



Welton St Mary's Church of England Primary Academy



History Curriculum

‘People are trapped in history, and history is trapped in them.’ – James Baldwin

‘A people without the knowledge of its history is like a tree without roots.’ – Marcus Garvey

History Intent

At Welton St Mary’s, we aim for a history curriculum that gives ALL children *opportunities* to become historians. We aim to ignite our pupils’ curiosity and fascination about the history of their local area, Britain’s past and the wider world. We equip pupils with knowledge of their local history: from the Roman invasions, through the industrial and agricultural revolutions and effects of WW2. Children study the chronological journey of Britain, its influence on and from the wider world. They understand the significance of ancient civilisations and empires, making comparisons between them and our lives today. Children explore real evidence available on their doorstep to explore changes in living memory and beyond, learning about the lives of significant people and events; using historical enquiry to challenge the importance of events. Children gain new knowledge and develop skills through experiences in the classroom, fieldwork and visits.

History Overview

	Autumn term 1	Autumn term 2	Spring term 1	Spring term 2	Summer term 1	Summer term 2	
EYFS	Significant People						
	Farmers	Inventors	Nurses	Fire fighters			
Year 1	<p>Changes in living memory – children's toys.</p> 	<p>Florence Nightingale and Mary Seacole</p>  	<p>Florence Nightingale and Mary Seacole</p>   <p>Catherine Booth</p> 	<p>Monarchs</p> 	<p>Explorers</p> 		
Year 2	Significant events and places						
	<p>Local area: Castles, churches and Cathedrals</p> 	<p>The Great Fire of London</p> 	<p>Changes in living memory – mobile phones.</p>	<p>The Space Race</p> 			
Year 3	<p>How the Romans lived in Lincoln</p> 	<p>introduction of Anglo Saxons.</p>	<p>Stone Age, Iron Age, bronze age</p> 				
Year 4	<p>Benin</p> 		<p>The Mayans</p> 				

<p>Year 5</p>	<p>Ancient Greece Ancient Egypt</p> 	<p>Ancient Egypt</p> 	<p>Ancient Greece</p> 	<p>Ancient Greece Ancient Egypt</p> 
<p>Year 6</p>	<p>Farming and Industrial revolutions</p> 	<p>World War 1</p> 	<p>World War 2</p> 	<p>Anne Frank</p> 

Core Concepts

CONCEPT – investigating and interpreting evidence

- Understand methods of historical enquiry, including how evidence is used rigorously to make historical claims and discern how and why contrasting arguments and interpretations of the past have been constructed

CONCEPT - Chronology

- Know and understand the history of these islands as a coherent narrative from the earliest times to the present day
- Gain historical perspective - growing knowledge into different contexts – understanding between short-term and long- term timescales

CONCEPT –connections in world History

- Know how Britain has influenced and been influenced by the wider world
- Know and understand significant aspects of history of the wider world
- Know the nature of ancient civilisations, expansion and dissolution of empires, characteristics of past non-European societies
- Know and understand achievements and follies of mankind
- Understand continuity and change cause and consequence, similarity, difference and significance and use them to make connections, draw contrasts, analyse trends , frame historically-valid questions and create own structured accounts including written narratives and analyses
- Gain historical perspective – growing knowledge into different contexts, understanding connections between local, regional, national and international history

CONCEPT – influence on the world today

- Know and understand the history of these islands and how people's lives have been shaped by the nation
- Gain and deploy a historically grounded understanding of abstract terms
- Understand continuity and change cause and consequence, similarity, difference and significance and use them to make connections, draw contrasts, analyse trends , frame historically-valid questions and create own structured accounts including written narratives and analyses
- Gain historical perspective - growing knowledge into different contexts, - cultural, economic, military, political, religious and social history

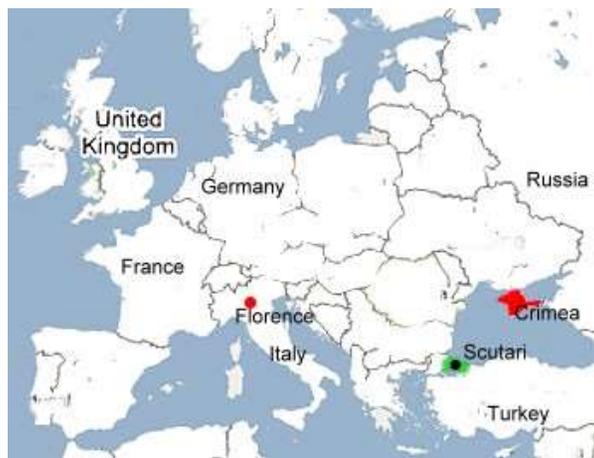
Enquiry questions and concept focus

	Autumn term 1	Autumn term 2	Spring term 1	Spring term 2	Summer term 1	Summer term 2
Year 1	Significant People					
	Florence Nightingale and Mary Seacole <i>Who made nursing what it is today?</i>	Monarchs Catherine Booth	Explorers <i>How do we know so much about the world?</i>		Sir Isaac Newton Steve Jobs	
Concept focus	<i>Chronology Influence on the world today</i>		<i>Chronology Influence on the world today</i>		<i>Chronology Connections in world history Influence on the world today</i>	
Year 2	Significant events and places					
	The Great Fire of London <i>What was great about the Great Fire of London?</i>	Castles, Churches and Cathedrals <i>How is our local area connected to the wider world?</i>	Changes in living history: Advances on Technology <i>What would life be like if we didn't have technology?</i>	The birthplace of the Tank <i>Why is Lincoln the 'birthplace' of the tank?</i>	The Industrial and Agricultural Revolutions <i>Why are the revolutions so important to how we live our lives today?</i>	The Space Race <i>What was the goal of The Space Race?</i>
Concept focus	<i>investigating and interpreting evidence</i>	<i>Chronology Connections in World History</i>	<i>Chronology Influence on the World Today</i>	<i>Chronology Influence on the World Today</i>	<i>Chronology Influence on the World Today</i>	<i>Investigating and Interpreting evidence Connections in World History</i>
Year 3 – Local area study	Roman Lincoln <i>How do we know the Romans came to Lincoln?</i> <i>What did the Romans give us?</i>			Stone Age and Iron Age <i>What was 'new' about the Stone Age and how do we know?</i>	The Saxons and The Vikings <i>What happened to Lincoln after the Romans left?</i>	Normans <i>How is Lincoln connected to the wider world?</i>

Concept focus	<i>Investigating and interpreting evidence Influence on the world today</i>			<i>Chronology Investigating and interpreting evidence</i>	<i>Chronology Investigating and interpreting evidence</i>	<i>Chronology Connections in World History</i>
Year 4	Benin <i>How did Benin help change British Rule?</i>			The Mayans <i>How did the Mayans live compared to those in Benin?</i>		
Concept focus	<i>Chronology Investigating and Interpreting evidence Connections in World History Influence on the World Today</i>			<i>Chronology Investigating and Interpreting evidence Connections in World History Influence on the World Today</i>		
Year 5	Ancient Egypt & Ancient Greece <i>What are the achievements of the earliest civilisations?</i>	Ancient Egypt <i>What was life like in ancient Egypt?</i>	Ancient Egypt <i>How has the Ancient Egyptian civilisation influenced our world?</i>	Ancient Greece <i>What was life like in ancient Greece?</i>	Ancient Greece <i>How has the Ancient Greek civilisation influenced our world?</i>	Ancient Egypt & Greece <i>Can we compare these two influential civilisations?</i>
Concept focus	<i>Chronology Connections in world history</i>	<i>Investigating and interpreting evidence</i>	<i>Investigating and interpreting evidence Influence on the world today</i>	<i>Investigating and interpreting evidence Influence on the world today</i>	<i>Investigating and interpreting evidence Influence on the world today</i>	<i>Connections in world history Influence on the world today</i>
Year 6	Farming and Industrial revolutions		World War 1	World War 2 <i>What role did Britain play in WW2?</i>		Anne Frank <i>How do we know what life was like for Jews in WW2?</i>
Concept focus	<i>Chronology Influence on the world today</i>		<i>Investigating and interpreting evidence</i>	<i>Connections in World History</i>		<i>Investigating and interpreting evidence Influence on the world today</i>

History: Year 1 – Significant People in History Term 1 & 2

Florence Nightingale



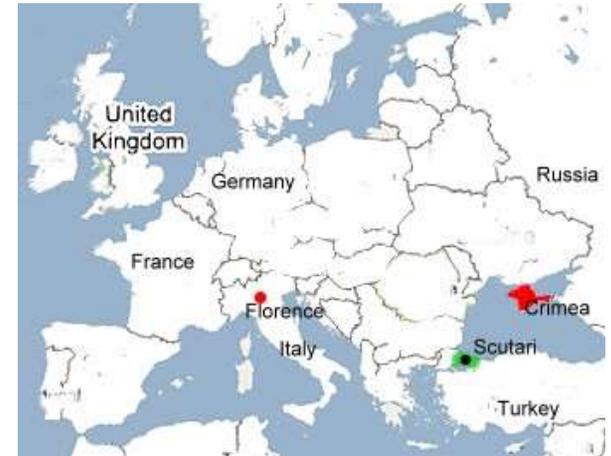
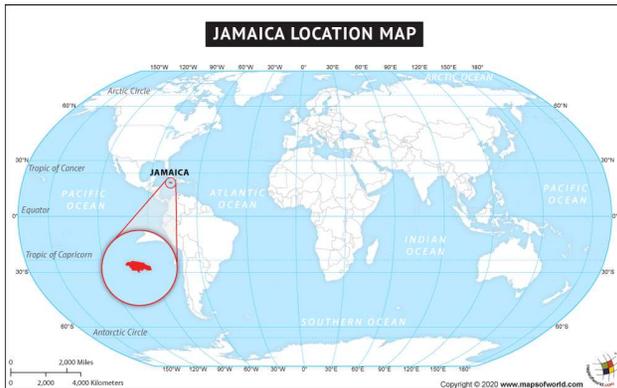
Key Vocabulary

Germ	Tiny living things that can cause illness. Germs are passed from one person to another.
Medicine	Liquid or tablets that are given to sick people to make them better.
Patient	Someone who is ill or injured and who is being cared for
Lady of the Lamp	This was the name given to Florence as she would visit the wards at night carrying a lamp.

1820

History: Year 1 – Significant People in History

Mary Seacole



Key Information

Jamaica	The place Mary was born.
Nurse	A person trained to care for the sick or infirm, especially in a hospital.
Crimean War	Mary helped soldiers who were injured in the Crimean War.
Mother Seacole	This is the name that Mary was known by.

1805

History: Year 1 – Significant People in History

Catherine Booth

Army Mother	The name Catherine was known as in the Salvation Army.
The Christian Mission	The original name for the Salvation Army.
Soup, soap and salvation	The Salvation Army's motto.
Preacher	A person who gives a religious speech
Salvation	A way of being saved.



William Booth	Catherine Booth's husband and co-founder of the Salvation Army.
East End of London	Where William starting working for the Christian Mission.
Derbyshire	Where Catherine was born.



History: Year 1 – Significant People in History

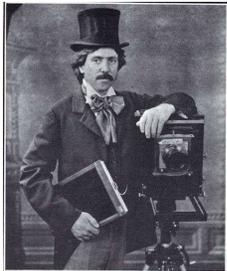
Catherine Booth



Key Information	
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History: Year 1 – Significant People in History

Monarch



Key Vocabulary

Era	A period of time starting from a special date.
Prince	The son of a king and queen.
Princess	The daughter of a king and queen.
Period	A length of time.
Reign	A monarch who rules.
London	England's capital city



History: Year 1 – Significant People in History

Captain Robert Falcon Scott

Key Vocabulary

Expedition	A particular journey taken by a group of people with a specific purpose, such as exploration.
South Pole	The southernmost point on Earth.
Explorer	A person who explores a new or unfamiliar area.
Antarctic	Antarctica is the southernmost continent on earth. The South pole is found in Antarctica.



Overview

At age 13 he became a navy cadet and joined the Royal Navy in 1880. In 1897 he was promoted to first lieutenant, In 1909-1904 he commanded an Antarctic expedition on the HMS Discovery. He was then promoted to Captain. In 1911 he and Captain Amundsen from Norway set off from their own base camps on the Antarctic coast to try to reach the South Pole. The sledges and ponies couldn't handle the conditions and the group of men carried on without them. It was tough and the weather was horrendous. In December the dog teams also turned back and there were only 5 of the team left. They finally reached the South Pole on 17th January 1912, where they saw the Norwegian flag and realised they had been beaten. They then faced the struggle to get back to base camp, and unfortunately the weather was so bad they never made it back. Scott wrote his last diary entry on 29th March 1912.



Where this links in our curriculum

Y1 Geography- The South Pole

Key Dates

6 th June 1868	Captain Robert Falcon Scott was born in Devon, England.
17 th Jan 1912	Scott and 4 others made it to the South Pole.
March 1912	Captain Robert Falcon Scott died.
February 1913	When news of Captain Robert Falcon Scott's death reached England.

Key People

Roald Amundsen	The Norwegian explorer who beat Robert Falcon Scott to the South pole.
King George V	The King of England at the time – he led Captain Robert Falcon Scott's memorial service at St Paul's Cathedral.
Trim	Captain Robert Falcon Scott's companion

History: Year 1 – Significant People in History

Tim Peake

Key Vocabulary

ISS	A laboratory 248.5 miles from Earth.
Astronaut	Someone who is trained to travel in a spacecraft
Laboratory	A building equipped for scientific experiments, research or teaching
Explorer	A person who explores a new or unfamiliar area
Voyage	A long journey involving travel by sea or in space



Where this links in our curriculum

Y1 history- explorers

Y2 history- the space race



Overview

Tim is a British astronaut who became famous when he spent 6 months living and working on the International Space Station (ISS) in 2015/16. He was the first British astronaut to board the ISS.

In 2006 he studied for a degree in flight dynamics at the University of Plymouth. In 2012 he spent 12 days underwater on the Aquarius underwater laboratory which is used for scientific research. It is 19 metres below the surface of the water off the coast of Florida in USA.

In 2015 he joined the ISS. During his stay he researched new medical cures. However he also had to help with cleaning such as vacuuming the dust which floats in the air!

Key Dates

1972	Tim Peake was born
1992	Tim graduated and joined the Army where he became a flight instructor and a helicopter pilot.
15th December 2015	He was the first British astronaut to board the ISS.
18th June 2016	Tim Peake landed back on Earth.

Key People & Places

Col. Tim Kopra	An American astronaut who went into space with Tim Peake.
Yury Malenchenko	A Russian cosmonaut who went into space with Tim Peake.
Kazakhstan	The country Tim Peake landed in when he returned to Earth.

History: Year 1 – Significant People in History

Christopher Columbus

Key Vocabulary

Voyage	A long journey involving travel by sea or in space
Navigator	A person who navigates a ship or aircraft
Colonists	A settler in or inhabitant of a colony.



Key Dates

1452	Columbus was born in Genoa, Italy
3 August 1492	Columbus sailed off with 3 ships to find Asia
October 1492	Columbus landed in the Americas.
1506	Columbus died

Overview

Christopher Columbus was a trader and learnt to navigate and create maps.

He thought he could get to China by going across the Atlantic Ocean – he didn't realise the earth was as big as it was or there was land between Europe and Asia! He asked the King of Portugal to pay for his trip, but he said no. The King and Queen of Spain agreed to pay. In 1492 he set sail with 3 ships – The Nina, The Pinta and The Santa Maria. On 12 October 1492 he saw land and thought it was Asia, but it was a small island in the Bahamas. He brought back gold, plants and birds to his home. After that he made 3 more voyages to the Caribbean and America – and still believed he was in Asia! He was even arrested for badly treating the colonists. Columbus died believing that he had found a shortcut to Asia across the Atlantic Ocean! He never knew what he had actually discovered.

Key People & Places

King Ferdinand and Queen Isabella of Spain	The King and Queen of Spain who helped fund Columbus' trip.
Bahamian islands	The Island Christopher Columbus landed.
Trinidad and the South American mainland.	In 1498 Christopher Columbus visited
Panama	Last trip to America.

Where this links in our curriculum

Y1 geography
Y1 history- monarchs

Year 2 – History

The Space Race

Key Vocabulary

Satellite	An object that orbits a planet or moon.
Orbit	A repeating path that one object in space takes around another.
Gravity	A force which tries to pull two objects towards each other.
Space	The area that contains the entire universe beyond the earth- outer space.
Space Flight	A journey through space.
Launched	To send a space craft on its course or journey.
Space Shuttle	A rocket-launched spacecraft able to land that makes repeated journeys between the Earth and space.
Space Station	A large artificial satellite used as a long-term base for manned operations or missions in space.



Overview

The Space Race was a competition between the US and the Soviet Union to be the first country to go into space. ... The Soviet Union were the first to send a human into space and the first to have one walk around outside a spacecraft, but the US eventually won the race to put a human being on the Moon.

Where this links in our curriculum

Neil Armstrong – Y1

Building on changes in technology – Y2

Key Figures

Timeline Of Key Events

Oct 1957	First artificial satellite to orbit Earth (Sputnik 1)
Nov 1957	First dog in orbit (Sputnik 2)
Jan 1961	First chimpanzee in space (Mercury-redstone)
April 1961	First human spaceflight (Yuri Gagarin)
June 1963	First woman in space (Valentina Tereshkova)
July 1969	First man on the moon. (Neil Armstrong)
April 1971	First human crewed space station launched. (Salyut 1)
May 1991	First Briton in space and first woman to visit Mir space station (Helen Sharman).
Dec 2015	First British astronaut to live on international space station. (Tim Peake)

Laika:
First dog in space.



Ham the Chimp:
First chimpanzee in space.



Yuri Gagarin:
First man in space.



Valentina Tereshkova:
First woman in space.



Neil Armstrong:
First man on the moon.



Buzz Aldrin:
Second man to walk on the moon.



Helen Sharman:
First Briton in space.



Michael Collins:
The command module pilot for Apollo 11.



Tim Peake:
First British astronaut on the international space station.



History Year 2 – The Local Area

Lincoln - How is our local area connected to the wider world?

Key Information	
Church	
Castle	
Cathedral	
Normans	
Revolution	
Industrial	
Agricultural	
A new type of weapon was needed for World War 1	
Engineer William Tritton	
Prototype tank 'Big Willie' in 1916	



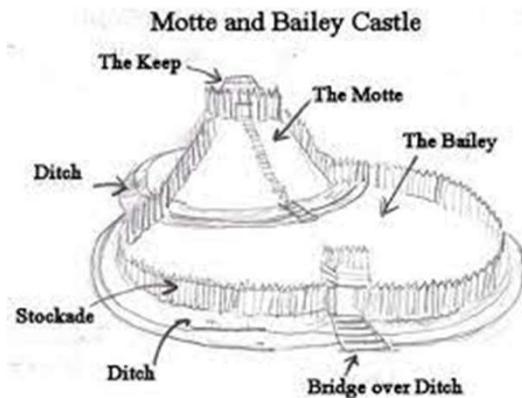
Welton St Mary's Church



Lincoln Cathedral



Lincoln Castle



1066	<ul style="list-style-type: none"> - The Battle of Hastings took place between the Anglo-Saxons (settlers in Britain) and Normans (French invaders) because William of Normandy wanted to be the king of England - The Normans won, making William the Conqueror King
1068	<ul style="list-style-type: none"> - As king, William faced continuing resistance and ordered the construction of a castle in Lincoln as part of his strategy to control the rebellious north of the kingdom - It was one of the 1st Motte and Bailey Castles to be built in England. - The French invaders bought the materials over from Normandy, France, rather than building the castle out of English wood. The walls were later rebuilt in the stone we see today.
1072	Lincoln Cathedral was erected. It is also known as St Mary's Cathedral.
1200s	Welton St Mary's Church was built. Named after Jesus' mother.
1215	The Magna Carta arrived at Lincoln Castle. This was a document stating that EVERYONE had to follow the law and that all men were entitled to a fair trial.
18th Century	The agricultural and industrial revolutions started in Britain.
1823	A court was built on Lincoln castle's grounds. It is still used today by Lincoln Crown Court for criminal trials.
1848	Victorian prison built at Lincoln Castle. This separated the criminals and it can still be visited today. Due to the cost of running it, it was only active until 1878 (30 years).
1914	World War 1 started.

History Year 2

The Great Fire Of London – What was great about the fire of London?

Timeline

Sunday 2 nd September 1666	Monday 3 rd September 1666	Tuesday 4 th September 1666	Wednesday 5 th September 1666	Thursday 6 th September 1666

Key People



Samuel Pepys was a British Member of Parliament, and Chief Secretary to the Admiral. He is famous for his diary, which provides an accurate picture of life in England in the 17th Century.



King Charles II ruled from 1660-1685, and was king during the Great Fire of London.



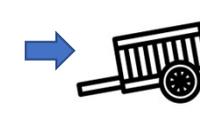
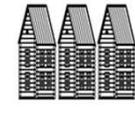
Thomas Farriner was the king's baker. He owned the bakery on Pudding Lane where the fire broke out.



Sir Christopher Wren was the architect in charge of planning the new London. He designed St Paul's Cathedral which still stands today.



The fire spread



New London



④

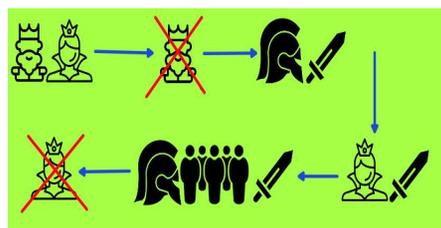


Problems



History: Year 3 – The Romans

The Romans in Lincoln

Key Dates	
55/54BC	Julius Caesar  → 
43AD	Emperor Claudius  → 
50-60AD	 → 
60-61AD	Boudicca's rebellion 
1453AD	The Empire has fallen.  

Overview

The Romans landed in the south of Britain. Over time, they conquered more and more of Britain, moving further and further north. After around 10 years, they managed to settle in Lindum Colonia, or Lincoln as it is now called. There are many primary sources and first hand evidence that they were here.

Key Vocab	What was it?
Legion	
Empire	 → 
Invade	 → 
Conquer	
Lindum Colonia	

Key Vocab	What was it?
North Gate	 
East Gate	 
South Gate	 
West Gate	 
Basilica	 
The Forum	 
Colonnade	 
Castellum aquae	 
Bath House	 
Steep Hill (Ermine St)	 

History: Year 3 – Stone age, Iron age, Bronze age

Stone age, Iron age, Bronze age

Key Vocabulary

Bronze	A metal alloy made from a mixture of copper and tin. It is a much harder and more long-lasting material than stone or copper alone. iron
Alloy	A metal made by combining two or more metals to improve its properties.
Bone marrow	The substance inside bones, which is high in fat and a good energy source.
Celt	A modern term for the people living in Europe during the Iron Age.
Sacrifice	To give something up, break it or kill it as an offering to a God or Gods.
Tribe	A group of people, often related through family, culture and language, usually with one leader.
Stonehenge	A prehistoric monument in Wiltshire that consists of a ring of standing stones.
Iron	A metal that is stronger and harder than bronze.
weapon	An instrument used in fighting or hunting.
Artefacts	An object made by a human being, typically one of cultural or historical interest.



Overview

The Stone Age is considered to have begun about two million years ago, and ended sometime after the end of the last ice age about ten thousand years ago. The Bronze Age in ancient China started around 1700 BCE. Bronze weapons are much stronger than stone weapons. The discovery of bronze changed a great many things.



Stone age house



Iron age house



Some Bronze age tools

Key Dates

3000 BC	The village of Skara Brae is built in Orkney. The people who live there are beginning to farm their own food and build homes instead of travelling from place to place. Construction starts on Stonehenge in Wiltshire. It will take around 1000 years for it to be finished
2500 BC	'Bell Beaker' culture arrives in Britain. These people are named for their distinctive decorative pottery.
2100 BC	Bronze begins to be used in Britain to make weapons and tools
1800 BC	The first large copper mines are dug.
1200 BC	'Celtic' culture begins to arrive in Britain and tribal kingdoms develop.
800 BC	Iron begins to be used in Britain to make tools and weapons, instead of bronze
AD 43	The Romans invade Britain.

Where this links in our curriculum

- Y5 BC empires and Y4 British empire

The Stone Age 800 000 BC



The Bronze Age 2100 BC



The Iron Age 750 BC



History: Year 4

The Kingdom of Benin AD 900 -1900


Money

Why did Britain want an empire?

Trade  **Power** 

Discovery  **Strong Army** 

Key Vocabulary

Igodomigodo	original name for Kingdom of Benin
Ogiso –	First Kings of Benin, means Kingdom of the Sky
Oba –	Second group of kings after Ogisos
Edo –	the name of the people that lived in Benin
British Empire –	when a quarter of the world was colonised by Great Britain
colonisation -	take control of and live in a new country
Trade -	Swapping goods for money
Decline -	To get weaker

The Early Period (900 – 1300)

 900AD

 
Ogiso



Kingdom formed in 900AD
First called 'Igodomigodo'
Ruled by Ogiso's (Kings of the Sky)

The Golden Period (1300 – 1600)

1300  1600





Strong Kingdom from 1300 - 1600
Now ruled by Obas
Obas lived in Palaces
Traded with Europe for money

The Decline (1600 – 1897)

1600 

1800 

1897 

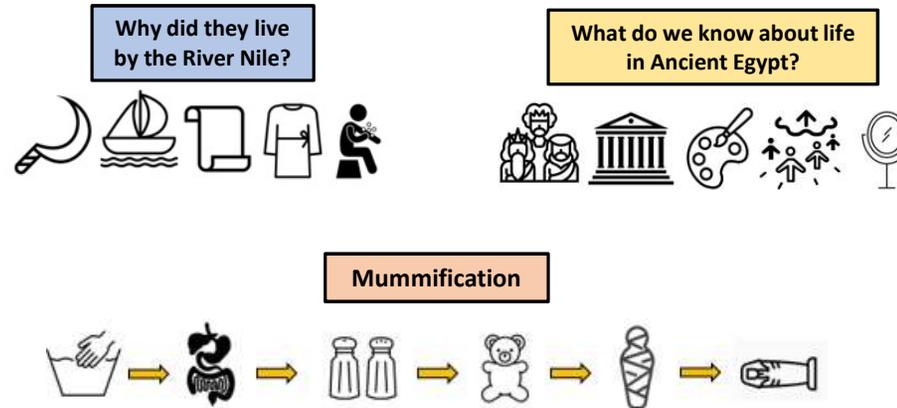
Obas started to lose control by 1600
By 1800 the Kingdom was in decline
Colonised by Britain in 1897

History: Year 5

Ancient Egyptians

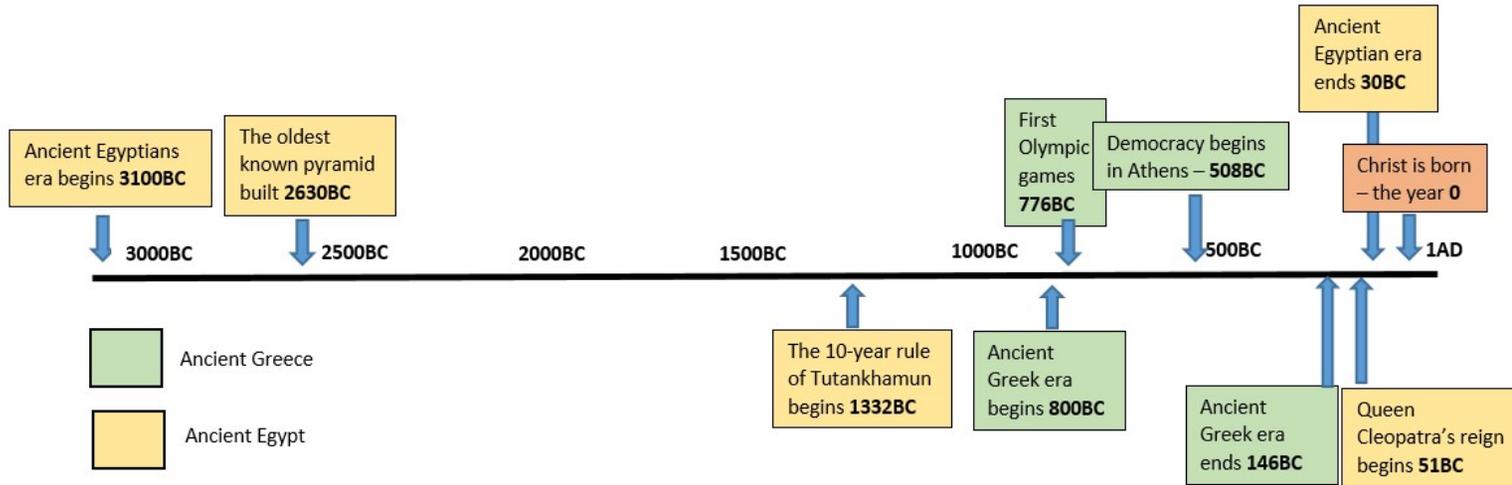
Key Vocabulary

Egyptologist	someone who studies the language and archeology of Ancient Egypt.
hieroglyphics	a picture used as a form of writing.
irrigation	the supply of water to land by man-made channels.
pharaoh	the supreme ruler of all of ancient Egypt. He or she was considered a god.
polytheist	belief in or worship of multiple gods
civilisation	human society with its own social organization and culture.
Rosetta Stone	a stone used to help translate and understand hieroglyphics.



Key Dates

3100 – 30 BC	Ancient Egyptian Era
2630 BC	First pyramid is believed to be built
2520 BC	The Great Sphinx (body of a lion and head of a human is believed to be built)
1332 BC	The 10 year rule of Tutankhamun begins
51 BC	Queen Cleopatra's reign begins. She is the last Pharaoh of the ancient Egypt period



Tutankhamun

- 1332 BC = ascended throne aged 9 after death of his father
- Sudden death – 19 years old
- Howard Carter in 1922.
- 10 years to catalogue all the artefacts and wall murals.
- 5000 objects found

History: Year Five

Ancient Greeks

Key Vocabulary

andron	the part of the house reserved just for men
archaeologist	Someone who studies the past by exploring old remains.
civilisation	A human society with its own social organisation and culture.
courtyard	was open to the air and in the center of the house.
empire	A number of nations that are controlled by the government or ruler of one country.
gynaecium	was the room set aside only for women
merchant	A person who buys or sells goods in large quantities.
mythology	A group of myths form one country, religion or culture
philosophy	The creation or theories about basic things.
polytheist	The worship of or belief in more than one god.



Greece's position next to the sea meant Ancient Greeks were a seafaring people. Trade between the islands led to the creation of 'city-states' (polis). Each city-state was ruled by a ruler or (later) government. Greece is a warm country, but winds from the Mediterranean and rains from the north kept temperatures livable and created fertile farming conditions.



Key Dates

776 BC	The first Olympic games take place in honour of Greece
600 BC	The first Greek coins are used to buy and sell goods
570 BC	Pythagoras is born. He made major breakthroughs in science and maths.
508 BC	Democracy begins in Athens, giving greater power to the people.
432 BC	The Parthenon, the most famous building in Athens is completed.
400 – 300 BC	Socrates, Plato and Aristotle live advancing learning
336 BC	Alexander the Great is King and completes many conquests.
146 BC	Rome conquers Greece, making it a part of the Roman Empire

Key People & Places

Zeus	God of the Sky and the King of Mount Olympus.
Poseidon	God of the sea.
Hades	God of the dead.
Hera	Goddess of family and marriage.
Ares	God of war.
Athena	Goddess of intelligence, art and literature.
Apollo	God of the sun.
Aphrodite	Goddess of love, beauty and the protector of sailors.
Hermes	Was a messenger
Artemis	Goddess of the moon.

Where this links in our curriculum

Y4 – building on ancient civilisations
Y2 and Y6 – farming and industry

History: Year Five

Tutankhamun

Key Vocabulary

amulet	A charm worn that the Ancient Egyptians thought had magical powers.
ankh	The symbol for life.
canopic jars	Special jars that held the organs of a mummy including the lungs, intestines, liver, and stomach.
mummification	The process of wrapping and embalming a body.
natron	An ancient Egyptian salt.
pyramid	a building with triangular sides built as an Egyptian tomb (a place to bury the dead)
ritual	A fixed set of words of actions that are performed over time, often as part of a ceremony.
sarcophagus	A large stone box that held a mummy's coffin.
sphinx	A mythological beast with the body of a lion and the head of a pharaoh or god. The Egyptians built sphinx statues to guard tombs.
tomb	A large grave which is above the ground with a large sculpture or decoration on it.
Valley of the Kings	A valley in Egypt where many tombs were built.

Where this links in our curriculum

Y1 – Monarchs and explorers



Tutankhamun is often called King Tut. He was a boy pharaoh and just a child who ascended the throne after the death of his father Akhenaten around 1332 BC. He was only nineteen years old when he died.

His original name was Tutankhaten (living image of the sun god Aten). After the death of his father, it was changed to Tutankhamun (living image of Amun the king of the gods). He died nine years later leaving behind a widow called Ankhesenamun.

Tutankhamun's Tomb

It was discovered by Howard Carter in 1922. Almost all of the five thousand objects (including his famous death mask and chariot) in the tomb were discovered exactly where they had been placed when it was sealed up 3245 years earlier. It took Howard Carter 10 years to examine and catalogue all the artefacts and wall murals.

Key Information

The ancient Egyptians also believed in a never-ending afterlife. They thought it was more important than their life on Earth, so they spent a lot of time planning for their death.

The Egyptians believed that when they died their souls left their bodies . After they were buried their soul would return and together with the body would live forever in the afterlife when the world had ended. Unless their body was preserved, it would be no good in the afterlife.

The ancient Egyptians preserved the bodies of important people through mummification. They built special tombs to be buried on, which they filled with all their favourite things. Some pharaohs built their tombs in the shape of giant pyramids.

A death mask, that looked like the person when they were alive, was made and put on top of the mummy so that their soul (Ba) could find them.



Key People & Places

Anubis	God of embalming and the dead. He had the head of a jackal and the body of a man.
Osiris	God of the dead and the underworld
Ma'at	Goddess of trust, law and justice.
Ammit	God known as the devourer of souls

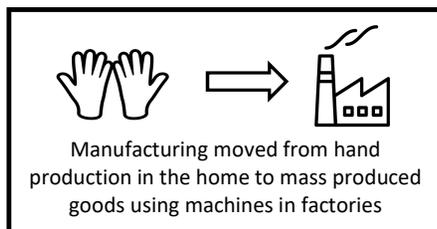
History: Year 6 – Farming and Industry through time

Agricultural Revolution: 1500-1850

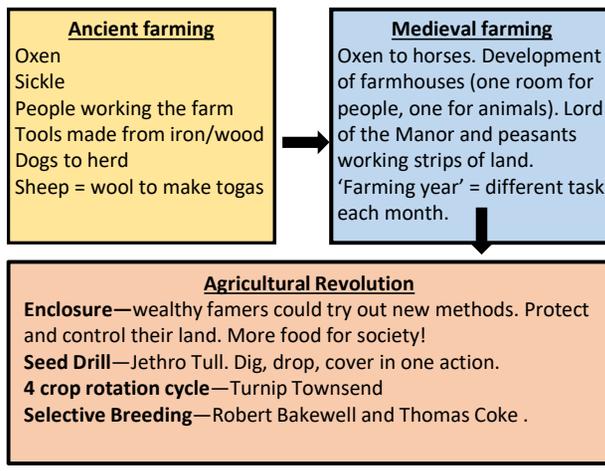
Industrial Revolution: 1760 - 1914

Key Vocabulary

Revolution	A revolution in a particular area of human activity is an important change in that area.
Industry	The work and processes involved in collecting raw materials, and making them into products in factories
Agriculture	The process of producing food, and fabrics by farming of certain plants or raising animals

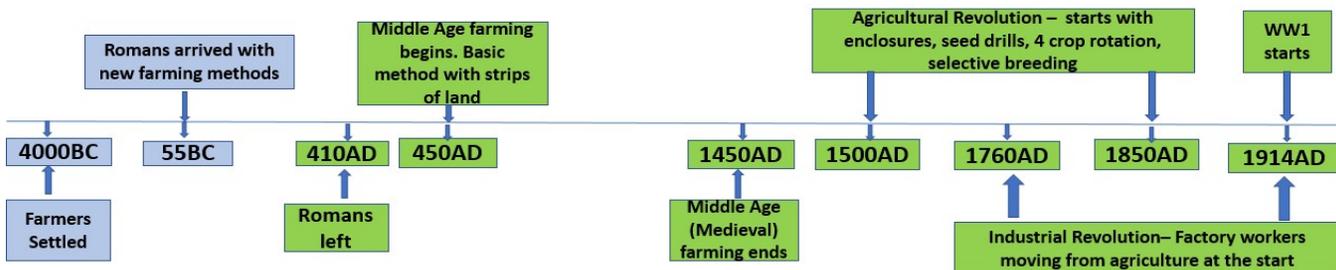


Overview



Key Dates

1760	First Industrial Revolution begins in the textile industry.
1771	'Factory Age' begins with the opening of Britain's first cotton mill.
1804	Richard Trevithick = first steam locomotive.
1833	Factory Act restricts work hours for women and children.
1834	The Poor Law (workhouses for poor to live in return for work)
1846	Elias Howe = sewing machine
1876	Alexander Bell = telephone
1879	Thomas Edison = light bulb. Factories could remain open after dark.
1903	The Wright Brothers = first successful airplane flight
1914	End of Industrial Revolution and the start of WWI



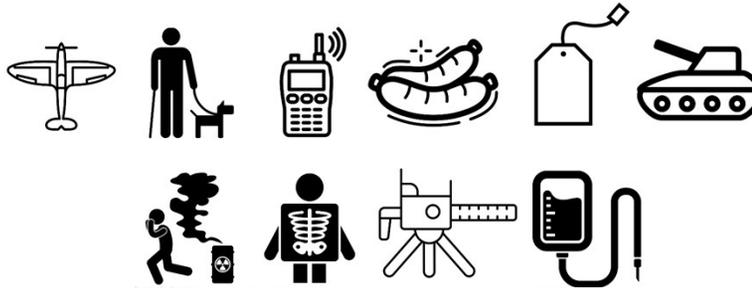
History: Year 6 – World War One

World War 1 - July 28th 1914 to Nov 11th 1918

Key Vocabulary

rationing	Controlling the amount of food people could have
U boats	The name for German submarines which comes from the German word "Unterseeboot."
Zeppelin	Large, long-range German airships
No Man's Land	The area between the front lines of two enemy armies was called No Man's Land
armistice	An agreement by both sides to stop fighting while a peace treaty is negotiated.

Inventions of the Great War



Key Dates

28 th June 1914	Franz Ferdinand is shot
28 th July 1914	Austria-Hungary declares war on Serbia. WW1 begins
August 1914	Germany declares war on Russia because Russia declared war on AH. Germany invades Belgium so Britain declares war on Germany
September 1914	Trench warfare begins
April 1917	America joins the war
11 th Nov 1918	Armistice at 11am

Main Participating Countries

Allied Countries		Central Powers	
Country	Flag	Country	Flag
France		Germany	
United Kingdom		Austria-Hungary	
Italy		Ottoman Empire (Modern Turkey)	
Russia		Bulgaria	
U.S.A			

Why did people enlist in WW1?



How did WW1 end?

Key People

	Archduke Franz Ferdinand was set to be King of Austria-Hungary but assassinated by the Black Hand group.
	King George V – King in WW1. Current Queen's grandfather.
	David Lloyd George Prime Minister from 1916 - 1922.

History: Year 6 – World War Two

World War Two – 3rd September 1939 to 2nd September 1945

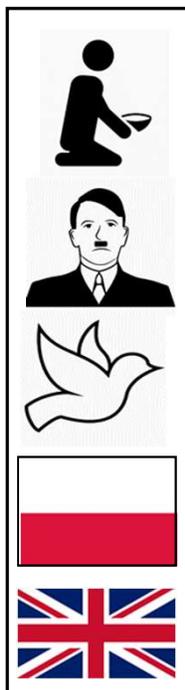
Key Vocabulary

Air raid	An attack by enemy planes dropping bombs.
Allies	Countries (including Britain, France, the Soviet Union and the USA) who joined forces to fight the Axis Powers.
Axis Alliance	Germany, Japan, Italy and other countries that were allies in World War 2.
Blackout	Wartime ban on street lights and other lights at night.
Blitz	German air raids, from a German word 'blitzkrieg' which means 'lightning war'.
Evacuee	Someone who was evacuated, moved from a danger area to a safer place.
Nazi	Short for National Socialist Party (in Germany), a follower of Hitler was also called a Nazi.
Propaganda	Controlling news media (such as radio) to show your side in the best way and give message to the public

Role of women in WW2

- Women's Land Army
- Taking on the traditional 'men's jobs'
- Munitionettes
- Caring for children and older family members
- WRVS volunteers

How did WW2 start?



Approximately **73 million people died**, including Hitler himself who took his own life after realising that Nazi Germany was defeated in 1945.

Lincolnshire became known as *Bomber County* due to the many bases including **RAF Scampton** close to Welton. The area's flat geography lent itself to runways and airstrips.



Over 25,000 RAF personnel never returned from their missions and are remembered today at Lincolnshire's Bomber Command.

Key Dates

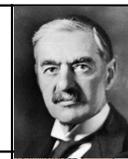
1 st Sept 1939	Germany invades Poland
3 rd Sept 1939	GB and France declare war on Germ
April – June 1940	Germany invades many European countries
10 th May 1940	Britain elects Churchill as leader and Battle of France
10 th July and 7 th Sept	Battle of Britain and Blitz begins.
7 th -11 th Dec 1940	Japan bombs Pearl Harbour. USA declare war.
6 th June 1944	D-Day
8 th May 1945	Britain celebrates VE Day
2 nd Sept 1945	Japan surrenders after Hiroshima bombed by USA. WW2 officially ends

Key People

Adolf Hitler:
Leader of the German Nazi Party.



Neville Chamberlain:
PM of Britain from 1937-1940.



Anne Frank was Jewish and wrote a famous diary about hiding from the Nazis.



Winston Churchill: PM of Britain from 1940-1945.



Assessment

Concept: Chronology

- Know and understand the history of these islands as a coherent narrative from the earliest times to the present day
- Gain historical perspective - growing knowledge into different contexts – understanding between short-term and long- term timescales

	By the End of Y2	By the end of Y4	By the end of Y6
Expected	<p>Can identify what may have been before living memory and present day and explain why.</p> <p>Has a chronological understanding of key events within a person or event's time frame.</p> <p>Has a chronological understanding of studied events as whole.</p> <p>Be able to create a timeline of events, showing a secure understanding of dates, recognising spacing to show small/longer periods of time passing.</p>	<p>Show a clear understanding of the chronological events from the Stone Age to the end of Norman rule in England.</p> <p>Understand where Benin fits in to the British Empire's timeline and a broader timeline of how the world has changed.</p> <p>Use appropriate vocabulary to explain the order of these events and justify their choice of the most important events.</p> <p>Chn can use appropriate spacing when creating timelines to show the passing of time.</p> <p>Demonstrate an understanding of the time passed between learned time periods.</p>	<p>Children will have a clear understanding of the chronology of some of the most significant aspects of the lives of people in the ancient civilizations that they have investigated with a focus on Ancient Greece and Ancient Egypt.</p> <p>Children will be able to identify the key points within major historic developments and events in Britain such as WW1, WW2, Industrial and Agricultural revolution.</p> <p>Children can demonstrate an understanding of where these events fit in with each other, European and world history.</p> <p>Children can use prior learning to place current learning within world history chronology and show understanding of context and time passing.</p> <p>Chn use a correct scale when creating timelines to show the passing of time.</p>

Concept: Investigating and interpreting evidence

- Understand methods of historical enquiry, including how evidence is used rigorously to make historical claims and discern how and why contrasting arguments and interpretations of the past have been constructed

	By the End of Y2	By the end of Y4	By the end of Y6
Expected	<p>During their investigations they will gain and use simple historical vocabulary correctly and use basic historical skills such as interpreting simple original sources and Begin to understand the terms 'reliable' and 'unreliable'.</p> <p>Identify, describe and compare and contrast the similarities and differences between significant people from the past and those of today and suggest reasons for what they observe.</p> <p>Through the study of a number of different famous past and present explorers pupils are able to describe their achievements, some of the effects on life they had at the time and suggest things they may have in common.</p> <p>Use local sources (e.g. castle and cathedral) to deduce and hypothesise ideas about certain time periods.</p> <p>Use local sources to identify changes within living memory.</p>	<p>Use a range of primary and secondary sources and artefacts to hypothesise what life may have been like in the chosen time periods.</p> <p>Use local sources, e.g. castle, cathedral, Roman Lincoln, to gather data about what impact invaders had on Lincoln.</p> <p>To use a range of sources to compare and contrast what life was like in Benin to how the Mayans lived.</p> <p>Summarise what the Mayans created that we still use today.</p> <p>Children will show that they can synthesise information from a broader range of historic sources including artefacts to help formulate their explanations.</p> <p>Children understand and use the terms 'reliable' and 'unreliable' when discussing whether sources are trustworthy and can justify their reasoning, showing a simple understanding of primary and secondary sources.</p>	<p>With a focus on Ancient Greece and Ancient Egypt, hypothesise, interpret and evaluate a range of source material of various kinds including written, visual, cartographic and artefactual evidence.</p> <p>Children can use a range of sources to analyse King Tut's death and come to a conclusion about his death, using evidence to support their arguments.</p> <p>They will also show a capacity to reach conclusions, make judgements and justify their views about the significance of major historic developments and events in Britain such as WW1, WW2, Industrial and Agricultural Revolution using a range of primary and secondary sources.</p> <p>Demonstrate a basic understanding of the importance of perspective when reaching conclusions in history.</p> <p>Children are confident questioning the validity and reliability of sources, e.g. propaganda and have a secure understanding of primary and secondary sources.</p>

Concept: connections in World history

- Know how Britain has influenced and been influenced by the wider world
- Know and understand significant aspects of history of the wider world
- Know the nature of ancient civilisations, expansion and dissolution of empires, characteristics of past non-European societies
- Know and understand achievements and follies of mankind
- Understand continuity and change cause and consequence, similarity, difference and significance and use them to make connections, draw contrasts, analyse trends , frame historically-valid questions and create own structured accounts including written narratives and analyses
- Gain historical perspective – growing knowledge into different contexts, understanding connections between local, regional, national and international history

	By the End of Y2	By the end of Y4	By the end of Y6
Expected	<p>Through the use of sources and study of the GFoL, chn can identify significant changes to how we live today and give justifications for this.</p> <p>Through an investigation of an aspect of the First World War (invention of the tank) pupils are able to describe how the agricultural and industrial revolution were so important to the local area as well as the world and suggest in simple terms what this tells us about ways of life in Britain a hundred years ago.</p> <p>Through the study of a number of different famous past and present explorers pupils are able to describe their achievements, some of the effects on life they had at the time and suggest things they may have in common.</p> <p>In relation to their own local area pupils at this level know about how and why some individuals, places and events are important historically and can compare in simple terms the significance of one with another.</p>	<p>Demonstrate both knowledge and understanding of history through identifying and explaining some of the ways that significant individuals and events during the period from the beginning of the Stone Age to the end of Norman rule have contributed to shaping life in present day Britain and the local area.</p> <p>Demonstrate knowledge and understanding about the Benin Kingdom and the life of the Mayans.</p> <p>Children can explain the effect these periods of time had on slave trade, civil unrest and unifying kingdoms.</p>	<p>Understand some of the most significant aspects of the lives of people in the ancient civilizations that they have investigated, with a focus on Ancient Greece and Ancient Egypt.</p> <p>Identify the achievements of ancient civilisations.</p> <p>Identify and make connections between different ancient civilisations.</p> <p>Children can investigate the death of Tutankhamen, ensuring they can justify their reasoning through their understanding of the Egyptian way of life, their understanding of the Egyptian ruling, analysing trends and data and by asking historically-valid questions.</p> <p>Explain/synthesis the role of Lincoln, Lincolnshire, the UK and Europe within WW1 and WW2.</p>

	<p>Children are able to recall some significant historic events, people and places in Lincolnshire, the United Kingdom and globally.</p> <p>Children use simple data gathering techniques to collect the recollections of adults who were alive at the time.</p>		<p>Demonstrate understanding about the role of Britain in the Agricultural and Industrial Revolutions.</p> <p>Through a detailed local historical study they will be able to explain some of the ways in which farming, industry and the World Wars have impacted their own community and evaluate some of their effects.</p> <p>Demonstrate understanding of the dissolution of the British empire.</p> <p>In achieving these things they will use specialised historical vocabulary and skills confidently and regularly and apply more demanding concepts such as empathy insightfully.</p>
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Concept: impact on the world today

- Know and understand the history of these islands and how people’s lives have been shaped by the nation
- Gain and deploy a historically grounded understanding of abstract terms
- Understand continuity and change cause and consequence, similarity, difference and significance and use them to make connections, draw contrasts, analyse trends , frame historically-valid questions and create own structured accounts including written narratives and analyses
- Gain historical perspective - growing knowledge into different contexts, - cultural, economic, military, political, religious and social history

	By the End of Y2	By the end of Y4	By the end of Y6
Expected	<p>Through the study of Tim Peake, Isaac Newton, Matthew Flinders, Florence Nightingale and a range of other significant individuals who lived in different periods and places, they are able to both recall their achievements and suggest simple reasons for the impact their lives have had.</p>	<p>Use local sources, e.g. castle, cathedral, Roman Lincoln, to gather data and hypothesise about what impact invaders had on Lincolnshire and the wider world.</p> <p>Children will be able to make insightful links between their different enquiries (e.g. military, slave labour, agriculture) to</p>	<p>Explore the lives of ancient civilizations such as Amazon Tribes, Shang Dynasty with a focus on Ancient Greece and Ancient Egypt and explain how they have had both a positive and negative impact on the wider world through a range of enquiries, e.g. religion, sports, tourism.</p>

	<p>Through the study of the agricultural and industrial revolutions, children understand how Lincolnshire and Britain were key in the development of these areas and how they impacted the wider world, e.g. through development of the first tank.</p> <p>Through the study of the technological revolution, children can explore how the world is progressing to a more advanced world, e.g. incorporating the advancement of space travel.</p>	<p>compare and contrast life in Britain and the wider world at different times during this period.</p> <p>They can offer sound historic reasons for the similarities and differences they observe.</p> <p>Using their historical reasoning, children can give justified opinions regarding significance of events and begin to link these observations to simple trends, continuity over time and cause and effect.</p>	<p>Children can make links between Ancient Civilisations.</p> <p>Synthesise information and explain how different civilisations impacted the world around them at the time.</p> <p>Children can explain the impact of Farming, Industry and the World Wars on the wider world and can identify or hypothesise about links to current affairs, .e.g. the role of the RAF, the role of women within the military.</p>
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