



# All achieve, all believe, all create, all a family..

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## 2 Year Rolling Programme for History

Mixed-year groups	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year A – R/1 2021/22	<p><b>What does a hedge hide? What makes PB perfect? (nature focus)</b> Put things in order that are significant to them. Ordering from baby to present. <b>Changes beyond living memory that are significant nationally or globally</b> (Remembrance, Guy Fawkes). Know ways that we find out about the past.</p>		<p><b>What makes a good knight?</b> Ask questions: Who? Where? Talk simply about why something has happened. Queen. The lives of significant individuals in the past who have contributed to national and international achievements. Changes within living memory. Where appropriate, these should be used to reveal <b>aspects of change in national life.</b> <b>Significant historical events, people and places in their own locality.</b> <b>Lincoln Castle</b></p>		<p><b>Story based project</b> <b>Significant historical events, people and places in their own locality.</b></p>	
<i>Why this? Why now?</i>	<p><i>Children will know about their journey from preschool to 'big school' and will use photos to recall babyhood. They will share in whole school remembrance and will be able to reflect on why. Having thought about their own past they will think about people who made changes before they were born through different resources that they will discover.</i></p>		<p><i>Having looked at changes from before they were born through different resources children will now find out about people who are significant from now and from before they were born and start to think about things they want to know about these people and events.</i></p>		<p><i>We have looked at people and places from now and then. Children have seen how they can find out about the past and have started to formulate their own questions. They can now use these skills to ask questions and research information about their locality.</i></p>	
Year B – R/1 2020/21	<p><b>Polar Bears</b> <b>Choose a significant 'hero'</b></p>		<p><b>Polar Bears</b> <b>What does water cost?</b> Changes within living memory (drought, climate change).</p>		<p><b>Polar Bears</b> <b>Farms/ Growing. Farms around the world and in Lincolnshire</b> Significant historical events, people and places in their own locality.</p>	



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	Discover the lives of significant individuals in the past who have contributed to national and international achievements. Changes within living memory.		Events beyond living memory that are significant nationally or globally.
<i>Why this? Why now?</i>	<i>Children will know about significant people in their own lives from home to school and will be able to understand that there are some special people they know and others we can find out more about using different sources. They will have opportunities to find out about significant individuals and will be able to reflect on why they are important. Having thought about their own past they will think about people who made changes before they were born through different resources that they will discover.</i>	<i>Having looked at changes from before they were born through different resources children will now find out about changes in the world around them. They will look at changes in the world now and before they were born and what these changes mean for them now and in the future. They can think about things they want to know about these changes in the world.</i>	<i>We have looked at people and places from now and then. Children have seen how they can find out about the past and have started to formulate their own questions. They can now use these skills to ask questions and research information about their locality.</i>
<b>Year A – 1/2 2021/22</b>	<b>Leopards</b> <b>What can toys teach us?</b> Changes within living memory. Ordering baby toys to school children toys. Where appropriate reveal aspects of change in national life (Wartime toys) Compare grandparent/ parent/ own toys. Know ways that we can find out about the past.	<b>Leopards</b> <b>Can we give animals a voice?</b>	<b>Leopards</b> <b>What will you discover? (explorers focus)</b> Should be taught about the lives of significant individuals in the past who have contributed to national and international achievements. (Christopher Colombus). Events beyond living memory that are significant nationally or globally. Significant historical events, people and places in their own locality.
<i>Why this? Why now?</i>	<i>Children have ordered babyhood to childhood and can relate this to ordering objects in the same way. They understand what sources inform us about the past. They can look at photos and objects to further their knowledge and how we can find out about the past through objects from that time. They can talk about changes and ask questions.</i>		<i>We have looked at people and places from now and then. Children have seen how they can find out about the past and have started to formulate their own questions. They can now use these skills to ask questions and research information about their locality. They know that people made changes in the world that have made them important to know about.</i>



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Year B – 1/2 2020/21	<b>Leopards</b> <b>Does chocolate grow on trees?</b> Discover the lives of significant individuals in the past who have contributed to national and international achievements. History of chocolate. (JS Fry) changes in the 21st century. Changes within living memory.	<b>Leopards</b> <b>What will I discover? London</b> Great Fire of London. Events beyond living memory that are significant nationally or globally. Significant historical events, people and places in their own locality.	<b>Leopards</b> <b>What is the wonder of the big top?</b>
<i>Why this?</i> <i>Why now?</i>	<i>Children know that some people have made big changes in the world and we can find information about this through books, internet and questioning people who were part of the actions they took or through photos and/objects.</i> <i>Children have practise formulating questions and can look at changes over time.</i>	<i>Having looked at changes from before they were born through different resources. Children will now find out about changes from long ago in history beyond living memory. They will have looked at changes in the world now and before they were born and what these changes mean for them now and in the future and can now look previous to this using the same skills.</i>	
Year A – 3/4 2021/22	<b>Which festival means the most?</b> History of festivals- making comparisons over time. Discuss change and significance (specifically Remembrance and Jewish Passover, Hannukah, Christmas, Diwali & Eid al Fitr).	<b>What is the value of a story?</b> Order events over a larger timescale (story telling). Question why something happened and how it impacted people. Oral tradition, Greek Myths. Stone age cave painting. Note connections, contrasts and trends over time. Look at the significance of stories through time. Look at the range of sources from which our knowledge is gained.	<b>Back in Time</b> Vikings study. The Viking and Anglo-Saxon struggle for the kingdom of England to the time of Edward the Confessor. Viking raids and invasion. (Possibly including: Resistance by Alfred the great and Athelstan, first king of England. Edward the Confessor and his death in 1066) Britain's settlement by Anglo-Saxons & Scots (This could include: Roman withdrawal from Britain in c. AD410 and the fall of the western Roman Empire. Scots invasions from Ireland to north Britain (now Scotland) Anglo-Saxon invasions, settlements and kingdoms: place names and village life Anglo-Saxon art and culture Christian conversion - Canterbury, Iona and Lindisfarne.



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<p><b>Why this?</b> <b>Why now?</b></p>	<p>Children have a knowledge of ordering events, some being within their lifetime and some outside of living memory. They have some idea of where the dates fit within their timeline. They can question why and reflect on the significance of some events. They know how they can research facts and can start to see the differences between facts and opinion. They can contrast.</p>	<p>Can order events on a timeline with understanding of events within a lifetime and events outside of their lifetime and beyond living memory. Have developed questioning and are ready to work on looking at the significance of changes over time and asking purposeful questions to grow knowledge.</p>	<p>Children have looked at recent past events, events within living memory and then events beyond living memory. They have used different sources, developed their interest in past events and developed their questioning. They have used some selected resources to inform them of past events.</p>
<p><b>Year B – 3/4</b> <b>2020/21</b></p>	<p><b>What makes the earth angry?</b></p> <p>The Roman Empire and its impact on Britain. (This could include: Julius Caesar's attempted invasion in 55-54BC. The Roman Empire by AD42 and the power of its army. Successful invasion by Claudias &amp; conquest, including Hadrian's Wall. British resistance, for example, Boudica. 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity).</p>	<p><b>Are wars only won on the battlefields?</b></p> <p>Beginning to think about the impact of historical events/ people.</p> <p>Are wars only won on the Battlefields?</p> <ul style="list-style-type: none"> <li>-Understanding the differences between primary and secondary sources.</li> <li>Understand how our knowledge of the past is constructed from a range of sources.</li> <li>- Question why something happened and how it impacted on people long term.</li> <li>- Generate purposeful questions.</li> </ul> <p>A local History Study (RAF) (This may include a depth study linked to one of the British areas of study listed above. A study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066) A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.)</p> <p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. A significant turning point in British history, for example, the first railways or the Battle of Britain.</p>	<p><b>Are we all born equal?</b></p> <p>Archbishop of York Award Significant leaders from the past</p> <p>Address and 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.</p>



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		<i>Empathise with children from the past through knowledge of evacuees. Remembrance. Look at local historical links (Bomber Command).</i>	
<i>Why this? Why now?</i>	<i>Children have a knowledge of ordering events, some being within their lifetime and some outside of living memory. They have some idea of where the dates fit within their timeline. They can question why and reflect on the significance of some events. They know how they can research facts and can start to see the differences between facts and opinion.</i>	<i>Children know about different sources and can now find out about primary and secondary sources. Can generate questions. Can reflect on changes and are ready to look at impact and develop purposeful questioning. Can use field trip as a source of information. Has experiences of local study and can relate this to RAF study.</i>	<i>Children know how people's lives have been changed by events in history. They have some understanding of significant aspects of history They can draw connections. They are developing their chronological knowledge. They can see some connections.</i>
<b>Year A – 5/6 2021/22</b>	<b>Is there life beyond space?</b> Changes in Britain from the Stone Age to the Iron Age - Late Neolithic hunter-gatherers and early farmers, for example Skara Brae - Bronze Age religion, technology and travel, for example StoneHenge - Iron Age hill forts: tribal kingdoms, farming, art and culture.	<b>Does the punishment always fit the crime?</b> A study of an aspect or theme in British history that extends pupils' chronological knowledge. An aspect of social history such as crime and punishment from the anglo-saxons to present. <i>Roman legacy shaping how punishment is today. Anglo-Saxon punishment. Tudors. Highway man. Victorian Era. Workhouses. 'Street Child' novel. Elizabethans.</i>	<b>Healthy body = healthy mind?</b> -Shows some understanding and talks with some clarity about the impact of historical events. -Begin to use questions to understand significant events. <i>Ways to keep healthy. Social media. Flourishing with great support for great mental health.</i>
<b>Year B – 5/6 2020/21</b>	<b>How do Species Adapt?</b> Non- European society to contrast with British history. <i>Evolution and the place of God in the creation of the world. Confident discussions about evolution and religious beliefs. Changes in humans over time and the way we can flourish.</i>	<b>Is fashion more important than function?</b> History of fashion (study of an aspect or theme, extending understanding beyond 1066).	<b>Where is home?</b> -Shows some understanding and talks with some clarity about the impact of historical events. -Begin to use questions to understand significant events. - A detailed study of a particular famous person and their historical legacy.
<i>Why this? Why now?</i>	<i>Children have continued to develop their chronological knowledge. They can talk about specific periods in history. They are building on the connections and contrasts through the time periods. Children have started to be more selective and will develop careful selection of</i>	<i>Children have studied different time periods including local studies and have looked at different sources of information and reflected changes and impact of historical events they now need to build on establishing clear narratives across the time periods studied and reflect on how these affect how we live</i>	<i>Children are developing their chronological knowledge by talking about specific periods in history. Developing connections and contrasts through the time periods. Children are beginning to be more selective and careful in organising the information they have gathered.</i>



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	<i>information and organisation of relevant historical information. Time periods within Britain and the Roman Empire and its impact on Britain.</i>	<i>today constructing informed responses that select information carefully.</i>	<i>They know historic events impact on today and can reflect on how. Historical vocabulary being used more accurately.</i>
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