



The more you know about the past, the better prepared you are for the future'.....Theodore Roosevelt

Our Intent

History has always been held in high regard **at South Hykeham Primary School** with the **school's own rich history** within the context of the **local and wider area**, a celebrated feature of the school.

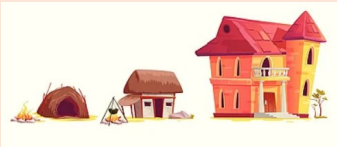
Our intent is to put front and centre **the child, our children and the wider world** and instil a **love of learning** about our **world's rich and diverse history**, enabling **all our children** to thrive.

Topics informed by the National Curriculum are carefully planned to give children a rich historical learning journey, **inclusive for all**, and develop the skills to become a **competent historian** inspiring them to discover the past **locally, in Britain and the wider world**.

The history curriculum at South Hykeham makes full use of a wealth of resources on our doorstep and **the wider local area** of our wonderful Roman city and rural county enabling children to develop a deep understanding of rich history of their **locality** exploring themes of buildings, transport, Romans, Agricultural and Industrial revolutions, significant people and women in history and World Wars.

Exploring beyond the locality, children will continue to follow a chronological journey of Britain through time and how this has impacted on **our lives today** and the **wider world**. When looking at the wider world, the children will continue their chronological journey exploring ancient civilisations including Mayans, Egyptians and Greeks and make comparisons through time to modern day. We will seek for the children to use an **enquiry led approach**, drawing on **first hand experiences**, including trips and workshops, from **living memory** to beyond living memory giving a range and depth of historical learning and allowing the children to draw on their **own interpretations and those of others**.

History Curriculum FS-KS1

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<u>FS</u>	HOUSES AND HOMES  Where do we live?		PEOPLE WHO HELP US  Who helps us?		TOYS AND FARMS  How have toys changed? How has farm machinery changed?	
<u>KS1</u> <u>CYCLE A</u>	CASTLES  Why were castles built?		SIGNIFICANT PEOPLE  Why is _____ important to us today?		TOYS/FARMING  How are toys different today from the past?	
<u>KS1</u> <u>CYCLE B</u>	LOCALITY STUDY  How has technology changed and how has Lincoln helped these changes?		GREAT FIRE OF LONDON  Why did London burn?		HISTORY OF FARMING  How has farming changed ?	

History Curriculum FS-YR 6 CYCLE A

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
YEAR 3	STONE AGE TO IRON AGE How and what do we know about life from the Stone Age to the Iron Age?		LOCALITY STUDY What did the Romans do for Lincoln?		SAXON /VIKING OVERVIEW What happened after the Romans left Britain?	
YEAR 4	WW1 OVERVIEW What were the causes and effects of World War 1 and how did animals help the war effort?		INDUSTRIAL AND AGRICULTURAL REVOLUTION What were the effects of the agricultural and industrial revolution in Britain		MAYANS Who were the Mayans and how did they live?	
YEAR 5	EGYPTIANS How did the Egyptians live their lives?		GREEKS What did the Ancient Greeks do for us?		COMPARING GREEKS AND EGYPTIANS How do the earliest civilisations compare?	
YEAR 6	WWI/ WWII What were the causes and effects of the World Wars and what technological advancements helped the war effort ?		WWII What part did women play in WWII?		LOCAL HISTORY What has Lincoln seen through time? A city born to modern day	

SHCPS History Skills Progression

Skill	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	See separate table for specific EYFS links to EYFS curriculum.						
Constructing the past	Identifying that things from the past might be different from today - technology, houses/homes toys/farming.	Identifying that events have happened in the past and significant people from the past have helped shape the present locally and beyond - eg; Nicola de la Haie, Samuel Pepys, Mary , Rosa Parks, Seacole, Florence Nightingale Identifying that there are some themes that link history together - locality, transport farming, technology	Identifying that significant events and individuals from the past have helped shaped the present locally, nationally and internationally - eg; Nicola de la Haie, Samuel Pepys, Mary Seacole, Florence Nightingale,	Building a coherent knowledge of the Stone, Bronze and Iron ages by comparison throughout most lessons, focusing on: achievements, housing, society, food/farming, Building a coherent knowledge of Lincoln's Roman history by focusing on: achievements impact on the city and area And by drawing comparisons to KS1 topics such as Castles, Farming and Locality studies.	Building a coherent knowledge of history from the industrial and agricultural revolutions through to WWI by comparison on: achievements (incl.industrial & technological) housing, society, food/farming Building a coherent knowledge of the earliest civilisations (in-depth Mayans), their chronological place in history and their impact on future civilisations achievements, housing, society, food/farming	Identifying the impact of the Ancient Greeks' and Egyptians on the western world and their chronological place in the context of world history.	Building an understanding of Britain through WWI and WWII and their impact on today's world by comparison of: achievements, (incl.industrial & technological) society, food/farming Identifying significant moments in time in Lincoln from Roman times to Modern day.
Sequencing the past/Chronology	Identifying that things have happened in the past, relating to themselves and within living memory Begin to identify that some things have happened before they were born - relating to family such as parents and grandparents	Identifying that events and people from the past may have occurred across a greater period of time than just themselves eg Samuel Pepys, Florence Nightingale, Mary Seacole Identifying that events and changes have happened in order -eg: development of toys and building materials, farming techniques. Identifying that there are different periods of time in history -eg Norman times Victorians, 20thCentury, 21 st century etc.	Identifying and comparing people from different periods of time -eg Samuel Pepys, Thomas Farrinor, Sir Christopher Wren, Florence Nightingale, Mary Seacole, Rosa Parks Identifying how periods of time can impact on individuals and events eg: development of farming, development of transport and technology (tank) Demonstrate a basic understanding of why certain events happened at certain times with some reasoning - Why is Florence Nightingale more documented than Mary Seacole? Why did London burn so easily?	Placing Stone, Bronze and Iron Ages into wider chronological contexts -make comparisons to Saxon/Viking and Roman and achievements. Placing Ancient Romans and Roman Britain into the wider context of historical chronology Placing previously learnt periods into context and identifying their impact -development of tanks for defence, development of farming in New Stone Age,	Placing into wider chronological contexts WWI and The Agricultural and Industrial Revolutions. Placing early civilisations into chronological context - in-depth Ancient Mayans. Deeper understanding of concurrent civilisations around the world	Placing Ancient Egyptians into wider context of historical chronology.. Placing the Ancient Greeks into the wider context of historical chronology Be aware of continued development of concurrent civilisations around the world (Greeks =Mayans, Iron Age, Ancient Egyptians = Stone, Bronze , Iron ages, Mayans, Greeks and Ancient Rome).	Iron Ages into wider contexts Placing early civilisations into context - in-depth Egyptians Placing Ancient Romans and Roman Britain into wider context Placing Anglo-Saxon and Viking Britain into the wider context of historical chronology Placing the Ancient Greeks into the wider context of historical chronology Placing Ancient Maya into chronological context and in direct comparison with Anglo-Saxons Placing Victorian Britain into chronological context and it's legacy and impact today Continued development of concurrent civilisations around the world and their impact on later civilisations

SHCPS History Skills Progression

Skill	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Continuity and change	Identify that some things within living memory have changed and some things have stayed the same -eg growing up, changing teachers/ classrooms etc.	Identifying that changes have happened in history that can impact on today - eg fire engines, building materials (6FoL) Identifying that there are reasons for continuities and changes and stating some of these Identifying that continuity or change can be a good thing or a bad thing	Identifying that changes throughout history have had important consequences - eg development of development of farming, transport Identifying WHY some things have stayed the same throughout history -eg people living in towns/cities, farming in the countryside.	Identifying the continuity and change throughout the Stone, Bronze and Iron Ages by comparison of: housing, settlements society, food,/farming entertainment, Beliefs Identifying the continuity and changes to the local area population jobs local significance Tourism Developing settlements	Identifying the continuity and change from Roman Britain , Agricultural and industrial revolutions, through to WW 1 through comparison of: housing, society, Agriculture/food industry Identifying the similarities and differences between the Ancient Mayans and Roman Britain through: housing, society, Agriculture/food, industry	Identifying the continuity and change in Ancient Egypt to modern day through comparison of: housing, society, Agriculture/food industry Identifying the continuities and changes of Greek achievements and inventions from then to now through: democracy society, entertainment, Beliefs Agriculture/industry technological developments.	Identifying the continuity and changes famous to Lincoln up to the modern day from the Roman Empire to WW II making comparisons of: Architecture, Society Agriculture Industry Technological advancements Identifying continuity and changes during WW11 in technological advancements and the role of women during the war. Incl. Society Agriculture/food. Industry Entertainment Housing
Cause and effect	Identifying that certain choices have a consequence to them eg- building a castle/wearing armour will make you safer etc.	Identifying that certain events and individuals have had major consequences in history eg - Mary Seacole, Roas Parks, Florence Nightingale, Amelia Earhart. Identifying that history can affect the local area, as well as nationally and globally eg - development of agriculture, tank, Identifying that there are reasons for continuity and change and begin to use the terms 'cause' and 'effect'	Identifying that certain events and individuals have had major consequences in history Identifying how events from history are so significant that they are remembered each year - Remembrance and Bonfire Night Identifying specific causes and effects from different periods and beginning to establish links between them	Identifying the major causes of advancement from Stone to Bronze to Iron Ages and how these impacted globally, nationally and locally. Identify the major causes of advancement with the Romans settling in Britain and coming to Lincoln to settle. Identifying what caused the shift in hunter-gathering to farming - communicating the reasons for it and the impact on life Identifying that one event can have multiple effects eg invasions of Britain by Anglo Saxons and Vikings , settling of Romans and Lincoln as a settlement—building of our city.	Identifying the reasons for the invasion of Britain in 1918 and the impact that it had on Britain . Identify that events can have advantages and disadvantages when looking at effects eg: WW1 devastation on loss of life , communities working together to survive/ war effort. Identifying the importance of the Nile for the Ancient Egyptians - identifying the links between natural resources and humans (incl. early civilisations) Identifying the causes and effects of industrialisation and agricultural development and how these effect our lives today Identifying the cause and effect of Spanish explorers on the Maya - positive or negative?	Identifying the causes and effects of Egyptian inventions on lives of the people eg tools for farming, pulleys for moving stones., Identifying the effects and influence of Greek achievements on the Western world - democracy, philosophy, medicine, language etc.	Identify and explain the reasons for the invasions of both WW1 and WWII. Identifying the effect of the World Wars on today's world as either positive or negative. Identify how inventions and events in Lincoln's history have an impact on the lives we live today eg Battle of Lincoln, Roman walls, development of tank. Identify the reason why and how women played such an important role in the war effort and how this has had an effect on women today.



SHCPS History Skills Progression



Skill	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Significance and interpretation	Understanding that some events and people from history are important because they have achieved something or had an effect	Identifying why certain people/events are significant in history - achievements, impact etc. Identifying why some individuals are significant both locally and nationally Begin to understand what makes someone or something significant .	Identifying why certain people/events are significant in the wider context of history - Identifying that certain individuals and events have had an impact locally, nationally and internationally	Identifying why advancements in the Stone, Bronze and Iron Ages were significant to the development of Britain Identify the significance of what the Romans did for Lincoln . Identify why Boudicca is such a significant individual for both British and Roman British history Identifying why our interpretations of these time periods is difficult (Prehistory eras) due to limited primary sources or written evidence.	Identify the significance of the outbreak of WW1. Interpret the achievements of the Maya compared to the Vikings. Identify why interpretation of these sources is critical to our understanding of the past	Using primary sources to solidify possibilities of bias and understand that there are different interpretations of the same event and write from both viewpoints Identify why interpretations can change in light of new evidence	Identifying the significance of technological achievements and their impact on today Understanding why others might choose alternative achievements Interpreting the achievements of the women as a turning point in British history in the context of then and now - who felt more of their impact, us or them? Interpret the achievements on technological advancements and make a judgement on their significance - which achievements were more impressive?
Carrying out a historical enquiry	Starting to ask simple questions about people or events from within living memory	What did _____ do to help others? Guided enquiry using knowledge from topic	What was _____ biggest achievement? Guided enquiry using knowledge from topic Making semi-independent decisions and using evidence provided to justify	Did the Romans improve/impact our area? Small independent enquiry using pre-selected primary and secondary sources Begin to make independent decisions and use evidence to justify	How did the outbreak of WW1 really impact Britain? Independent enquiry using a range of primary and secondary sources Make independent decisions and using evidence to justify	Were the Ancient Greeks all that important for us now? Independent enquiry on the impact of the Greeks on western civilisation Independent selection of sources to provide evidence Making independent decisions using a range of evidence to justify	Independently identifying important achievements from WWII and historical events in Lincoln's history - Critical thinking, reasoning, research and debate Independent selection of sources, arguments and evidence to justify opinion Development of vocabulary and historical terms to articulate opinions and engage in reasoned debate

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Skill	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Using sources as evidence	Understanding that items can tell us about someone or something – a piece of uniform, an item of clothing, an object from a certain place or event	Analyse a variety of artefacts/objects to infer about an individual or event Begin to make reasoned interpretations about why certain artefacts/objects belong to certain people or events – clothing, housing etc.	Understanding the difference between primary and secondary sources Make reasoned interpretations about individuals and events by using a small selection of focused sources	Identifying primary and secondary sources – artefacts, books, internet etc. Identifying why sources are limited for the Stone, Bronze and Iron ages	Questioning the validity of sources and contradictions . Identifying why sources can be useful in a variety of ways – inaccuracies can tell us more about those who produce evidence	Using sources to interpret viewpoints, including bias Identify why viewpoints differ and why bias might skew these viewpoints Identify why the amount of written primary sources varies depending on individual time periods – Romans/Greeks/Anglo-Saxons/Vikings, prehistory	Conducting an enquiry about the greatest impact of Wars on today – using sources as evidence in a debate Identify the effectiveness of sources as evidence Use sources of evidence as the basis for an opinion Begin to make references to evidence as justification
Vocabulary and communication See MTP's for specific substantive vocabulary for each topic.	Simple words to describe the passing of time – e.g. 'past' 'before' 'now' 'then'	Using simple phrases and words to describe the passing of time – e.g. 'past' 'before' 'now' 'then' 'Long ago' 'before I was born' 'changes to now' Using simple words and phrases to describe events and people from the past – e.g. 'rich' 'poor' 'local' 'national' 'important'	Using phrases and words to describe the passing of time – e.g. 'past' 'before' 'now' 'then' 'present' 'period' 'Long ago' 'before I was born' 'changes to now' 'stayed the same' Using words and phrases to describe events and people from the past – e.g. 'rich' 'poor' 'local' 'national' 'important' 'significant' 'primary source' 'impact' 'explorer' 'pioneer'	Using phrases and words to describe the passing of time – e.g. 'past' 'before' 'now' 'then' 'present' 'period' 'decade' 'century' 'Long ago' 'before I was born' 'changes to now' 'stayed the same' Using words and phrases to describe events and people from the past – e.g. 'hunter-gatherer' 'impact' 'significant' 'continuity' 'change' 'prehistoric' 'artefact' 'BC/AD'	Using phrases and words to describe the passing of time – e.g. 'duration' 'period' 'era' 'concurrent' 'during this time' 'previously' 'compared to' Using words and phrases to describe events and people from the past – e.g. 'empire' 'emperor' 'migration' 'conquest' 'cause' 'effect' 'peasant' 'rebellion' 'reliable'	Using phrases and words to describe the passing of time and context of civilisations – e.g. 'duration' 'period' 'era' 'concurrent' 'chronology' 'context' 'the duration of...' 'continuing on from...' Using words and phrases to describe events and people from the past – e.g. 'farmer-warrior' 'democracy' 'Christianity' 'myth' 'legend' 'global' 'invader' 'interpretation' 'viewpoint' 'bias'	Using phrases and words to describe the passing of time and context of civilisations – e.g. 'duration' 'period' 'era' 'concurrent' 'chronology' 'context' 'the duration of...' 'the narrative of history' Using words and phrases to describe events and people from the past.



SHCPS History Skills Progression

EYFS



As the EYFS framework is structured very differently to the national curriculum being organised across seven areas of learning rather than subject areas, the following document is to show how the skills taught across EYFS feed into national curriculum subjects.

The table below outlines the most relevant statements taken from the Early Learning Goals in the EYFS statutory framework and the Development Matters age ranges for Three and Four-Year-Olds and Reception to match the programme of study for history.

The most relevant statements for history are taken from the following areas of learning: Understanding the World

Three and Four-Year-Olds	Understanding the World		Begin to make sense of their own life-story and family's history.
Reception	Understanding the World		Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past.
ELG	Understanding the World	Past and Present	Talk about the lives of people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.