

Lingdale Primary School



History Curriculum



Intent:

- At Lingdale Primary School, we prioritise an engaging History curriculum that catches the attention of all ages. It is a cohesive curriculum that teaches skills and knowledge from EYFS to Y6.
- There are four main strands through the curriculum: family life, advancements, invasion and exploration. By using them to make connections, children will deepen their understanding of the historical concepts such as continuity and change, cause and consequence, similarity, difference and significance.
- There is a close link to geography, which includes why people settle and how they identify with their surroundings through time.
- History at Lingdale starts within children's homes, then links to the local area, and branches out globally. Each part of the History curriculum is relevant to the children in Lingdale.
- It is a progressive History curriculum with clearly defined expectations of knowledge and skills for each year group, which builds on previous learning. As they progress through phases, children will be expected to develop their knowledge of key eras and their position on a timeline in relation to others.
- Lingdale children are inspired to research events in school and by visiting a range of museums.
- Children can order events in time; finding differences and similarities; writing and talking about the past; using different sources of information; asking and answering questions, with the aim to link 'then' with 'now.'
- All children will develop this knowledge using transferrable skills.

Overarching Principles

History

Subject Intent

- ❖ Children know that history is a subject - focussing on learning about significant events and people which shaped the world as it is today.
- ❖ History starts within the children's homes, then links to the local area and then branches out globally.
- ❖ To be able to identify with the area we live in and how it has changed over time.
- ❖ To be able to order events in time, find similarities and differences.
- ❖ Be able to use different sources of information to answer questions.

Essential Knowledge

- ❖ Awareness of the past- chronology & vocabulary.
- ❖ Learn events within and beyond living memory.
- ❖ Significant events, people, and places.
- ❖ Use a range of historical sources.

Disciplinary Skills

- ❖ The pursuit of knowledge through reasoning and perception of evidence.

Connecting Themes

- ❖ Topics focus on settlement and belonging.
- ❖ How people identify with places and cultures through time.
- ❖ Family life, invasions, exploration, advancements

Key Subject Teaching Approaches

- ❖ Trips and physical resources should be used to support teaching and learning to give first hand experiences.
- ❖ Children are encouraged to debate and question using evidence from the past.
- ❖ History and English are linked through presentations of work and reporting.
- ❖ Know key knowledge and make links to previous learning.
- ❖ Use range of tangible resources as well as drama and role play to deepen learning experience.

Autumn**Spring****Summer****EYFS**

Children's understanding of history will begin in EYFS

Throughout EYFS children will learn to:

- Talk about themselves and their family
- Name and describe familiar people
- Talk about the past using photographs, memories and artefacts
- Describe a simple sequence of events using first, next and then

**Years 1 & 2
Cycle A****Toys
(Family Life)**

Tell the difference between past and present in own and other people's lives through toys.
What was it like to be a Victorian?

Enrichment Opportunity: Preston Park Museum

**London's Burning
(Advancements)**

What was it like to live in Stuart times?
The Fire of London & Samuel Pepys

**In the Park
(Family Life)
(Geography based)**

Recreation in a Victorian park

Enrichment Opportunity: Visit to Zetland Park in Redcar

**Years 1 & 2
Cycle B****Voyages
(Exploration)**

What was it like to be an explorer?
Captain Cook

Enrichment Opportunity: Stewart's Park Captain Cook Museum

**People who help us
(advancements)**

What was it like to live in Victorian times?
Poverty & health
Mary Seacole/ Florence Nightingale.

**The Seaside
(Family Life)
(Geography based)**

Saltburn visit. Link to Victorian recreation, poverty and holidays.

Enrichment Opportunity: Visit to Saltburn via train journey

Years 3 & 4

Cycle A

Ancient Greece

(Family life/advancements)

What was it like to live in Ancient Greece?

Ancient Greek society compared to ancient Britons

The Roman Empire

(Family life/ advancements/invasion)

What was it like to be a Roman in Britain?

Boudicca, Hadrian, significant achievements & legacy

Enrichment Opportunity: Segedunum Fort

Years 3 & 4

Cycle B

**The Stone Age
(Family life/exploration)**

What was it like to live in the stone age?

To know periods of time (BC/AD)

Enrichment Opportunity: Visit to Danelaw Living History museum

East Cleveland- Local Study

(Family life)

The mining history of East Cleveland

Enrichment Opportunity: Skinningrove Museum

Ancient Egypt

(Family life/advancements)

What was it like to be an Egyptian?

Years 5 & 6

Cycle A

**The Great War
(Invasion)**

How it began and who were the true heroes?

**Anglo Saxons
(Advancements)**

How has law making developed from this era?

Years 5 & 6

Cycle B

**Britain at War
(Family life/invasion)**

What was it like to live through the war?

Enrichment Opportunity: Eden Camp

**Ancient Civilisations – Maya
(Advancements)**

An exploration of the Mayan culture and achievements

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