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·ACADEMY·










The History Curriculum

2025 – 2026










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 pupils 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>
Implementa	<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 specific 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.</p>
Impact	<p>Pupils will:</p> <ul style="list-style-type: none"> • Have a passion for history and an enthusiastic engagement in learning. • 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	<p>How have I changed?</p> 	<p>Guy Fawkes and the Gunpowder Plot Remembrance</p> <p><i>Significant People: Guy Fawkes, King James I</i></p>  				<p>Transport then and now</p>  
Year 1		<p>Toys through the ages</p>  	<p>Humans in Space</p> <p><i>Significant people: Neil Armstrong, Yuri Gagarin and Tim Peake</i></p> 		<p>Florence Nightingale Her life and legacy</p> <p><i>Significant People</i></p> 	
Year 2		<p>The Great Fire of London</p> <p><i>Significant People: King Charles II, Samuel Peyps</i></p> 		<p>Local History Study Lincoln's Famous Landmarks</p> <p><i>Significant People: Bishop Remigius, William the Conqueror, Emperor Claudius</i></p> 	<p>Homes in the Past</p>  	
Year 3	<p>Stone Age to Iron Age</p>   			<p>The Ancient Greeks</p>   		<p>The Trans-Atlantic Slave Trade</p> <p><i>Significant People: Harriet Tubman, William Wilberforce</i></p>  
Year 4	<p>The Kingdom of Benin</p>   			<p>The Romans The Roman Empire The invasion of Britain Life in Lindum Colonia</p> <p><i>Significant People: Emperor Claudius</i></p>   	<p>Local History Study Magna Carta and the Battle of Lincoln</p> <p><i>Significant People: King John, Henry III, Nicola de la Hays</i></p>  	

Year 5	The Ancient Egyptians   	The Anglo-Saxons  	The Viking and Anglo-Saxon struggle <i>Significant People: Alfred the Great</i>  			
	Year 6	The Victorians Queen Victoria The British Empire Life for Victorian children – work and school <i>Significant People: Queen Victoria</i>  	World War II Evacuation Kristelnacht and the Kindertransport   		Journeys: Migrations to Britain  	

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

Historical Concepts Progression

	Changes over Time 	Religion and Belief 	Cause and Consequence 	Innovation 	Invasion and War 	Settlement 	Civilisations 	Empire 	Hierarchy 
EYFS	I know that some things change over time but some things stay the same.	I know that people believe different things and this can sometimes result in people arguing.	I can begin to identify what made something happen.	I know that humans have always made new things and had new ideas.					
Year 1	I know that some changes happen very quickly but other things change slowly.		I know that significant events happen due to a particular cause/causes.	I know that new things have to be 'invented' by someone. I know why humans innovate: to explore new places.	I know that people who go to war can be injured.				
Year 2				I know that new innovations have been created at a faster pace over the last 150 years than in the centuries before.					
Year 3		I know that people in different times and in different places believe in different things.	I can identify reasons for and results of people's actions. I can understand why people may have had to do something	I know that humans have been innovating since they first appeared on Earth. I know why humans innovate: to improve their lives, to find solutions to problems.	I know that war breaks out when one or more opposing groups invade territory that does not belong to them. I know that a civil war is one that breaks out between groups of people living in the same country.	I know that a settlement is a place where people choose to live. I know that people chose to settle in places with an abundance of natural resources.	I know that civilizations came about as humans started living in cities, and city people developed advanced forms of culture and government eg. The Kingdom of Benin	I know that an Empire is a group of countries ruled by one monarch. I know that empires rise and grow as they expand power and influence. I also know that empires can fall.	I know that some civilisations organised their societies into a hierarchy.
Year 4				I know that humans innovate: to improve their lives, to find solutions to problems.					
Year 5	I know that some changes that happen over time are positive and some are negative. I know that some changes are permanent and	I know that religion has been a universal element of being human for most of history.	I can examine causes and results of great events and the impact on people.	I can evaluate inventions and innovations, commenting on both positive and negative impact.	I know there are many reasons why war breaks out and can explain some of these. I know that war can be regional or global.	I know the reasons why some people may choose to leave their homes to find a new place to live. I know that the immigrants can have a positive impact on the place where they choose to settle.	I know that most civilizations have agriculture (a way to grow food), and a system of government, such as kings and queens or elections. The people in a civilization usually speak their own language, and often have a religion of some	I know an empire consists of a central state that also controls large amounts of territory and often diverse populations. I know that empires are often grown through force and this has a lasting, negative impact	I know that hierarchy was based on the social, financial and/or cultural backgrounds of the groups of people in society.

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	Ancient Egyptian WOW Day	Workshops led by Regia Anglorum	Visit to The Collection			
Year 6	Victorian School WOW Day	National Holocaust Memorial Centre				

History and children with Special Educational Needs

The graduated approach handbook for SEND students should be used to provide the simple, everyday strategies that should be employed to support learners in the classroom. The strategies below are aimed more specifically at adapting the history curriculum for SEND learners.

Use clear and simple language and avoid jargon or overly complex terminology.	For students with language difficulties or autism, keeping instructions and content straightforward will help them understand better.	Summarise ideas/concepts using pictures.	Identify risk points in the lesson, visit or field trip – eg for pupils with noise or smell sensitivity.	Use dual coding on timelines so that children can see an image alongside the text.	Use auditory forms of evidence to develop understanding including: famous speeches, sounds such as sirens, songs, spoken interviews.
Use drama to role play historical events.	Create models/art work to represent moments from history e.g. air raid shelters, Great Fire of London models.	Make use of pupils' own digital presentations – eg. of a visit or field trip – so that everyone can contribute.	Pre-learning on important historical vocabulary and concepts.	Prepare grids for recording information, writing frames and cloze exercises (where key vocabulary is missing) – which can be helpful for some pupils.	Use voice recording to rehearse words, phrases, sentences.
Use real objects as a starting point for developing the concepts and the language needed to describe and discuss what pupils have observed or experienced.	Use a tablet to take photographs to capture important findings. Images can also be used to build a visual record.	Simple audio recorders can be used instead of written notes.	Use of Clicker to communicate findings in history.	Record oral responses where written work is a barrier.	Use targeted questioning to check the understanding of students.
Use computer simulations to recreate events in history.	Explore museums, galleries and historical sites through the internet.				

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:</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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