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2023 – 2024

Intent	<p>Lincoln Carlton Academy is situated in the up-hill area of Lincoln, close to the centre of historic Lincoln. Our history curriculum is designed to ensure our Children develop a deep understanding of the rich history of their locality and the impact that has had on the traditions and values of the area. Children are given opportunities to investigate and interpret the past, understand chronology, build an understanding of Britain's past, as well as that of the wider world and to be able to communicate historically. There is a focus on reading, to gain new information and to evaluate the validity of different sources of information. Children will develop a broad knowledge about the city, and county, in which they live and make connections across the curriculum. Children are encouraged to engage with significant events, people, and eras from the past with empathy and respect for difference of opinion.</p>
Implementation	<p>The history curriculum is taught in 6-week blocks and three blocks are taught each year, with the exception of Year 6, who teach four. Clear links are made to prior learning in key concepts including chronology and interpreting the past. Each lesson within a teaching sequence highlights the history enquiry skill being taught. Our focus enquiry skills are: historical interpretations, historical investigations, chronological understanding, knowledge and understanding of events and people in the past, presenting organising and communicating and substantive knowledge and historical vocabulary. Lincoln Carlton Academy has its own curriculum timeline that places all eras and events taught in chronological order. Children have a copy of this in their history books and teachers refer to it frequently. History is taught using a wide range of sources including authentic and replica artefacts, photographs, drawings and paintings, books and stories. Children also have the opportunity to experience real-life history through visits to Lincoln Castle, Lincoln Cathedral, Roman Lincoln, Flay Fen, The National Holocaust Centre, The Museum of Lincolnshire Life and The Collection. Re-enactment also forms part of their learning about the Anglo-Saxons, the Vikings and the Victorians.</p>
Impact	<p>Children who complete the history programme of study at LCA will:</p> <ul style="list-style-type: none"> • Have a passion for history and an enthusiastic engagement in learning. • Have a rich knowledge of local, national and global historical events and significant people. • A sense of curiosity about the past. • An understanding of how and why people interpret the past in different ways. • Have an excellent knowledge of people, events and contexts from a range of historical periods. • Have the ability to think critically about History and communicate ideas confidently. • Have a desire to embrace challenging activities. • Have the ability to think, react, debate, discuss and evaluate the past, formulating and refining questions and lines of enquiry. • Have a respect for historical evidence and the ability to make robust and critical use of it to support their explanations and judgements.

LCA History Overview						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	How have I changed? 	Guy Fawkes and the Gunpowder Plot Remembrance <i>Significant People: Guy Fawkes, King James I</i>  				Transport then and now  
Year 1		Toys through the ages  	Humans in Space <i>Significant people: Neil Armstrong, Yuri Gagarin and Tim Peake</i> 		Florence Nightingale Her life and legacy <i>Significant People</i> 	
Year 2		The Great Fire of London <i>Significant People: King Charles II, Samuel Pepys</i> 		Local History Study Lincoln's Famous Landmarks <i>Significant People: Bishop Remigius, William the Conqueror, Emperor Claudius</i> 	Homes in the Past  	
Year 3	Stone Age to Iron Age   			The Ancient Greeks   		The Trans-Atlantic Slave Trade <i>Significant People: Harriet Tubman, William Wilberforce</i>  
Year 4	The Kingdom of Benin   			The Romans The Roman Empire The invasion of Britain Life in Lindum Colonia <i>Significant People: Emperor Claudius</i>   	Local History Study Magna Carta and the Battle of Lincoln <i>Significant People: King John, Henry III, Nicola de la Haye</i>  	

Year 5	<p>The Anglo-Saxons</p> 	<p>The Viking and Anglo-Saxon struggle</p> <p><i>Significant People: Alfred the Great</i></p> 	<p>The Ancient Egyptians</p> 			
	<p>The Victorians Queen Victoria The British Empire Life for Victorian children – work and school</p> <p><i>Significant People: Queen Victoria</i></p> 	<p>World War II Evacuation Kristelnacht and the Kindertransport</p> 		<p>Journeys: Migrations to Britain</p> 		<p>Books through time</p> 

Changes over time	
Invasion and War	
Hierarchy	
Religion and Belief	
Settlement	
Innovation	
Cause and Consequence	
Civilisations	
Empire	

Programme of Educational Visits/workshop/WOW Days linked to History

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS						
Year 1		Artefact boxes for the Museum of Lincolnshire Life				
Year 2				Visit Lincoln Cathedral and Lincoln Castle	Wash Day WOW Day Visit to the Museum of Lincolnshire Life	
Year 3	Visit to Flag Fen			Ancient Greece WOW Day		
Year 4				Walking tour of the remains of Lindum Colonia	Visit to Lincoln Castle to see the Magna Carta	
Year 5	Workshops led by Regia Anglorum	Visit to The Collection	Ancient Egyptian WOW Day			
Year 6	Victorian School WOW Day	National Holocaust Memorial Centre				

The Early Years Foundation Stage Curriculum Expectations

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 from the past Compare and contrast characters from stories, including figures from the past
Early Learning Goals	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 on class. Understand the past through settings, characters and events encountered in books read in class and storytelling.

The National Curriculum Expectations

Key Stage 1 National Curriculum Expectations	Key Stage 2 National Curriculum Expectations
<p>Children should be taught about:</p> <ul style="list-style-type: none"> • changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life; • events beyond living memory that are significant nationally or globally [for example the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]; • the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]; <p>significant historical events, people and places in their own locality.</p>	<p>Children should be taught about:</p> <ul style="list-style-type: none"> • changes in Britain from the Stone Age to the Iron Age; • the Roman Empire and its impact on Britain; • Britain's settlement by Anglo-Saxons and Scots; • the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor; • a local history study; • a study of an aspect or theme in British history that extends Children' chronological knowledge beyond 1066; • the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China; • Ancient Greece – a study of Greek life and achievements and their influence on the western world; • a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.

	Historical Enquiry			
	Early Years Foundation Stage	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
Historical Interpretations	<p>Children start to understand that it is possible to find out about the past by:</p> <ul style="list-style-type: none"> • Reading stories • Looking at photographs • Looking at objects 	<p>Children should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p> <p>Children can:</p> <ul style="list-style-type: none"> a start to compare two versions of past events; b start to understand that there can be different versions of the same event from the past; c observe and use pictures, photographs and artefacts to find out about the past; d start to use stories or accounts to distinguish between fact and fiction; e explain that there are different types of evidence and sources, such as photographic and written, that can be used to help represent the past. 	<p>Children should understand how our knowledge of the past is constructed from a range of sources.</p> <p>Children can:</p> <ul style="list-style-type: none"> a look at two versions of the same event or story in history and identify differences; b investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different. c begin to understand some of the ways in which historians and others investigate the past. 	<p>Children should understand how our knowledge of the past is constructed from a range of sources.</p> <p>Children can:</p> <ul style="list-style-type: none"> a find and analyse a wide range of evidence about the past; b use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past; c consider different ways of checking the accuracy of interpretations of the past; d start to understand the difference between primary and secondary evidence and start to question its reliability; e show an awareness of the concept of propaganda; f know that people in the past represent events or ideas in a way that may be to persuade others; g continue to develop their understanding of how historians and others investigate the past.

Historical Investigations	<p>Children start to ask questions and say what they notice about the past after they have heard stories, looked at photograph or handled an object.</p>	<p>Children should ask and answer questions, using other sources to show that they know and understand key features of events.</p> <p>Children can:</p> <ul style="list-style-type: none"> a observe or handle evidence to ask simple questions about the past; b observe or handle evidence to find answers to simple questions about the past on the basis of simple observations; c use evidence to explain the key features of events; d sort some objects/artefacts into new and old and then and now. 	<p>Children should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>Children should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>Children can:</p> <ul style="list-style-type: none"> a use a range of primary and secondary sources to find out about the past; b construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information; c gather more detail from sources such as maps to build up a clearer picture of the past; d regularly address and sometimes devise own questions to find answers about the past; e begin to undertake their own research. 	<p>Children should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>Children should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>Children can:</p> <ul style="list-style-type: none"> a recognise when they are using primary and secondary sources of information to investigate the past; b use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, photographs, artefacts, historic statues, figures, sculptures, historic sites; c select relevant sections of information to address historically valid questions and construct detailed, informed responses; d investigate their own lines of enquiry by posing historically valid questions to answer.
Chronological Understanding	<p>Children will use words and phrases such as:</p> <ul style="list-style-type: none"> • Yesterday • Today • Tomorrow • Earlier • Later 	<p>Children should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework.</p> <p>Children can:</p> <ul style="list-style-type: none"> a sequence artefacts and events that are close together in time; b order dates from earliest to latest on simple timelines; c sequence pictures from different periods; d describe memories and changes that have happened in their own lives; e use words and phrases (such as old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before and after) to show the passing of time. 	<p>Children should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</p> <p>Children can:</p> <ul style="list-style-type: none"> a sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time; b understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini). 	<p>Children should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</p> <p>Children can:</p> <ul style="list-style-type: none"> a order an increasing number of significant events, movements and dates on a timeline using dates accurately; b accurately use dates and terms to describe historical events; c understand how some historical events/periods occurred concurrently in different locations, e.g. Indus Valley and Ancient Egypt.

Knowledge and Understanding of Events	<p>Children can retell parts of a historical story using costumes, props and role play.</p>	<p>Children should choose and use parts of stories and other sources to show that they know and understand key features of events.</p> <p>Children can:</p> <ul style="list-style-type: none"> a know and recount episodes from stories and significant events in history; b understand that there are reasons why people in the past acted as they did; c describe significant individuals from the past. 	<p>Children should note connections, contrasts and trends over time.</p> <p>Children can:</p> <ul style="list-style-type: none"> a find out about the everyday lives of people in time studied compared with our life today; b explain how people and events in the past have influenced life today; c identify key features, aspects and events of the time studied; d describe connections and contrasts between aspects of history, people, events and artefacts studied. 	<p>Children should note connections, contrasts and trends over time.</p> <p>Children can:</p> <ul style="list-style-type: none"> a identify and note connections, contrasts and trends over time in the everyday lives of people; b use appropriate historical terms, such as culture, religious, social, economic and political when describing the connections, contrasts and trends over time; c describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children.
Presenting, Organising and Communicating	<p>Children start to retell stories about the past through role play and small world play.</p> <p>Children can recall some facts from stories linked to their learning.</p>	<p>Children should understand historical concepts, such as changes over time, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses.</p> <p>Children can:</p> <ul style="list-style-type: none"> a talk, write and draw about things from the past; b use historical vocabulary to retell simple stories about the past. 	<p>Children should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</p> <p>Children can:</p> <ul style="list-style-type: none"> a present, communicate and organise ideas about the past including simple written narratives (stories of an event in the past that could be made up of diaries, speeches or letters. These could also be autobiographies); b start to present ideas based on their own research about a studied period. 	<p>Children should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</p> <p>Children can:</p> <ul style="list-style-type: none"> a present, communicate and organise ideas about from the past using detailed discussions, debates and more detailed written narratives; b plan and present a self-directed project or research about the studied period.

Substantive Concepts and Historical Vocabulary	<p>Children will start to use new vocabulary linked to the passing of time.</p> <p>Children can talk about some things from the past using newly taught vocabulary.</p>	<p>Children should use a wide vocabulary of everyday historical terms.</p> <p>Children should gain and deploy a historically grounded understanding of abstract terms, such as 'empire', 'civilisation', 'parliament' and 'peasantry'.</p> <p>Children can:</p> <ul style="list-style-type: none"> a start to show some basic understanding of substantive concepts including empire, civilisations, settlements and religion and beliefs. b talk and write about things from the past using some historical vocabulary. 	<p>Children should develop the appropriate use of historical terms.</p> <p>Children should gain and deploy a historically grounded understanding of abstract terms, such as 'empire', 'civilisation', 'parliament' and 'peasantry'.</p> <p>Children can:</p> <ul style="list-style-type: none"> a build on prior knowledge to start to gain further understanding of substantive concepts; <p>understand an increasing range of appropriate historical vocabulary and use this to talk about the past and communicate information.</p>	<p>Children should develop the appropriate use of historical terms.</p> <p>Children should gain and deploy a historically grounded understanding of abstract terms, such as 'empire', 'civilisation', 'parliament' and 'peasantry'.</p> <p>Children can:</p> <ul style="list-style-type: none"> a continue to build on prior knowledge to gain a more detailed understanding of a wider range of substantive concepts; b start to recognise that some concepts, such as technology, will be different across different periods of history; c continue to build a bank of appropriate historical vocabulary and use this to talk about the past and communicate information.
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