

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. As Historians at Lingdale Primary, children will deepen their understanding of concepts such as continuity and change, similarities and differences and causes and consequences through four main strands of the curriculum:

- People, Events and Settlement,
- Advancements,
- Chronological understanding
- Historical enquiry.

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. 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. Children order events in time; find differences and similarities; write and talk about the past; use different sources of information; ask and answer questions, with the aim to link 'then' with 'now.' Our teaching of history will help pupils gain a secure knowledge and understanding of Britain's past and that of the wider world. Teachers use the long-term plans for history to make comparisons between historical periods previously taught, developing children's chronological knowledge and understanding from the Stone Age to present day. We want children to be curious to know more about the past and to have the skills required to explore their own interests. There are many opportunities for the curriculum to be enriched through museum visits, historical visitors and events held in school. We believe it is important for children to develop a sense of identity through learning about the past and we want them to know how history has shaped their own lives.

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.

People, Events and Places	Continuity and change/Advancements	Chronological understanding	Historical Enquiry
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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

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

Man on the Moon

Who was Neil Armstrong?
When was the first moon landing?

London's Burning

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

Years 1 & 2

Cycle B

People who help us

Poverty & health
Who were Florence Nightingale and Mary Seacole?
How did they change nursing for the future?

Voyages (Exploration)

What was it like to be an explorer?
Captain Cook

Enrichment Opportunity: Stewart's Park
Captain Cook Museum

The Seaside

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

Enrichment Opportunity: Visit to Saltburn via
train journey

Years 3 & 4

Cycle A

Ancient Greece

What was it like to live in Ancient Greece?

Ancient Greek society compared to ancient Britons

The Roman Empire

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

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

The mining history of East Cleveland

Enrichment Opportunity: Skinningrove Museum

Ancient Egypt

What was it like to be an Egyptian?

Years 5 & 6

Cycle A

The Great War

How it began and who were the true heroes?

Anglo Saxons

How has law making developed from this era?

Years 5 & 6

Cycle B

Britain at War

What was it like to live through the war?

Enrichment Opportunity: Eden Camp

Ancient Civilisations – Mayan

An exploration of the Mayan culture and
achievements

