

The intent of our **history** curriculum at Lyncrest is that all children will leave having explored and developed 3 key concepts in depth:

- **Chronology:** understanding order and sequence, making connections and drawing contrasts between periods in history
- **Questioning and enquiring:** using a range of evidence and sources, not just accepting these but also challenging their reliability
- **Understanding the impact of the past on our community:** our direct community, wider community and country as a whole



Our history curriculum has been deliberately sequenced to build upon prior knowledge and allow for a progression of skills.

Our long term map shows the overview of the units to be taught.

We have maximised every opportunity to provide first hand experiences to build cultural capital such as visitors, exploration of our local area and visits to places further afield.

We recognise that our community provides a rich history and we have made a conscious effort in our planning to exploit these opportunities. As a diverse community, we have also planned in opportunities to explore how people have been treated throughout history, the roles of groups and individuals in society and the impact people and events have had on us as a citizen today.

#### VOCABULARY PROGRESSION

Foundation Stage	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Before	Monarch	Primary/secondary	Archaeologist	Rome	Reformation	Influential
After	Queen	source	Prehistoric	Occupy	Church of England	Activist
Yesterday	Modern	Discovery	Neolithic	Boudicca	Succession	Supremacy
Today	Past	Slave	Monolithic	Legend	Heir	Enslaved
Next	History	Voyage	Stonehenge	Rebellion	Patriarchy	Achievement
Tomorrow	Chronology	Expedition	Dwelling	Tribe	Democracy	Segregation
	Hygiene	Timeline	Excavation	Invasion	Athenians	Apartheid
	Nurse	Plague	Gunpowder	Conquest	Spartans	Evacuees,
	Doctor	Bakery	Conspiracy	Empire	Equality	National Health Service
	Infection	Architecture	Democracy	Agriculture	Society	Rationing
	Treatment	Spread	Treason	Angles Saxons	Rivals	Industry
	Medicine	Blaze	Arson	Immigrant		Technology
	Covid	Cause	Catholic	Vikings		Welfare
	Medical pioneer	Tudors	Protestant	Pagan		Bronze Hu
	Prejudice	Cobbler		Christian		Fu Hao
	Significant	Occupation		Migration		Oracle Bone
	Explorer	Industry		Transportation		Intact
	Expedition	Factory		Innovation		Jade
	Astronaut	Leather		Engineering		Cowrie stones
	nation	Tanning		Fuel/Energy		

## Progression of Chronology

Foundation Stage	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Daily routines	Sequence 2 events or related objects in order of time  Use words and phrases: old, new, now, then, yesterday	Put 3 people, places or events in order	Use a timeline to place events in order Understand timelines can be divided into BC and AD  Use words and phrases: century, decade	Name and place dates of significant events of the period on a timeline. Place certain topics on a timeline showing understanding of BC, AD. Use words and phrases: century, decade, ancient civilisat	Sequence historical periods. Identify changes within and across historical periods.	Use timelines to place events, periods, and cultural movements from around the world and use these as a reference point Use key timelines to demonstrate changes and development in 1 key area: culture (art), technology, or religion.

By the end of their time at Lyncrest a year 6 child will be able to . . . .

- Demonstrate a deep understanding of chronology and key specific historical periods.
- Display a positive attitude towards history and a fascination of historical events.
- Show confidence in believing that they will achieve.
- Achieve the objectives for the key stage.
- Have the flexibility and fluidity to discuss different historical events including positive and negative aspects and the impact on our modern world.
- Make connections to other periods of history and to other subjects where appropriate
- Critically discuss the validity of primary and secondary resources. Can they be trusted?

In order to support all children to achieve this, including those with Special Educational Needs, we will . . .

- Re-visit prior learning
- Provide oral instructions for pupils and present reading materials in an oral format so that tasks are not unduly influenced by the lack of reading ability.
- Provide access arrangements such as a scribe.
- Provide frequent progress checks after lessons so individuals know how well they are progressing toward a goal.
- Give immediate feedback to ensure that the pupils can see the relationship between what was taught and what was learned.

- Wherever possible, make activities concise and short.
- Provide concrete objects/pictorial representations to support learning.
- Encourage co-operative learning.
- Pre-teach new vocabulary

# Lyncrest History Curriculum

2021/22

	AUTUMN	SPRING	SUMMER
YEAR 1	<b>The Victorians</b> How has life changed for a child in the last 200 years?	<b>Nurturing Nurses</b> How have nurses helped people over time?	<b>Neil Armstrong</b> Why is Neil Armstrong a significant person in history?
YEAR 2	<b>Great Explorers</b> What makes a good explorer?	<b>The Great Fire of London</b> What have we learned because of The Great Fire of London	<b>Cobblers</b> How has the boot and shoe industry shaped Northampton?
YEAR 3	<b>Prehistoric Britain</b> What impact did settlements have on prehistoric Britain?	<b>The Gunpowder Plot</b> How did The Gunpowder Plot challenge democracy?	<b>Comparing Ancient Civilizations – Mayans/ Egyptians</b> What similarities do we have with ancient civilisations?
YEAR 4	<b>The Romans</b> What lasting impact did The Romans have on Britain?	<b>Invaders and Settlers</b> Why was Britain a Popular Choice for Invaders?	<b>Transport</b> How have the changes in transport impacted on our lives today?
YEAR 5	<b>Stone Age- Iron Age</b>	<b>The Tudors</b> How has the role of the monarch changed over the time?	<b>Ancient Greece</b> How has the treatment of people changed from ancient times to modern day?
YEAR 6	<b>Mayans</b>	<b>WW2</b> What positive changes happened in society following WW2?	<b>The Shang Dynasty</b> How Does the Shang Dynasty compare to other great civilisations?

<b>2022/2023</b>			
	<b>AUTUMN</b>	<b>SPRING</b>	<b>SUMMER</b>
<b>YEAR 1</b>	<b>The Victorians</b> How has life changed for a child in the last 200 years?	<b>Nurturing Nurses</b> How have nurses helped people over time?	<b>Neil Armstrong</b> Why is Neil Armstrong a significant person in history?
<b>YEAR 2</b>	<b>Great Explorers</b> What makes a good explorer?	<b>The Great Fire of London</b> What have we learned because of The Great Fire of London	<b>Cobblers</b> How has the boot and shoe industry shaped Northampton?
<b>YEAR 3</b>	<b>Prehistoric Britain</b> What impact did settlements have on prehistoric Britain?	<b>The Gunpowder Plot</b> How did The Gunpowder Plot challenge democracy?	<b>Comparing Ancient Civilizations – Mayans/ Egyptians</b> What similarities do we have with ancient civilisations?
<b>YEAR 4</b>	<b>The Romans</b> What lasting impact did The Romans have on Britain?	<b>Invaders and Settlers</b> Why was Britain a Popular Choice for Invaders?	<b>Transport</b> How have the changes in transport impacted on our lives today?
<b>YEAR 5</b>	<b>The Tudors</b> How has the role of the monarch changed over the time?	<b>Ancient Greece</b> How has the treatment of people changed from ancient times to modern day?	<b>Crime and Punishment</b> How has the rule of law changed over time?
<b>YEAR 6</b>	<b>Black History</b> How have the attitudes to the status of Black people changed over time?	<b>WW2</b> What positive changes happened in society following WW2?	<b>The Shang Dynasty</b> How Does the Shang Dynasty compare to other great civilisations?