



**Friskney All Saints
Church of England
Primary School**

Friskney All Saints Church of England Primary School

Curriculum for History

History Curriculum Intent

At Friskney All Saints Primary School, we encourage pupils to explore what it means to be a **HISTORIAN!**

We want our children to love history. We want them to have no limits to what their ambitions are and grow up wanting to be archivists, museum curators, archaeologists or research analysts. Our aim is that, through the teaching of History, we stimulate all children's interest and understanding about the life of people who lived in the past. We teach children a sense of chronology, in order to develop a sense of identity and a cultural understanding based on their historical heritage. This enables our children to learn to value their own and other people's cultures in modern multicultural Britain. We aim to make all children aware of the actions of important people in history and enable children to know about significant events in British history, whilst appreciating how things have changed over time. History will also ensure our children understand how Britain developed as a society, contributing to their understanding of their country of residence. Furthermore, our children will learn about aspects of local, British and Ancient history. This wider awareness leads to the children having some knowledge of historical development in the wider world. We believe that by allowing the children to understand the importance and enjoyment of History through different opportunities, they will become enthused learners in History. We will also give children opportunities to develop their skills of enquiry, investigation and analysis.

Golden Threads

Throughout our History curriculum, we have identified four key concepts. These are Golden Threads that run through all our history units.

Our golden threads are:

Chronology – As a school, we feel that this is vital to bring meaning to each history unit taught.

Farming – This relates to our context as a strong, farming community. The importance and development of farming over time relates to our vision of valuing ‘old horizons’.

Diversity – This is a reflection of the school vision of ‘new horizons’. An awareness of diversity in all its forms and throughout history is vital for our children to understand.

Leaders/Famous people – Leaders and famous people have shaped history. It is important for us to recognise who they are and what their achievements were.



Inspiration – Our exciting and engaging History curriculum seeks to encourage children’s curiosity, inspiring a lifelong love of History that sparks creativity and prepares our students for a future that demands adaptability and innovation. Learning opportunities are skilfully adapted to inspire and support all pupils, especially those with **SEND**, removing barriers and igniting interest. **Enrichment opportunities** are carefully planned to engage learners beyond the academic and cross subject links such as historians featured in our careers week. Our curriculum is designed to be irresistible so that pupils are encouraged to *realise their gifts* in every area of the curriculum.



Excellence - Our ambitious History curriculum is designed to ensure that every child reaches their full potential in History and are always *striving for excellence*. Each year, the children’s identified learning builds upon previously taught content through **clearly mapped out, sequential units** which detail the **substantive and disciplinary knowledge** and feature both local and world history. We prioritise **vocabulary** acquisition, employing a systematic and explicit approach to the teaching of vocabulary in history and timely **retrieval** opportunities are carefully planned and scaffolded throughout our curriculum enabling children to strengthen and remember previously taught knowledge.



Exploration –We encourage pupils to explore what it means to be a historian. We help our children to be inquisitive. Questioning of their learning enables inquisitive thinking, investigation, independence and problem solving. Curriculum design is focussed on developing **oracy** and **reading**, allowing pupils to explore and strengthen *existing and new* knowledge across all aspects of the curriculum.

Through a strong framework of personal development, we ensure pupils understand who they are and are well prepared and eager for the next stage of their education.

History Implementation

EYFS

Characteristics of effective learning	<p>Children will engage in their learning through the characteristics of effective teaching and learning.</p> <p>The three characteristics of effective teaching and learning are:</p> <ul style="list-style-type: none">• Playing and exploring – children investigate and experience things and have a go• Active learning – children concentrate and keep on trying if they encounter difficulties and enjoy achievements• Creating and thinking critically – children have and develop their own ideas, make links between their ideas and develop strategies for doing things <p><i>(take part in simple pretend play, sort materials, use pretend play to find beyond the 'here and now')</i></p>
Educational Programme	<p>Understanding the World – statutory framework</p> <p>Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.</p>

Development Matters Reception Statements <i>(Examples of what this could look like)</i>	<p>Talk about members of their immediate family and community <i>(dedicated talk time, sharing information and photographs, use a range of texts to show different families)</i></p> <p>Name and describe people who are familiar to them Comment on images of familiar situations in the past <i>(present children with pictures, stories, artefacts and accounts from the past drawing upon similarities and differences, offer hands-on experiences that deepen understandings, show images of familiar situations from the past e.g homes, schools, transport, toys etc, offer opportunities for children to begin organising events using basic chronology recognising things that happened before they were born)</i></p> <p>Compare and contrast characters from stories, including figures from the past <i>(frequently share texts, images, and tell oral stories that help children to develop and understanding of the past, offer stories, poems, rhymes, puppets, role play and other storytelling methods to expose children to the past)</i></p>
End of Year Expectations: (ELG)	<p>Understanding the World ELG: Past and Present <i>Children at the expected level of development will:</i></p> <ul style="list-style-type: none"> - Talk about the lives of people around them and their roles within society - Know some similarities and differences between things in the past and now drawing on their experiences and what has been read in class - Understand the past through setting characters and events encountered in books read in class and storytelling
Vocabulary	<p>Vocabulary – enriching and widening (subject specific relating to overarching topics) Historical vocabulary children will be exposed to:</p> <p><i>Present, past, now, old, new, materials, then, yesterday, today, time, day, week, month, year, remember, same, different, events, sequence, order, familiar, change, notice, observe,</i></p>

KS1 and KS2 Curriculum Year A

Terms	Y1/2 Focus	Why this? Why now?	Year 3/4 focus	Why this? Why now?	Year 5/6 focus	Why this? Why now?
Autumn	First Aeroplane flight (Next cycle A swap the autumn and spring unit)	<p>This unit is important contextually as Lincolnshire had, and still has, a large number of RAF bases. This unit leads on to the Battle of Britain unit in Y3/4.</p> <p>This unit introduces the children to the Wright Brothers and Amelia Earhart - this prepares them for understanding how the perception of women has changed in society and how developments in technology contribute to national and international achievements.</p> <p>This is built upon in KS2 - What did the Ancient Greeks ever do for us? and the study of the Battle of Britain.</p> <p>Golden threads: Chronology: Placing the first Aeroplane flight in context with other historical events/periods Farming: Diversity: Women in history Leaders/Famous people: Wright Brothers/Amelia Earhart</p>	<p>How did the Roman Empire impact Britain?</p> <p>(Next cycle A swap the autumn and spring unit)</p>	<p>Investigating why the Romans invaded Britain and the reaction of the Celts and learning how the Romans changed life in Britain. The children will learn the meaning of legacy, explaining how the Romans have changed and shaped Britain. This leads into the work on the Anglo Saxons later in the year and the work in Y5/6 on Anglo Saxons and Vikings.</p> <p>Golden threads: Chronology: Places the Roman Empire in context with other historical events/periods. Farming: Covers farming and it's importance in the Roman Empire. Diversity: Diversity and different cultures within the Roman Empire including slavery. Leaders/Famous people: Roman Emperors</p>	<p>Boston through time</p>	<p>This links with the school vision of 'old and new horizons', focusing on the history of the local area and how it has changed over time. It builds on the explorers unit in KS1, which looked at famous explorers from Lincolnshire.</p> <p>This links to the Geography topic in this term 'Boston to Boston'.</p> <p>Golden threads: Chronology: Places the developments in Boston in context with other historical events/periods. Farming: Diversity: Comparison of the diversity within Boston over time. Leaders/Famous people: Pilgrim Fathers</p>
Spring	Technology - Toys	<p>This Toys unit features popular toys through the 20th century and the early 21st century. Firstly, it asks the children to think about their favourite toy from today before moving on to look at toys which were popular when their parents and grandparents were children. Throughout the unit, the children will develop a range of historical skills such as: asking and answering questions, identifying and interpreting different sources and recognising</p>	<p>Pre-historic Britain (homes and farming)</p>	<p>Looking at the chronology of mankind, children are introduced to Britain's story. They use archaeological evidence to find out about the Stone Age, Bronze and Iron Age. This links with The Y3/4 unit on Romans and links to the Maya in Y5/6</p> <p>Golden threads:</p>	<p>Vikings and anglo-saxons</p>	<p>This unit covers the raids and invasions by Vikings in Anglo-Saxon Britain. The children will learn who the Vikings were as well as when and where they raided and settled. They will learn about significant events from the period and order these chronologically on a timeline. The children will find out about the Anglo-Saxon kings who ruled during the 'Viking Age' and</p>

		<p>change and exploring how this influences them today. It continues the technology link from the aeroplane flight the term before, and builds onto technological advances in KS2 units such as Romans, Greeks and Egyptians</p> <p>Golden threads: Chronology: Placing the 20th and 21st centuries in context with other historical events/periods Farming: Diversity: Looking at diversity within toys Leaders/Famous people:</p>		<p>Chronology: Places Prehistoric Britain in context with other historical events/periods. Farming: Covers farming and it's importance in Pre-historic Britain. Diversity: Diversity within the Prehistoric Period Leaders/Famous people:</p>		<p>examine their influence and significance in British history.</p> <p>This builds on the Anglo Saxons and Scots unit in Y3/4</p> <p>Golden threads: Chronology: Places the Vikings and Anglo Saxons in context with other historical events/periods. Farming: Covers farming and it's importance within the period. Diversity: Diversity within the Vikings and Anglo Saxons. Leaders/Famous people:</p>
Summer	Monarchy – Kings and Queens	<p>This Kings and Queens unit teaches about the significant British monarchs in history, as well as asking the children to draw comparisons between Elizabeth I and Queen Victoria. The unit consolidates the children's awareness of the past and significant individuals through using timelines and making comparisons between various periods in history.</p> <p>It links with the Year B unit on 'How women have changed history' and links into the Tudors unit in Y3/4.</p> <p>Golden threads: Chronology: Places Elizabeth I and Queen Victoria in context with other historical events/periods Farming: Diversity: Women in history Leaders/Famous people: Elizabeth I and Queen Victoria</p>	Anglo Saxons and Scots	<p>This unit covers the invasion of the scots and anglo saxons in the fifth century and how life in Britain changed as a result.</p> <p>This leads into the Y5/6 unit on Vikings and Anglo-Saxons.</p> <p>Golden threads: Chronology: Places the Anglo Saxons and Scots in context with other historical events/periods. Farming: Covers farming and it's importance within the period. Diversity: Diversity within the Anglo Saxons and Scots. Leaders/Famous people: Alfred the Great, Harold Godwinson, Offa, William I</p>	The Maya	<p>Comparing the Maya with the Egyptians and the Anglo-Saxons, children learn about the Maya civilisation. They investigate how the Maya settled in the rainforest, their religious beliefs, homes and what archaeological remains tell us about Maya cities. Using primary evidence, they examine theories into how the Maya cities declined.</p> <p>Golden threads: Chronology: Places the Maya in context with other historical events/periods, particularly the Egyptians and Saxons. Farming: Covers farming, it's importance within the period and comparison to farming in the UK. Diversity: Comparison of diversity with the Maya and the Anglo Saxons. Leaders/Famous people:</p>

KS1 and KS2 Curriculum Year B

Terms	Y1/2 Focus	Why this? Why now?	Year 3/4 focus	Why this? Why now?	Year 5/6 focus	Why this? Why now?
Autumn	How have women changed history? Rosa Parks and Emily Davison	<p>This unit explores how the actions of women in history have changed our lives today.</p> <p>This is placed in the Autumn term 1 to fit with Black History Month and focuses on Rosa Parks and the impact she made on society. This builds on Emily Davison and the Suffragette movement</p> <p>Golden threads: Chronology: Places Rosa Parks and Emily Davison in context with other historical events/periods. Farming: Diversity: Women in history Leaders/Famous people: Rosa Parks and Emily Davison</p>	Battle of Britain	<p>The unit looks into the roles and responsibilities of the men and women who served in the British armed forces; explore the significance of the Battle of Britain. There is a focus on the significance of Lincolnshire in the Battle of Britain.</p> <p>This build on the first aeroplane flight in Y1/2 and links to the work on Anne Frank in Y5/6</p> <p>Golden threads: Chronology: Places the Battle of Britain in context with other historical events/periods. Farming: Diversity: Diversity within the British armed forces at the time including women who served. Leaders/Famous people:</p>	Friskney through time	<p>This links with the school vision of 'old and new horizons', focusing on the history of the local area and how it has changed over time. It builds on Geography units, focussing on the local area.</p> <p>Golden threads: Chronology: Places the History and developments in Friskney in context with other historical events/periods. Farming: Comparison of farming in Friskney over time. Diversity: Study of the diversity within Friskney compared to national comparisons. Leaders/Famous people:</p>
Spring	Explorers	<p>This unit focuses on the local area and local people who have had a significant impact on the world.</p> <p>John Smith, Matthew Flinders, James Cook</p> <p>The unit leads onto Explorers of space in the following term.</p> <p>Golden threads: Chronology: Places John Smith, Matthew Flinders and James Cook in context with other historical events/periods.</p>	Tudors	<p>This unit focuses on the reign of Henry VIII. Pupils will develop their understanding of the power of the monarchy in Britain at this time and how it brought about the dissolution of the monasteries and the split between England and Rome.</p> <p>This builds on Monarchs studied in KS1.</p> <p>Golden threads: Chronology: Places the Tudors in context with other historical events/periods. Farming:</p>	Anne Frank	<p>This unit builds on the Battle of Britain unit in Y3/4. It looks into Kindertransport, The life of Anne Frank and what we can learn from her diaries. It leads into a sensitive and age-appropriate study of the Holocaust.</p> <p>This prepares children for the study of the world wars in KS3.</p> <p>Golden threads: Chronology: Places WW2 in context with other historical events/periods. Farming:</p>

		<p>Farming: Comparison of farming in the lives of the explorers.</p> <p>Diversity: study of the indigenous people in each explorer's lives.</p> <p>Leaders/Famous people: John smith, Matthew flinders, James cook</p>		<p>Diversity: Diversity within the Tudor period</p> <p>Leaders/Famous people: Henry VIII</p>		<p>Diversity: Focus on how Jews were treated during WW2</p> <p>Leaders/Famous people: Anne Frank</p>
Summer	Space explorers – Neil Armstrong	<p>To develop an awareness of the lives of significant individuals in the past who have contributed to national and international achievements in the context of discussing how Neil Armstrong, Valentina Tereshkova and other significant individuals contributed to a significant event beyond living memory.</p> <p>This unit builds on the Explorers unit as it looks at exploring further afield.</p> <p>Golden threads:</p> <p>Chronology: Places space exploration in context with other historical events/periods.</p> <p>Farming:</p> <p>Diversity: Female explorers</p> <p>Leaders/Famous people: Neil Armstrong, Valentina Tereshkova</p>	What did the Ancient Greeks ever do for us?	<p>Investigating the city-states of Athens and Sparta to identify similarities and differences between them, learning about democracy and assessing the legacy of the Ancient Greeks.</p> <p>This unit builds links to the Chronology of the Egyptian unit in Y5/6 and the Roman unit in Year A.</p> <p>Golden threads:</p> <p>Chronology: Places the Ancient Greek period in context with other historical events/periods, particularly the Romans and the Egyptians.</p> <p>Farming:</p> <p>Diversity: Male/Female differences within the period. The different outlooks of Sparta and Athens.</p> <p>Leaders/Famous people: Alexander the great, Archimedes</p>	Ancient Egyptians and their achievements.	<p>Finding out about Egyptian beliefs and achievements. Links are made to the Y5/6 unit on the Maya. They investigate pyramids, gods and goddesses, and mummified people to identify Egyptian beliefs before studying their achievements such as building, writing, inventions, farming etc</p> <p>Golden threads:</p> <p>Chronology: Places the Ancient Egyptian period in context with other historical events/periods including the Maya.</p> <p>Farming: Farming achievements are studied and compared</p> <p>Diversity: The diverse nature of Ancient Egypt including female leaders.</p> <p>Leaders/Famous people: Cleopatra and Tutankhamun.</p>

Key Stage One History Curriculum

*Suggested learning questions are not necessarily 1 per lesson, some lessons may cover several questions and some questions may take several lessons.

Term/Unit	National Curriculum	Learning Questions	Substantive Knowledge	Key Vocabulary
<p>Year A - Autumn Term</p> <p>First Aeroplane Flight</p> <p>Why this why now: This unit is important contextually as Lincolnshire had, and still has, a large number of RAF bases. This unit leads on to the Battle of Britain unit in Y3/4.</p> <p>This unit introduces the children to the Wright Brothers and Amelia Earhart - this prepares them for understanding how the perception of women has changed in society and how developments in technology contribute to national and international achievements.</p> <p>This is built upon in KS2 - What did the Ancient Greeks ever do for us? and the study of the world wars both look at technological advance during these periods.</p> <p>Golden threads: Chronology: Placing the first Aeroplane flight in context with other historical events/periods Farming: Diversity: Women in history Leaders/Famous people: Wright Brothers/Amelia Earhart</p>	<p>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.</p> <p><u>KS1 NC Attainment Targets:</u></p> <p>Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]</p>	<ol style="list-style-type: none"> 1. What came before aeroplanes? (kites, balloons) 2. Who was Da Vinci? 3. Why did the Wright brothers succeed? 4. How has flight changed as a result of the Wright brothers? 5. What was the role of women in the history of flight? Who is Amelia Earhart? 6. What is the role of the Royal Air Force in the United Kingdom and the local area? 	<p>1-To know that people had an ambition to fly a long time before it became possible</p> <p>2- I know that Leonardo Da Vinci was a painter but he was also an inventor with a passion for flight. -</p> <p>-I know in 1490 Da Vinci sketched a design for a flying machine that looked like the body of a bird but the machine had no engine.</p> <p>3 -I know Orville and Wilbur Wright were two brothers, born in America</p> <p>3-I know the Wright brothers' first aeroplane, the Wright Flyer, successfully flew in front of 5 people in 1903.</p> <p>3- I know the brothers' plane was successful because it had an engine.</p> <p>5- I know in 1932, Amelia Earhart became the first woman to fly non-stop across the Atlantic Ocean from Canada to Ireland.</p> <p>5-I know that Amy Johnson was the first woman to fly solo from London to Australia</p> <p>1-6-To know that primary sources of information were collected during the event.</p> <p>1-6-To know secondary sources of information are based on primary sources.</p>	<p>Da Vinci, Wright brothers, Orville and Wilbur Wright, Amy Johnson, flight, engine, powered, success, attempts, design, inventor, Da Vinci, Amelia Earhart</p>

<p>Year A - Spring Term</p> <p>Technology - Toys</p> <p>Why this why now: This Toys unit features popular toys through the 20th century and the early 21st century. Firstly, it asks the children to think about their favourite toy from today before moving on to look at toys which were popular when their parents and grandparents were children. Throughout the unit, the children will develop a range of historical skills such as: asking and answering questions, identifying and interpreting different sources and recognising change and exploring how this influences them today. It continues the technology link from the aeroplane flight the term before, and builds onto the World War units in KS2</p> <p>Golden threads: Chronology: Placing the 20th and 21st centuries in context with other historical events/periods Farming: Diversity: Looking at diversity within toys Leaders/Famous people:</p>	<p>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.</p> <p><u>KS1 NC Attainment Targets:</u></p> <p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p>	<ol style="list-style-type: none"> 1.What toys were popular when your parents were children? 2.What toys were popular when your grandparents were children? 3.What are the similarities and differences between these toys. 4.How have toy planes changed over the Years? (Links to previous topic) 5.How can we tell if a toy is old or not? 	<ol style="list-style-type: none"> 1, 3, 4, 5. Children will understand that toys have changed over even a relatively short period, mainly in terms of materials used to make them/ technology for powering/driving them. 2, 3 and 4. Children will see that their parents’/ grandparents’ generations played active games or participated in more outdoor activities than today. 3. More difficult to grasp will be the idea that in the past most children had far fewer toys than children today. 	<p>Before /After Old /New Then/ Now Battered Scratched Dull/ Bright Indoor/ Outdoor, Metal/Plastic /Tin/ plate/Wood Battery- powered Clockwork Electric Pull- along Wind-up ,</p>
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<p>Year A - Summer Term</p> <p>Monarchy – Kings and Queens</p> <p>Why this, why now: This Kings and Queens unit teaches about the significant British monarchs in history, as well as asking the children to draw comparisons between Elizabeth I and Queen Victoria. The unit consolidates the children's awareness of the past and significant individuals through using timelines and making comparisons between various periods in history.</p> <p>It links with the Year B unit on 'How women have changed history' and links into the Tudors unit in Y3/4.</p> <p>Golden threads: Chronology: Places Elizabeth I and Queen Victoria in context with other historical events/periods Farming: Diversity: Women in history Leaders/Famous people: Elizabeth I and Queen Victoria</p>	<p>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.</p> <p><u>KS1 NC Attainment Targets:</u></p> <p>The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]</p>	<ol style="list-style-type: none"> 1. Can I understand what a monarch is and the qualities needed to be a good monarch? 2. Can I find out about some important British monarchs? 3. Can I find out how the title of king or queen is inherited? 4. Do I understand the key facts in the life of Elizabeth I 5. Do I understand the key facts in the life of Queen Victoria 6. Can I compare similarities and difference in the lives of Elizabeth I and Queen Victoria? 	<ol style="list-style-type: none"> 1. Definition of a monarch. 2. Chronology of various significant British kings and queens, such as Elizabeth I and Queen Victoria. 3. Knowledge about the inherited nature of the monarchy 4, 5, 6 key facts about the lives of Elizabeth I and Queen Victoria. 	<p>Monarchy, king, queen, Elizabeth I, Queen Victoria, inherit,</p>
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<p>Year B - Autumn Term</p> <p>How have women changed history?</p> <p>Why this, why now: This unit explores how the actions of women in history have changed our lives today.</p> <p>This is placed in the Autumn term 1 to fit with Black History Month and focuses on Rosa Parks and the impact she made on society. This builds on Emily Davison and the Suffragette movement</p> <p>Golden threads: Chronology: Places Rosa Parks and Emily Davison in context with other historical events/periods. Farming: Diversity: Women in history Leaders/Famous people: Rosa Parks and Emily Davison</p>	<p>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.</p> <p><u>KS1 NC Attainment Targets:</u></p> <p>The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]</p>	<ol style="list-style-type: none"> 1. Who is Emmeline Pankhurst? 2. Who is Emily Davison? 3. Why did Emily Davison step in front of the Kings horse? 4. How has the suffrage movement impacted on lives today? 5. Who is Rosa Parks? 6. When and where did she live? 7. What did she do in her life? 	<p>1 - I know that Emmeline Pankhurst was a suffragette. 1-I know Emmeline Pankhurst was a British woman who campaigned for women's rights. 1- I know in 1905 Emmeline Pankhurst founded the Women's Social and Political Union (WSPU) who later became known as the Suffragettes. 1-I know Suffragette means 'having the right to vote'. 1-I know the suffragettes campaigned for women to have the power to vote. 1- I know before the war, women were not treated the same as men as they were not thought of as equal to men. 2 - I know that in 1906 Emily Davison joined the WSPU (the Suffragettes) 3 - I know Emily stepped out in front of King George V's horse at the Epsom Derby in 1913. 4 - I know that the Suffragettes won the right for women to vote by the end of the 19th century. 4- I know in 1928 women over the age of 21 were given the right to vote. 5 -I know about Rosa parks, where she lived, when she lived and contextual information.</p>	<p>Emmeline Pankhurstst, Emily Davison, suffragette, Rosa Parks, campaign, equality, vote, civil rights</p>
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<p>Year B - Spring Term</p> <p>Explorers</p> <p>Why this, why now: This unit focuses on the local area and local people who have had a significant impact on the world.</p> <p>John smith, Matthew flinders, James cook</p> <p>The unit leads onto Exporers of space in the following term.</p> <p>Golden threads: Chronology: Places John smith, Matthew flinders and James cook in context with other historical events/periods. Farming: Comparison of farming in the lives of the explorers. Diversity: study of the indigenous people in each explorer's lives. Leaders/Famous people: John smith, Matthew flinders, James cook</p>	<p>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.</p> <p><u>KS1 NC Attainment Targets:</u></p> <p>Significant historical events, people and places in their own locality.</p>	<ol style="list-style-type: none"> 1. What is an explorer? 2. Which explorers came from Lincolnshire? 3. What did each person explore? 4. What impact have these explorers had on society? 5. What similarities and differences are there between the explorers? 6. Who was the greatest explorer? 	<p>1- I know an explorer is a person who explores a new or unfamiliar area. 2,3,-I know and understand the main events in the lives of John smith, Matthew flinders, James cook 4. John Smith: eventual success of Jamestown and the establishment of its legacy as the first permanent English settlement in North America 4. Matthew Flinders: proved that Tasmania was an island and produced its first map. He traced the coasts of the Australian continent, proving that the east, New South Wales, was the same land mass as the west, New Holland. He produced the first complete map of Australia. 4. James Cook: He surveyed a greater length of coastline than any other person and remade the map of the Pacific. His explorations gave Britain the lands now occupied by Australia and New Zealand.</p>	<p>John smith, Matthew flinders, James cook, explorer, discover, Jamestown, settlement, North America, sailor, navigator, Australia, world, antarctica,</p>
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<p>Year B - Summer Term</p> <p>Space explorers – Neil Armstrong</p> <p>Why this, why now: To develop an awareness of the lives of significant individuals in the past who have contributed to national and international achievements in the context of discussing how Neil Armstrong, Valentina Tereshkova and other significant individuals contributed to a significant event beyond living memory.</p> <p>This unit builds on the Explorers unit as it looks at exploring further afield.</p> <p>Golden threads: Chronology: Places space exploration in context with other historical events/periods. Farming: Diversity: Female explorers Leaders/Famous people: Neil Armstrong, Valentina Tereshkova</p>	<p>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.</p> <p><u>KS1 NC Attainment Targets:</u></p> <p>The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]</p>	<p>1) What are the key events in the history of space? 2) Who was Neil Armstrong 3) What did Neil Armstrong do? 4) Who was Valentina Tereshkova? 5) What are the similarities and differences between Neil and Valentina?</p>	<p>1. 1947 – first animals sent into space 1949 – first monkey sent into space 1955 – space race begins between Russia and America 1961 – first man in space 1963 first woman in space – Valentina Tereshkova 1969 moon landing 1991 Helen Sharman – first British astronaut in space 2-3 -Neil was an astronaut from Ohio in America who made history. He was the first man to walk on the moon. 4 - 1963 first woman in space – Valentina Tereshkova</p>	<p>Astronaut Flight Launch Mission Scientist Space Travel</p>
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Lower Key Stage Two History Curriculum

*Suggested learning questions are not necessarily 1 per lesson, some lessons may cover several questions and some questions may take several lessons.

Term/Unit	National Curriculum	Learning Questions	Substantive Knowledge	Key Vocabulary
<p>Year A - Autumn Term</p> <p>How did the Roman Empire impact Britain? (Next cycle A swap the autumn and spring unit) ,</p> <p>Why this, why now: Investigating why the Romans invaded Britain and the reaction of the Celts and learning how the Romans changed life in Britain. The children will learn the meaning of legacy, explaining how the Romans have changed and shaped Britain. This leads into the work on the Anglo Saxons later in the year and the work in Y5/6 on Anglo Saxons and Vikings.</p> <p>Golden threads: Chronology: Places the Roman Empire in context with other historical events/periods. Farming: Covers farming and it's importance in the Roman Empire. Diversity: Diversity and different cultures within the Roman Empire including slavery. Leaders/Famous people: Roman Emperors, Boudicca</p>	<p>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. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.</p> <p>In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.</p> <p>KS2 NC Attainment Targets:</p> <p>-the Roman Empire and its impact on Britain</p>	<ol style="list-style-type: none"> 1. Why did the Romans invade and settle in Britain? 2. How did Britons respond to Roman invasion? 3. Why was the Roman army so successful? 4. What do artefacts tell us about life in Roman times? 5. How did the Romans change modern Britain? 	<p>1-I know that an Empire is a large group of states or countries ruled over by a single monarch or a sovereign state. 1-I know that an invasion is when an army enter a country for a conquest. 1-I know that the Roman invasion coincided with the Iron Age. 1-I know the extent of which the Roman empire had spread by AD55 and the state of its army, as a context to the invasions of Celtic Britain. 2-To know how some of the pre-existing laws, living conditions and architecture of Celtic Britain differed from those that followed the Roman invasion. 2-To know that the British invasion was resisted by Celtic tribes and that one of the most significant of these was the Iceni tribe, led by Boudicca. 3-To know about the relationship between Celts and Romans after each invasion (ie relative peace and trade links) 3-5-To know that the Roman invasion left a lasting legacy on Britain, including new towns, roads, plants, animals, food, farming, language and that this has an impact on lifestyle (for example, religion, public order, food, libraries, language, the calendar and mathematics)</p>	<p>Invasion, conquest, empire, Britons, Celts, Boudicca, Iceni tribe, AD, monarch, sovereign state, fort, Hadrian's wall, evidence, Roman army, Boudicca, rebellion, minerals, exports, roads, aqueducts, baths, legacy</p>

<p>Year A - Spring Term</p> <p>Pre-historic Britain (homes and farming) , Why this, why now: Looking at the chronology of mankind, children are introduced to Britain's story. They use archaeological evidence to find out about the Stone Age, Bronze and Iron Age. This links with The Y3/4 unit on Romans and links to the Maya in Y5/6</p> <p>Golden threads: Chronology: Places Prehistoric Britain in context with other historical events/periods. Farming: Covers farming and it's importance in Pre-historic Britain. Diversity: Diversity within the Prehistoric Period Leaders/Famous people:</p>	<p>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. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.</p> <p>In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.</p> <p><u>KS2 NC Attainment Targets:</u></p> <p>-changes in Britain from the Stone Age to the Iron Age</p>	<ol style="list-style-type: none"> 1. When was prehistoric Britain? 2. How did people in Britain live during the Stone Age to Iron Age? (including diversity) 3. How did lives change during the prehistoric era (including tools)? 4. How did farming develop in prehistoric Britain? 5. What is Skara Brae? 	<p>1- I know the Stone age was a prehistoric era which occurred before the eras previously studied.</p> <p>1 and 3 -I know It was called the Stone Age because it was dominated by stone tools.</p> <p>1- I know the Stone Age to Iron Age lasted from 2.5 million years ago to approximately 5 million years ago</p> <p>2-I know the way people lived (homes, diet) was influenced by natural materials.</p> <p>2-I know that immigrants bought new animals and crops to Britain.</p> <p>3 and 4-I know throughout this period, changes were made to the way people lived included the discovery of fire, the development of sophisticated tools and the introduction of settlements and farming.</p> <p>3 and 4 -I know in the Iron Age there was a range of economic and social changes, e.g the concept of wealth, different towns and defences and an increase in trade and land ownership</p> <p>3 and 4- I know during the Bronze Age improvements were made to stronger weapons were made, better farming and simple trade. (e.g. simple boats)</p> <p>5-I know Skara Brae was discovered in 3000BC after a storm in AD 1850 removed the earth that had been covering it.</p> <p>5- I know Skara Brae is a village in Orkney where people are beginning to farm their own food and build homes</p>	<p>Stone Age, pre-historic era, weapons, settlements, farming, development, economic changes, social changes, Bronze Age, natural materials, trade, Skara Brae, Celts, tribe, alloy</p>
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<p>Year A - Summer Term</p> <p>Anglo Saxons and Scots ,</p> <p>Why this, why now: This unit covers the invasion of the scots and anglo saxons in the fifth century and how life in Britain changed as a result. This leads into the Y5/6 unit on Vikings and Anglo-Saxons.</p> <p>Golden threads: Chronology: Places the Anglo Saxons and Scots in context with other historical events/periods. Farming: Covers farming and it's importance within the period. Diversity: Diversity within the Anglo Saxons and Scots. Leaders/Famous people: Alfred the Great, Harold Godwinson, Offa, William I</p>	<p>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. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.</p> <p>In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.</p> <p><u>KS2 NC Attainment Targets:</u></p> <p>-Britain's settlement by Anglo-Saxons and Scots</p>	<p>1. Who were the Scots? 2. Who were the Anglo Saxons? 3. Why did the Anglo Saxons want to settle in Britain? 4. What was life like in an Anglo Saxon Britain? 5. How did the Anglo Saxons influence Britain?</p>	<p>1- I know the departure of the Romans left Britain vulnerable to invasion by tribal forces from foreign lands. 1- The Picts and Scots tried to invade England from the north. 2- I know the warriors that invaded Britain became known as the first Anglo-Saxons 2- I know the Angles tribe was from an area today known as Denmark that settled in Britain from around AD 450. 2- I know the Saxons tribe was from north coast of Europe, especially Germany, that settled in Britain from around AD 450. 2- I know the Angles Tribe and the Saxons Tribe were one of the tribes that became known as the first AngloSaxons. 2- I know The Angles, Saxons, Jutes and Picts were from other parts of Europe. 3- I know the invading forces were drawn to England because of floods and famine in their own countries and the contrasting rich and fertile farmland in England. 4- I know Anglo-Saxon settlements differed from Roman settlements in England in that they were made up of small agricultural settlements rather than walled cities. 4- I know Anglo Saxons preferred to live in villages. 5- I know Anglo-Saxon contributions to language, place names, defence and literature changed the social and cultural landscape of England.</p>	<p>Saxon, Angles, Jutes, Pagan, Christian, Ceorl, Thegn, Farming, Normans, Flood, famine, invade, rich and fertile land, village, settle, Mercia, Wessex, Alfred the Great, The Sutton-Hoo</p>
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<p>Year B - Autumn Term</p> <p>Battle of Britain ,</p> <p>Why this, why now: The unit looks into the roles and responsibilities of the men and women who served in the British armed forces; explore the significance of the Battle of Britain. There is a focus on the significance of Lincolnshire in the Battle of Britain. This build on the first aeroplane flight in Y1/2 and links to the work on Anne Frank in Y5/6</p> <p>Golden threads: Chronology: Places the Battle of Britain in context with other historical events/periods. Farming: Diversity: Diversity within the British armed forces at the time including women who served. Leaders/Famous people:</p>	<p>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. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.</p> <p>In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.</p> <p><u>KS2 NC Attainment Targets:</u></p> <p>- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p>	<p>1. What was the battle of Britain and when did it occur? 2. What led up to the Battle of Britain 3. What were the five phases of the battle of Britain? 4. Who won the battle of Britain, how and why? 5. Why was the Battle of Britain a significant event in the eventual outcome of WW2?</p>	<p>1. The Battle of Britain took place during the Second World War between the air forces of Nazi Germany and Britain. 1. The Battle of Britain began on 10th July 1940 and lasted until 31st October 1940. 2. The Second World War started in September 1939 after German troops invaded Poland on 1st September, with Britain and France declaring war on Germany on 3rd September. 2. Following the fall of France, Hitler devised a plan to invade Britain. Hitler was determined to destroy the Royal Airforce so that German ground troops could land safely on British soil without being attacked by the RAF from the air. 3. Phase 1: 26th June (before the official starting date) to 16th July 1940. Phase 2: 17th July to 12th August 1940. Phase 3: 12th August to 6th September 1940. Phase 4: 7th September to 2nd October 1940. Phase 5: 3rd to the 31st of October. 4. British troops won the Battle of Briatin, partly due to radar technology, the skill of the RAF pilots and their knowledge of the geography of Britain. 5. Allied victory in the Battle of Britain was a real turning point in the war. Had the Luftwaffe been successful, Hitler may have been able to mount a ground invasion of Britain and the whole course of history may have been changed.</p>	<p>Dunkirk, WWII, Luftwaffe, RAF, Fighter Command, Winston Churchill, Hitler, Hurricane, Spitfire, Messerschmitt,</p>
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<p>Year B - Spring Term</p> <p>Tudors</p> <p>Why this, why now: This unit focuses on the reign of Henry VIII. Pupils will develop their understanding of the power of the monarchy in Britain at this time and how it brought about the dissolution of the monasteries and the split between England and Rome.</p> <p>This builds on Monarchs studied in KS1.</p> <p>Golden threads: Chronology: Places the Tudors in context with other historical events/periods. Farming: Diversity: Diversity within the Tudor period Leaders/Famous people: Henry VIII John Blanke</p>	<p>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. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.</p> <p>In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.</p> <p><u>KS2 NC Attainment Targets:</u></p> <p>- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p>	<ol style="list-style-type: none"> 1. When was the Tudor period? 2. How was Tudor society organised? 3. Who were the Tudor Royals? 4. What impact did the Royals have on Tudor society? 5. How diverse was Tudor Britain? 6. How did the Tudor period end? 	<ol style="list-style-type: none"> 1. That the Tudor period was from 1485-1603. 2. Feudal system: king, lords, knights, peasants 3. The Six Tudor Monarchs 4. The Tudors achieved the full union of England and the Principality of Wales in 1542 (Laws in Wales Acts 1535 and 1542), and successfully asserting English authority over the Kingdom of Ireland (proclaimed by the Crown of Ireland Act 1542). 4. Henry VIII ushered in a new state religion, and the increasing confidence of the state coincided with the growth of a distinctively English culture. 5. There were hundreds of Black people living and working in England. Many were free members of society who lived in a world where skin colour was less important than religion and class. John Blanke was employed as a trumpeter in the courts of Henry VII and Henry VIII. 5. Black Tudors came to England through English trade with Africa; from southern Europe; in the entourages of royals such as Katherine of Aragon; as merchants or aristocrats; and as the result of English privateering and raids on the Spanish empire. 6. The Tudor dynasty came to an end in 1603 with the death of Elizabeth I 	<p>Trade, Armada, Catholic, Protestant, Religion, Reformation, Monastery, State, Henry VIII, Elizabeth I, Mary I, Catherine of Aragon, Anne Boleyn, Jane Seymour, Anne of Cleves, Catherine Howard and Katherine Parr, John Blanke</p>
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<p>Year B - Summer Term</p> <p>What did the Ancient Greeks ever do for us?</p> <p>Why this, why now: Investigating the city-states of Athens and Sparta to identify similarities and differences between them, learning about democracy and assessing the legacy of the Ancient Greeks. This unit builds links to the Chronology of the Egyptian unit in Y5/6 and the Roman unit in Year A.</p> <p>Golden threads: Chronology: Places the Ancient Greek period in context with other historical events/periods, particularly the Romans and the Egyptians. Farming: Diversity: Male/Female differences within the period. The different outlooks of Sparta and Athens. Leaders/Famous people: Archimedes</p>	<p>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. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.</p> <p>In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.</p> <p><u>KS2 NC Attainment Targets:</u></p> <p>-Ancient Greece – a study of Greek life and achievements and their influence on the western world</p>	<ol style="list-style-type: none"> 1. When were the Ancient Greeks and how do they fit in with chronology (particularly Romans and Egyptians) 2. How is life in Athens and Sparta similar and different? 3. How was Ancient Greece ruled and governed? 4. What was Ancient Greek architecture like? 5. Why is the Ancient Greek language and alphabet important? 6. What legacy did the Greeks leave? (including Archimedes) 	<p>1-I know that the ancient Greek empire coincides with the end of Ancient Egypt (which was conquered by the Ancient Greeks)</p> <p>1-I know the Romans conquered Athens in 146 BC</p> <p>2-I know that Greece was divided into city-states that each had their own laws and way of life, but all spoke the same language.</p> <p>2-I know that two of the best known city states are Athens and Sparta.</p> <p>2-I know In Athens, Greek styles of art, architecture, philosophy and theatre were developed.</p> <p>2-I know in Sparta, there was a strong emphasis on military warfare.</p> <p>3 and 6-I know Athens had a democratic government – people who lived there made decisions by voting.</p> <p>4 and 6-I know the Greeks used different kinds of columns in the stone buildings they made – Doric, Ionic and Corinthian.</p> <p>4-I know that temples were built in honour of Gods and Goddesses.</p> <p>5 and 6-To know some of our alphabet came from the one that the Ancient Greeks used.</p> <p>6-I know that the first Olympic games were held in 776 in the city-state Olympia.</p> <p>6. Archimedes, Greek: 287-212 BCE. ... Inventor of superweapons. Master of levers. Defined the number pi. Discovered hydrostatics. His screw changed the world forever.</p>	<p>Temple, acropolis, architecture, Athens, Sparta, Alexander the Great, alphabet, government, rules, democracy, Olympics, religion, legacy, empire, climate, conquer, Archimedes,</p>
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Upper Key Stage Two History Curriculum

*Suggested learning questions are not necessarily 1 per lesson, some lessons may cover several questions and some questions may take several lessons.

Term/Unit	National Curriculum	Learning Questions	Substantive Knowledge	Key Vocabulary
<p>Year A - Autumn Term</p> <p>Boston through time</p> <p>Why this, why now: This links with the school vision of 'old and new horizons', focusing on the history of the local area and how it has changed over time. It builds on the explorers unit in KS1, which looked at famous explorers from Lincolnshire.</p> <p>This links to the Geography topic in this term 'Boston to Boston'.</p> <p>Golden threads: Chronology: Places the developments in Boston in context with other historical events/periods. Farming: Diversity: Comparison of the diversity within Boston over time. Leaders/Famous people: Pilgrim Fathers</p>	<p>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. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.</p> <p>In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.</p> <p><u>KS2 NC Attainment Targets:</u></p> <p>-a local history study</p>	<p>1. What evidence can we find to show what Boston was like in the past?</p> <p>2. How has Boston developed over time?</p> <p>3. What are the key events in the history of Boston?</p> <p>4. What is the history of the important landmarks in Boston?</p>	<p>1- Primary and secondary sources can provide clues to the history of an area.</p> <p>2 and 3- Main developments and events that have happened in Boston over time.</p> <p>2,3- The town was once said to have been a Roman settlement, but no evidence shows this to be the case.</p> <p>2,3- The 1086 Domesday Book does not mention Boston by name</p> <p>2,3-In the thirteenth century it was said to be the second port in the country</p> <p>2,3- Henry VIII granted the town its charter in 1545[14] and Boston had two Members of Parliament from 1552.</p> <p>2,3- In 1607, a group of pilgrims from Nottinghamshire led by William Brewster and William Bradford attempted to escape pressure to conform with the teaching of the English church by going to the Netherlands from Boston. At that time, unsanctioned emigration was illegal, and they were brought before the court in the Guildhall. Most of the pilgrims were released fairly soon, and the following year, set sail for the Netherlands, settling in Leiden. In 1620, several of these were among the group who moved to New England in the Mayflower.</p> <p>4 – history of landmarks such as the Boston stump and the Guildhall.</p>	<p>Locality, significance, heritage,</p>

<p>Year A - Spring Term</p> <p>Vikings and Anglo-Saxons</p> <p>Why this, why now: This unit covers the raids and invasions by Vikings in Anglo-Saxon Britain. The children will learn who the Vikings were as well as when and where they raided and settled. They will learn about significant events from the period and order these chronologically on a timeline. The children will find out about the Anglo-Saxon kings who ruled during the 'Viking Age' and examine their influence and significance in British history.</p> <p>This builds on the Anglo Saxons and Scots unit in Y3/4</p> <p>Golden threads: Chronology: Places the Vikings and Anglo Saxons in context with other historical events/periods. Farming: Covers farming and it's importance within the period. Diversity: Diversity within the Vikings and Anglo Saxons. Leaders/Famous people:</p>	<p>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. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.</p> <p>In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.</p> <p><u>KS2 NC Attainment Targets:</u></p> <p>-the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p>	<ol style="list-style-type: none"> 1. Who were the Vikings and when did they invade Britain? 2. Can I understand Viking raids and invasions? 3. How did the Vikings settle in Britain? 4. What were the main events during the Viking period? 5. How was life different in the Viking era? 	<ol style="list-style-type: none"> 1. I know the Viking came from Norway, Sweden and Denmark 1. I know they were strong seamen, they sought wealth and power. 1. Vikings were known as Norse men (men from the north) 2. First significant and recorded invasion was Lindisfarne 793AD and other monasteries on the east coast. 3. I know the Danelaw was the area of land to the North East where Vikings were allowed to settle. 4. I know the Battle of Brunanburgh is significant in the ensuring of one king of the island of Britain. 4. I know King Athelstan was the first King of the whole of England and one Kingdom has remained ever since. 5. The Viking alphabet looks very different to ours. The Vikings used symbols called runes. 5. Farms - Vikings lived on farms and kept cows, pigs and sheep for milk, wool and meat. Houses - Walls made of stone or wood. A straw roof. Wattle and daub (sticks and mud/dung) for the inside of the walls. Jewellery - Worn to show off how rich a person was. Pagans - Vikings arrived as pagans but eventually converted to Christianity. 5. Diversity: Men did the hunting, fighting, trading and farming, while women's lives centered around cooking, caring for the home and raising children 	<p>Odin, Longboat, Thatched House, Thane, Drinking Horn, Gods, Spear, Axe, Scandinavia , Anglo-Saxon, Norsemen, Invade, Kingdom, Monastery. Peace treaty, settlement,</p>
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<p>Year A - Summer Term</p> <p>The Maya</p> <p>Why this, why now: Comparing the Maya with the Egyptians and the Anglo-Saxons, children learn about the Maya civilisation. They investigate how the Maya settled in the rainforest, their religious beliefs, homes and what archaeological remains tell us about Maya cities. Using primary evidence, they examine theories into how the Maya cities declined.</p> <p>Golden threads: Chronology: Places the Maya in context with other historical events/periods, particularly the Egyptians and Saxons. Farming: Covers farming, it's importance within the period and comparison to farming in the UK. Diversity: Comparison of diversity with the Maya and the Anglo Saxons. Leaders/Famous people:</p>	<p>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. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.</p> <p>In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.</p> <p><u>KS2 NC Attainment Targets:</u></p> <p>-a non-European society that provides contrasts 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.</p>	<p>1. When was the Mayan period? How does it fit in with our chronology? (consider where they fit with the Egyptians and Anglosaxons)</p> <p>2. Where in the world were the Mayans based?</p> <p>3. What are the similarities and differences between the lives of the Maya and our own? Farming</p> <p>4. What are the similarities and differences between the lives of the Maya and our own? Writing</p> <p>5. What are the similarities and differences between the lives of the Maya and our own? Religion</p> <p>6. What led to the end of the Mayan period?</p>	<p>1. -I know the Maya civilisation came into being around 2000 BC and cities such as El Mirador became large and powerful from 300 BC onwards.</p> <p>2. -I know most Mayans lived in cities in or nearby Mesoamerica.</p> <p>3. -I know the difficulties of sustaining a civilization in a rain forest environment.</p> <p>3-I know Maize was the most important food and made up about 80% of the Maya diet</p> <p>3-I know the Maya used cocoa beans to make drinks for the rich and important.</p> <p>4. -I know the Mayans wrote in hieroglyphics.</p> <p>4. -I know most Mayan people would be able to read and write some glyphs but it was only priests and noblemen who would know the whole written language.</p> <p>5. -I know the Mayans had many Gods.</p> <p>6. -I know it was the arrival of the Spanish in the 16th century that their ancient cities fell to ruin</p>	<p>Mayans, hieroglyphics, civilization, BC, AD, drought, rainforest, priests, noblemen, maize, culture, diet.</p>
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<p>Year B - Autumn Term</p> <p>Friskney Through Time</p> <p>Why this, why now: This links with the school vision of 'old and new horizons', focusing on the history of the local area and how it has changed over time. It builds on Geography units, focussing on the local area.</p> <p>Golden threads: Chronology: Places the History and developments in Friskney in context with other historical events/periods. Farming: Comparison of farming in Friskney over time. Diversity: Study of the diversity within Friskney compared to national comparisons. Leaders/Famous people:</p>	<p>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. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.</p> <p>In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.</p> <p><u>KS2 NC Attainment Targets:</u></p> <p>-a local history study</p>	<ol style="list-style-type: none"> 1. What evidence can we find to show what Friskney was like in the past? 2. How has Friskney developed over time? 3. What are the key events in the history of Friskney? 4. What is the history of the important landmarks in Friskney? 	<p>1- Primary and secondary sources can provide clues to the history of an area. 2 and 3- Main developments and events that have happened in Friskney over time. 2,3 The placename 'Friskney' is first attested in the Domesday Book of 1086, where it appears as Frischenei. It is recorded as Freschena circa 1115 and as Freschenei circa 1150. The name is Viking, meaning 'freshwater island' (Old English Frescan ēa). 2,3 - In the early part of the 19th century, much of the land was wetlands or swamp, where wildfowl were caught by use of decoy ponds. One of these ponds is now a listed ancient monument. The swamp was drained in the early 19th century and the land converted for arable cultivation. 4 – history of landmarks such as the church and the school. 4- In 1885 Kelly's reported two Wesleyan chapels, one built in 1804. The chapel built in 1839 is Grade II* listed.</p>	<p>Locality, significance, heritage,</p>
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<p>Year B - Spring Term</p> <p>Anne Frank*</p> <p>Why this, why now: This unit builds on the Battle of Britain unit in Y3/4. It looks into Kindertransport, The life of Anne Frank and what we can learn from her diaries. It leads into a sensitive and age-appropriate study of the Holocaust.</p> <p>This prepares children for the study of the world wars in KS3.</p> <p>Golden threads: Chronology: Places WW2 in context with other historical events/periods. Farming: Diversity: Focus on how Jews were treated during WW2 Leaders/Famous people: Anne Frank</p> <p>*NB – teachers to read the primary teachers guide to teaching the holocaust saved in teams before starting the unit.</p>	<p>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. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.</p> <p>In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.</p> <p><u>KS2 NC Attainment Targets:</u></p> <p>- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p>	<p>1. Why do we remember the kindertransport? 2. What can one girl's diary tell us about historical events? 3. What are the effects of the anti-jewish laws?</p>	<p>1. Persecution of the Jewish population by the Nazis increased over time and it was not just in Germany. The Kindertransport was organised to help some Jewish children escape persecution and come to Britain where they were safe. People like Nicholas Winton and Trevor Chadwick are considered heroes by the people they saved. 2. Anne Frank was a young Jewish girl who was alive during the Second World War. As a Jew, Anne and the rest of her family were forced to go into hiding. Anne Frank's parents had spent a long time preparing a secret hiding place where her father worked. This hiding place was located at the back of the office, behind a hidden wall and doorway. People who worked there would bring them food and clothes and try to keep them safe from the Nazi soldiers. There were more people hiding there too. Altogether, eight people hid in what Anne called the 'secret Annex' for just over two years. 3. Hitler was appointed Chancellor of Germany in January 1933. He quickly started to introduce antisemitic laws, rules and regulations, which took away the rights of Jewish people who lived in Germany. These laws became more severe during the 1930s.</p>	<p>Kindertransport, Jews, antisemitic laws, Nazi, evacuation, Anne Frank,</p>
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<p>Year B - Summer Term</p> <p>Ancient Egyptians and their achievements</p> <p>Why this, why now: Finding out about Egyptian beliefs and achievements. Links are made to the Y5/6 unit on the Maya. They investigate pyramids, gods and goddesses, and mummified people to identify Egyptian beliefs before studying their achievements such as building, writing, inventions, farming etc</p> <p>Golden threads: Chronology: Places the Ancient Egyptian period in context with other historical events/periods including the Maya. Farming: Farming achievements are studied and compared Diversity: The diverse nature of Ancient Egypt including female leaders. Leaders/Famous people: Cleopatra and Tutankhamun.</p>	<p>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. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.</p> <p>In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.</p> <p><u>KS2 NC Attainment Targets:</u></p> <p>- the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China</p>	<ol style="list-style-type: none"> 1. Who were the Ancient Egyptians? 2. Why was the River Nile important? 3. Why were the Pharaohs important? 4. What rituals did the Egyptians have? 5. What were the main Ancient Egyptian achievements? (building, writing, inventions, farming) 	<p>1-I know the ancient Egyptian empire lasted for about 3000 years (30 centuries) from its unification around 3100BC to its conquest by Alexander the Great in 332BC</p> <p>1- I know Egypt is in North Africa and that 90% is a desert area.</p> <p>2- I know the first people came to live by the river Nile in Egypt in 7500 BC.</p> <p>2-I know the ancient Egyptians lived along the banks of the River Nile which they depended on for fresh water.</p> <p>2- I know the annual flooding of the Nile helped the Egyptians to grow crops around the banks as the ancient Egyptians developed irrigation systems to sustain their crops.</p> <p>3-I know the Pharaoh was an Egyptian king who owned all the land, made laws, collected taxes and defended Egypt.</p> <p>3- I know King Narmer was the first Egyptian pharaoh. He joined north and south Egypt together as one country at around 3100 BC.</p> <p>3- I know the last pharaoh was Cleopatra VII, who ruled from 31-30 BC. That is over 2000 years ago!</p> <p>3- I know Tutankhamun, the boy king, became pharaoh when he was 9 years old</p> <p>4-I know the Ancient Egyptians believed in an afterlife and preserved the body after death using mummification, storing internal organs in 'canopic jars' 4- I know Tutankhamun's tomb was discovered by Howard Carter in 1922</p> <p>5-I know the Ancient Egyptians used hieroglyphics to communicate</p> <p>5- I know the Egyptians built pyramids.</p> <p>5- The Egyptians developed effective farming techniques including 'Basin Irrigation'.</p>	<p>Ancient Egypt, empire, unification, Alexander the Great, River Nile, North Africa, flooding, silt, desert, ritual, mummification, canopic jars, Tutankhamun, crops, irrigation, hieroglyphics, The Rosetta Stone, cartouche, Pharaohs, Pyramids, Great Pyramid of Giza, Basin Irrigation,</p>
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