style-type: none"> <li>• First-hand experience</li> <li>• Second hand experience</li> <li>• Eyewitness</li> <li>• My conclusion is that.</li> </ul>	<ul style="list-style-type: none"> <li>• Reliable</li> <li>• Could have been</li> <li>• Might have been</li> <li>• Maybe</li> <li>• Impact</li> <li>• Effects</li> <li>• Consequence</li> <li>• Significant</li> <li>• My conclusion is that...</li> </ul>	<ul style="list-style-type: none"> <li>• The purpose of...</li> <li>• Propaganda</li> <li>• One sided</li> <li>• Biased</li> <li>• Primary evidence</li> <li>• Secondary evidence</li> <li>• Could have been</li> <li>• Might have been</li> <li>• Maybe</li> <li>• Impact</li> <li>• Effects</li> <li>• Consequence</li> <li>• Significant</li> <li>• Cause/Change</li> </ul>
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