

**ST. LUKE'S C OF E (A) PRIMARY  
SCHOOL**

# **HISTORY CURRICULUM**

**WORK TOGETHER - GROW TOGETHER -  
FLOURISH TOGETHER**

**DISCIPLINARY & SUBSTANTIVE**



and let thy feet

## Aims

The National Curriculum for History aims to ensure that all pupils:

- Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- Understand historical concepts such as continuity and change, 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
- Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- Gain historical perspective by placing their growing knowledge into different contexts: understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales

## **Intent** - *What are we trying to achieve for our children in History?*

At St. Luke's we believe a high-quality History curriculum should inspire pupils' curiosity to know more about the past – through local links where possible. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups. It also helps children gain a sense of their own identity within a social, political, cultural and economic background. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement.

At St. Luke's, the History curriculum has been carefully sequenced so that as pupils progress, they gain a coherent knowledge and understanding about the history of Britain and how it has influenced and been influenced by the wider world. Through an understanding of and experience of using the methods of historical enquiry, we want the children to become critical thinkers, learn lessons from the past and gain lifelong analytical skills.

### **Implementation** - *How is the curriculum delivered?*

Following the 'Development Matters' guidance in EYFS, our Reception children gain an 'Understanding of the World; people and communities; the world and technology' and come into KS1 with the foundations laid for History. At St. Luke's we implement a History curriculum that;

- meets the objectives outlined in the National Curriculum , a copy of which can be found [here](#)
- is progressive throughout the whole school, with three distinct milestones of KS1, LKS2 and UKS2. Each milestone will include objectives of five substantive areas: Chronology, Invasion and Empire, Settlements & Social history, Crime & Punishment and Communication & invention.
- is delivered on a half-termly timetable, where History and Geography are taught alternate half terms. As such, approximately 30 hours of History is taught each academic year
- has progressive disciplinary knowledge across each year group into each unit, providing opportunities for retrieval practice of prior knowledge and vocabulary
- has carefully considered substantive knowledge across class groups
- provides whole class adaption through questioning and various methods of recording
- is enhanced by trips and visiting experts where appropriate

### **Impact** - *What difference is the curriculum making? How do you know whether pupils know what you think they know?*

Our History Curriculum is high quality, well thought out and planned to demonstrate progression. Children will become more analytical and improved critical thinkers, making informed and balanced judgements based on their knowledge of the past. They will develop understanding of how historical events have shaped the world that they currently live in, enabling pupils to place themselves and their families in the world. We measure the impact of our History curriculum using the following measures:

- Evidence from children's books will show a broad and balanced History curriculum, demonstrating appropriate pitch and challenge. Standards in History will be high and will match standards in other subjects such as English and Maths.
- Our Long-Term Plan (LTP) and teacher's subsequent Essential Learning Summaries (ELS documents) will show a clear progression of knowledge across Key Stage 1 and 2 that builds on prior knowledge
- Pupil discussion about their learning

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- Termly teacher judgements track progress and inform subsequent planning

## **St. Luke's Values**

Through their study of History, the St. Luke's Values are realised, allowing every pupil to FLOURISH:

**Friendship:** By learning about alliances, communities, and cooperation across history, pupils reflect on the importance of working together. They develop skills of collaboration in group work and historical enquiry.

**Love:** Through studying significant figures and movements motivated by love, compassion, and justice (e.g. abolition of slavery, civil rights), pupils learn how care for others has shaped societies.

**Originality:** Pupils use creative thinking to interpret evidence, present arguments, and communicate historical knowledge in imaginative ways, showing how originality can help us understand the past.

**Understanding:** Pupils develop empathy for people in the past, recognising diverse perspectives and experiences. They learn to respect difference and deepen their understanding of the human story.

**Resilience:** By examining the resilience of individuals and communities in history (e.g. wartime, migration, civil rights struggles), pupils are inspired to apply resilience in their own learning and lives.

**Integrity:** History demands respect for truth and evidence. Pupils learn to weigh interpretations, form judgements with integrity, and value accuracy over assumption.

**Selflessness:** Pupils learn from examples of compassion and sacrifice in history, understanding how acts of selflessness can change lives and shape societies.

**Hard Work:** Pupils are expected to research carefully, think deeply, discuss thoughtfully, and present their ideas clearly. Historical understanding comes through diligent enquiry and effort.

**Progression in Disciplinary Knowledge – By Year Group**

Progression in Disciplinary Concepts By Year Group	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Cause and Consequence	<ul style="list-style-type: none"> <li>Know and talk about the lives of the people around them and their roles in society.</li> </ul>	<ul style="list-style-type: none"> <li>To know why a historical event happened.</li> <li>To know how a historical event can change people's lives.</li> </ul>	<ul style="list-style-type: none"> <li>Know and understand that there are reasons why people in the past acted as they did.</li> <li>Know and identify causes and consequences to events from the past.</li> </ul>	<ul style="list-style-type: none"> <li>Know and find out about the cause of an event.</li> <li>Know and identify key consequences over a period of time and be able to give reasons for those changes.</li> </ul>	<ul style="list-style-type: none"> <li>Know and explain how people and events in the past have influenced life today.</li> <li>Know and describe connections and contrasts between aspects of history, people, events and artefacts studied.</li> </ul>	<ul style="list-style-type: none"> <li>Know, identify and note connections, contrasts and trends over time in the everyday lives of people.</li> <li>Know and use appropriate historical terms such as culture, religious, social, economic and political when describing the past.</li> </ul>	<ul style="list-style-type: none"> <li>Know and examine causes and results of great events and the impact these had on people.</li> <li>Know and describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children.</li> </ul>
Change and continuity	<ul style="list-style-type: none"> <li>Know, compare and contrast characters from stories, including figures from the past.</li> </ul>	<ul style="list-style-type: none"> <li>Know and recognise some similarities and differences between the past and the present.</li> </ul>	<ul style="list-style-type: none"> <li>Know and identify similarities and differences between ways of life in different periods.</li> </ul>	<ul style="list-style-type: none"> <li>Know and find out about the everyday lives of people compared with our life today</li> </ul>	<ul style="list-style-type: none"> <li>Know and explain how people and events in the past have influenced life today.</li> </ul>	<ul style="list-style-type: none"> <li>Know and describe connections and contrasts between aspects of history, people, events and artefacts studied.</li> </ul>	<ul style="list-style-type: none"> <li>Know and use appropriate historical terms such as culture, religious, social, economic and political when describing the past.</li> </ul>
Similarity and difference	<ul style="list-style-type: none"> <li>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</li> </ul>	<ul style="list-style-type: none"> <li>Know and recognise some similarities and differences between individuals <b>e.g. within the life and times of Christopher Columbus.</b></li> </ul>	<ul style="list-style-type: none"> <li>Know and identify similarities and differences between societies <b>e.g. within 17th Century London (Royalty and Peasantry).</b></li> </ul>	<ul style="list-style-type: none"> <li>Know and find similarities and differences between places <b>e.g. Britain and the rest of the Roman Empire (Culture, religion, military).</b></li> </ul>	<ul style="list-style-type: none"> <li>Know and explain similarities and differences between an aspect of society <b>e.g. the housing settlements of Anglo-Saxons and the native Britons.</b></li> </ul>	<ul style="list-style-type: none"> <li>To describe connections and contrasts between aspects of history, people, events and artefacts <b>e.g. within Ancient Egypt.</b></li> </ul>	<ul style="list-style-type: none"> <li>To examine and explain diverse experiences and ideas, beliefs, attitudes of men, women, children <b>e.g. within the period of the Industrial Revolution</b></li> </ul>



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<p><b>Historical significance</b></p>	<ul style="list-style-type: none"> <li>Know and understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul>	<ul style="list-style-type: none"> <li>Know and recognise why certain individuals are significant in history <b>e.g. Christopher Columbus (achievements and impact)</b></li> </ul>	<ul style="list-style-type: none"> <li>Know, identify and describe why certain people/events are significant in the wider context of history <b>e.g. Neil Armstrong and the Moon Landing.</b></li> </ul>	<ul style="list-style-type: none"> <li>Know, find out and describe why advancements were significant to the development of Britain <b>e.g. in the Stone, Bronze and Iron Ages</b></li> <li>Know and identify why our interpretations of some historical periods are difficult due to limited primary sources or written evidence. <b>e.g. Stone Age to Iron Age is</b></li> </ul>	<ul style="list-style-type: none"> <li>Know and explain advancements in technology <b>e.g. in the Mayan civilisation.</b></li> </ul>	<ul style="list-style-type: none"> <li>Know, describe and discuss the achievements of a particular civilisation/time period and their significance to human development. <b>e.g. the Ancient Egyptians</b></li> </ul>	<ul style="list-style-type: none"> <li>Know and evaluate the achievements of a particular time period as a turning point in British history in the context of then and now. <b>e.g. the Industrial Revolution</b></li> <li>Know and evaluate the achievements of a particular time period and their significance to human development. <b>e.g. the Ancient Greeks</b></li> </ul>
<p><b>Sources &amp; Evidence</b></p>	<ul style="list-style-type: none"> <li>Comment on images of familiar situations in the past.</li> </ul>	<ul style="list-style-type: none"> <li>Look at simple artefacts and pictures to ask questions about the past.</li> </ul>	<ul style="list-style-type: none"> <li>Look at a source (such as Samuel Pepys' diary) to find answers to questions about the past.</li> <li>Choose and select evidence (from a selection provided) and say how it can be used to find out about the past.</li> </ul>	<ul style="list-style-type: none"> <li>Gather more detail from sources such as maps to build up a clearer picture of the past.</li> <li>Suggest sources of evidence to help answer questions to present findings.</li> </ul>	<ul style="list-style-type: none"> <li>Devise my own questions to find answers about the past.</li> <li>Begin to undertake my own research.</li> <li>Compare different accounts of an event and explain why they may differ.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise when I am using primary and secondary sources of information to investigate questions about the past.</li> <li>Select relevant sections of information to address historically valid questions and construct informed responses.</li> </ul>	<ul style="list-style-type: none"> <li>Use a wide range of different evidence to collect evidence about the past, such as pictures, documents, posters, online material, pictures, photographs, artefacts, historical statues, figures, sculptures and historical sites.</li> <li>Investigate my own lines of enquiry by posing historically valid questions to answer.</li> </ul>
<p><b>Historical Interpretations</b></p>	<ul style="list-style-type: none"> <li>Begin to use pictures, photographs or</li> </ul>	<ul style="list-style-type: none"> <li>Use pictures, photographs or</li> </ul>	<ul style="list-style-type: none"> <li>Explain that there are different types of sources that can</li> </ul>	<ul style="list-style-type: none"> <li>Look at two versions of the same event or</li> </ul>	<ul style="list-style-type: none"> <li>Investigate different accounts of historical events</li> </ul>	<ul style="list-style-type: none"> <li>Start to understand the difference between</li> </ul>	<ul style="list-style-type: none"> <li>Know that people in the past represent events or</li> </ul>



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	<p>artefacts to find out about the past.</p> <ul style="list-style-type: none"><li>• Begin to use stories or accounts to find out about the past.</li></ul>	<p>artefacts to find out about the past.</p> <ul style="list-style-type: none"><li>• Use stories or accounts to find out about the past.</li></ul>	<p>be used to help represent the past.</p>	<p>story in history and identify differences.</p>	<p>and be able to explain some of the reasons why the accounts may be different.</p>	<p>primary and secondary evidence and the impact of this on reliability.</p> <ul style="list-style-type: none"><li>• Evaluate the usefulness of different sources.</li></ul>	<p>ideas in a way that may be to persuade others.</p> <ul style="list-style-type: none"><li>• Show an awareness of the concept of propaganda.</li></ul>
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**Progression in Substantive Knowledge – By Year Group**

Progression in Substantive Knowledge by Milestone		Autumn	Spring	Summer
<b>Year 1</b>	<b>Chronology</b>	<b>Guy Fawkes (Tw)</b>	<b>Explorers (PB)</b>	<b>Caring People (PB)</b>
		KS1 N.C. Events beyond living memory that are significant nationally or globally.	KS1 N.C. Life of Sig. individuals in the past who have contributed to national and international achievements.	KS1 N.C. Life of Sig. individuals in the past who have contributed to national and international achievements.
		<ul style="list-style-type: none"> <li>To know and sequence the main events of the gunpowder plot</li> </ul>	<ul style="list-style-type: none"> <li>To know and order dates from earliest to latest on simple timelines.</li> </ul>	<ul style="list-style-type: none"> <li>To know, order and summarise the events in the life of Florence Nightingale.</li> </ul>
	<b>Invasion &amp; Empire</b>	<ul style="list-style-type: none"> <li>To know that King James I was head of the Church of England and people wanted England to return to being Catholic.</li> </ul>	<ul style="list-style-type: none"> <li>To know that Christopher Columbus was an explorer.</li> <li>To know that Christopher Columbus discovered the Americas.</li> <li>To know that the USSR was a union of countries.</li> <li>To know that the USSR no longer exists as a union of countries.</li> </ul>	<ul style="list-style-type: none"> <li>To know that Florence Nightingale and Mary Seacole cared for patients during the Crimean War.</li> </ul>
	<b>Settlements &amp; Social history</b>	<ul style="list-style-type: none"> <li>To know and recognise the differences between living in 1605 compared now</li> <li>To know and recognise the impact the Gunpowder plot has on present day.</li> </ul>	<ul style="list-style-type: none"> <li>To know that Christopher Columbus discovered the Americas and European settlers arrived to make a new life.</li> <li>To know about the life of Laika the dog, Yuri Gagarin, Valentina Tereshkova and Neil Armstrong.</li> <li>To know that there was a space race between the USA and USSR.</li> </ul>	<ul style="list-style-type: none"> <li>To know that Florence Nightingale and Mary Seacole [and Edith Cavell] were nurses.</li> <li>To know and compare similarities and differences between medical care now and in Victorian times.</li> </ul>
	<b>Crime &amp; Punishment</b>	<ul style="list-style-type: none"> <li>To know that Guy Fawkes was part of a group of men who were trying to kill King James I</li> <li>To know that Guy Fawkes was sentenced to death for attempting to blow up the Houses of <b>Parliament</b>.</li> </ul>	<ul style="list-style-type: none"> <li>To know that Christopher Columbus took slaves to work for him.</li> <li>To know that the treatment of slaves was wrong but accepted at the time</li> <li>To know that people complained about the treatment of animals during the space race</li> </ul>	<ul style="list-style-type: none"> <li>To know that Mary Seacole experienced racial prejudice because of her skin colour. To know that racial prejudice is wrong, but was widely accepted at the time.</li> </ul>
<b>Communication &amp; invention</b>	<ul style="list-style-type: none"> <li>To know that the King or Queen open <b>Parliament</b> once a year.</li> </ul>	<ul style="list-style-type: none"> <li>To know that Christopher Columbus discovered foods such as tomatoes and potatoes and brought them to Europe.</li> <li>To know that television and radio brought the events of the Moon Landing to a global audience.</li> <li>To know about the invention of the ISS.</li> </ul>	<ul style="list-style-type: none"> <li>To know how Florence Nightingale improved the conditions of the Scutari hospital</li> </ul>	

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	<b>Key Vocabulary</b>	Guy Fawkes, London, Gunpowder Plot, tunnel, bonfire, King James I, dynamite, barrel, Houses of <b>Parliament</b> , Catholic, Church of England	Columbus, Armstrong, explorer, mission, Atlantic Ocean, discovery, map, America, Navigate, Apollo, astronaut, engineer, Space Race	Nightingale, Seacole, Jamaica, nurse, soldier, Crimean, hospital, lamp, WWI, care, Scutari, racism
<b>Year 2</b>	<b>Chronology</b>	<b>Great Fire of London (G)</b>	<b>Walter Tull</b>	<b>Toys: Then &amp; Now (G)</b>
		<b>KS1 N.C. Events beyond living memory that are significant nationally or globally.</b>	<b>KS1 N.C. Life of Sig. individuals in the past who have contributed to national and international achievements.</b>	<b>KS1 N.C Changes within living memory</b>
		<ul style="list-style-type: none"> <li>To sequence events on a timeline using phrases relating to the passing of time e.g. now, then, yesterday, days, weeks, years, nowadays, past, old, new.</li> </ul>	<ul style="list-style-type: none"> <li>To know that Walter Tull lived from 1888–1918 and place him on a timeline.</li> <li>To know that Walter Tull played football in the 1910s and later served as a soldier in World War I.</li> <li>To know how to sequence events from Walter Tull's childhood and career in order.</li> </ul>	<ul style="list-style-type: none"> <li>To know and describe memories and changes that have happened in their own lives.</li> <li>To know common words and phrases relating to the passing of time e.g. now, then, past, old, new.</li> </ul>
	<b>Invasion &amp; Empire</b>	<ul style="list-style-type: none"> <li>To know that London in 1666 was the capital of the British <b>Empire</b>.</li> </ul>	<ul style="list-style-type: none"> <li>To know that Walter Tull served as a soldier in the British Army during World War I, when Britain fought as part of a wider <b>empire</b>.</li> <li>To know that Walter Tull became one of the first Black British officers to lead white soldiers in battle.</li> </ul>	
	<b>Settlements &amp; Social history</b>	<ul style="list-style-type: none"> <li>To know about the life of Samuel Pepys.</li> <li>To know what London was like in 1666 e.g. jobs, buildings.</li> </ul>	<ul style="list-style-type: none"> <li>To know about Walter Tull's childhood, including the challenges and experiences that shaped him.</li> <li>To know how life in Britain in the early 1900s (football, clothing, leisure) was similar and different to today.</li> <li>To know that Walter Tull became a professional footballer and was one of the first Black players in the Football League.</li> <li>To know that racism and discrimination affected Walter Tull's experiences, particularly during football matches.</li> </ul>	<ul style="list-style-type: none"> <li>To know and compare childhood toys and experiences of their own to those of family members</li> </ul>
<b>Crime &amp; Punishment</b>	<ul style="list-style-type: none"> <li>To know that Robert Hubert was accused of starting the fire at Thomas Farriner's bakery in London and was executed.</li> </ul>	<ul style="list-style-type: none"> <li>To know what racism is and why it was wrong that Walter Tull experienced abuse and discrimination.</li> <li>To know that racial prejudice in sport had negative consequences for players and society.</li> </ul>		

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	<b>Communication &amp; invention</b>	<ul style="list-style-type: none"> <li>To know that the firemen used water buckets filled with river water to put out fires in London.</li> <li>To know that dynamite and fire hooks were used to destroy buildings to stop the spread of fire in London.</li> <li>To know that, after the fire, Christopher Wren redesigned the destroyed St Paul's Cathedral.</li> <li>To know that Samuel Pepys' diary recorded the events of the great fire.</li> </ul>	<ul style="list-style-type: none"> <li>To know how to use photographs, scrapbooks, memorials and other sources of evidence to find out about the past.</li> <li>To know that medals and military decorations were used to recognise bravery in war, though Walter Tull did not receive the Military Cross despite being recommended.</li> <li>To know that memorials, coins and commemorations are ways society communicates and remembers significant individuals.</li> </ul>	<ul style="list-style-type: none"> <li>To know that toys have changed over the years.</li> <li>To know that Ole Kirk Kristiansen invented Lego.</li> </ul>
	<b>Key Vocabulary</b>	Bakery, London, alarm, buildings, fire hooks, emergency, Samuel Pepys, Pudding Lane, Thomas Farriner, St. Paul's Cathedral, King Charles II, British <b>Empire</b>	Famous, Significant, Footballer, Soldier, Source, Childhood, Sequence, Similar, Different, Racism, Abuse, Protected Characteristics, Experience, Memorial, Medal, Bravery, Commemorated, Military Cross.	before, after, past, present, old, new, then, now, today, modern, timeline, different, same, favourite, compare
<b>Year 3</b>		<b>Stone Age to Iron Age (G)</b>	<b>Anglo-Saxons (KSH)</b>	<b>Vikings (H)</b>
	<b>Chronology</b>	<b>KS2 N.C. Changes in Britain from the Stone Age to the Iron Age.</b>	<b>KS2 N.C. Britain's Settlement by Anglo-Saxons and Scots</b>	<b>KS2 N.C. The Viking and Anglo-Saxon struggle for the kingdom of England to the time of Edwards the Confessor.</b>
		<ul style="list-style-type: none"> <li>To know the Stone Age is divided into three periods -Palaeolithic 30,000 BC – 10,000 BC -Mesolithic 10,000BC – 8,000BC -Neolithic 8000BC – 3000BC</li> <li>To use dates (BC and AD) and terms accurately in describing events.</li> </ul>	<ul style="list-style-type: none"> <li>To place and describe some historical periods and eras on a timeline.</li> <li>To use historic vocabulary to discuss and describe dates, time, periods, eras, chronology and changes.</li> </ul>	<ul style="list-style-type: none"> <li>To know that the Viking Age lasted from CE 793 – 1066.</li> <li>To know that the Anglo-Saxon and Viking periods overlapped.</li> </ul>
<b>Invasion &amp; Empire</b>	<ul style="list-style-type: none"> <li>To know that the Iron Age ended in 43AD after the final Roman invasion of Britain.</li> </ul>	<ul style="list-style-type: none"> <li>To know that Anglo-Saxon invaders arrived in Britain in AD446.</li> <li>To know that King Harold was defeated by William the Conqueror, which brought the end to Anglo-Saxon Britain in 1066AD.</li> </ul>	<ul style="list-style-type: none"> <li>To know that Vikings first invaded Britain at Lindisfarne in CE 793</li> <li>To know that the Vikings invaded Britain to find lucrative new items to trade and steal.</li> <li>To know that Viking warriors believed that fame lived after death – Valhalla.</li> <li>To know that Vikings explored Britain, France, Spain, Italy and North Africa</li> </ul>	



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Year 4	Settlements & Social history	<ul style="list-style-type: none"> <li>To know what life like for Stone Age people in Nottinghamshire (Creswell Craggs).</li> <li>To know that the stone age people were hunter-gatherers.</li> <li>To know that Homo Sapien (wise man) evolved creatively to make more complex tools and equipment to farm.</li> <li>To know that the Stone Age people were nomads but then became settlers, living in roundhouses.</li> </ul>	<ul style="list-style-type: none"> <li>To know that Nottinghamshire and Lincolnshire were part of the Kingdom of Mercia.</li> <li>To know what life was like within an Anglo-Saxon settlement</li> <li>To know some types of housing, diet, religious beliefs e.g. Anglo-Saxon gods and conversion to Christianity</li> <li>To know and recognise the differences between Anglo-Saxon society and now</li> <li>To know that King Canute attempted to hold back the tide of the River Trent.</li> <li>To know that Gainsborough was the capital of England for 40 days in 1014.</li> </ul>	<ul style="list-style-type: none"> <li>To know that Vikings settled close to where resources were available.</li> <li>To understand everyday Viking life including clothing, farming, jobs and housing.</li> <li>To know that Vikings traded along trading routes throughout Europe, including Turkey.</li> <li>To know that the Vikings settled in Lincoln and Lincolnshire.</li> <li>To know the Vikings came from Scandinavia (Norway, Sweden and Denmark) on longships and stole gold and jewels from monks in monasteries.</li> </ul>
	Crime & Punishment	<ul style="list-style-type: none"> <li>To know that there were no laws in the Stone Age and Iron Age.</li> </ul>	<ul style="list-style-type: none"> <li>To know that Anglo-Saxon villages had 'tithings' who were responsible for each other's behaviour.</li> <li>To know that Anglo-Saxon criminals were tried in court.</li> <li>To know that most Anglo-Saxon punishments were carried out in public.</li> </ul>	
	Communication & invention	<ul style="list-style-type: none"> <li>To know that Homo Habilis (skilled man) was the first human to use stone to make tools (hunter gathers).</li> <li>To know that the Lascaux cave in France is thought to contain some of the oldest cave paintings in the world.</li> <li>To know that the Stone/Bronze age brought advancements with weapons, tools, clothing and jewellery e.g. that animal hides were used to make tents, bronze axes were developed which led to advances in woodwork and pottery started to be made.</li> </ul>	<ul style="list-style-type: none"> <li>To know what the Anglo-Saxon Hoard at 'Sutton Hoo' tell us about life in Anglo-Saxon Britain.</li> </ul>	<ul style="list-style-type: none"> <li>To know that Vikings fought using heavy weapons and armour.</li> <li>To know that Vikings built Longships to successfully invade Britain.</li> <li>To know that Vikings recorded information using runes</li> </ul>
	Key Vocabulary	Archeologist, artefacts, burial, excavation, pre-history, remains, antler, jewellery, weapons, Homosapien, round houses	Invader, settler, tribe, timeline, Britain, ploughing, God/Goddess, pagan, Christianity, religion, King Canute, Kingdoms, justice, punishment, Sutton Hoo, Peasantry	Raiders, raid, pillage, Scandinavia, Long Ship, Monasteries, archaeology, sword, shield, box and arrow, longhouse, long ship, wattle, daub, cauldron, broach, tunic, shawl, trade, export, import, myths, runes, explore, Edward the Confessor
	Chronology	Roman impact on Britain – Lincoln (G)	Chesterfield Canal	Mayan Civilisation



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		KS2 N.C. The Roman Empire and its impact on Britain.	KS2 N.C. A local history Study	KS2 N.C. A non-European society that provides contrast with British History
		<ul style="list-style-type: none"> <li>To know that the Iron Age ended in 43AD after the final Roman invasion of Britain.</li> </ul>	<ul style="list-style-type: none"> <li>To sequence local, national and international events as well as historical periods.</li> <li>To know that the Chesterfield Canal ran from 1777 until 1961.</li> </ul>	<ul style="list-style-type: none"> <li>To place and describe some historical periods and eras on a timeline.</li> <li>To use historic vocabulary to discuss and describe dates, time, periods, eras, chronology and changes.</li> </ul>
	<b>Invasion &amp; Empire</b>	<ul style="list-style-type: none"> <li>To know that the Britain was once part of the Roman <b>Empire</b>.</li> <li>To know that Boudicca and Celtic warriors revolted against the Roman invaders.</li> <li>To know that Claudius successfully invaded Britain in 43AD.</li> <li>To know that Julius Caesar led two expeditions to Britain in 55BC and 54BC.</li> <li>To know that Hadrian's wall was built to defend invaded England from tribes.</li> </ul>	<ul style="list-style-type: none"> <li>To know that the 'First' British <b>Empire</b> began in 1770.</li> <li>To know that Britain was at the start of the Industrial Revolution in 1770 and that the canals facilitated trade of coal, iron, heavy wares and goods.</li> </ul>	<ul style="list-style-type: none"> <li>To know that the first Mayan hunter gatherers settled along the Pacific Coast and then expanded into the central highlands.</li> <li>To know that Mayans had kings as rulers.</li> </ul>
	<b>Settlements &amp; Social history</b>	<ul style="list-style-type: none"> <li>To know some settlements of the Romans in Britain e.g. major cities, such as London (Londinium), <b>Lincoln (Lindum)</b>, Chester and York (Eboracum), as well as Viriconium (Wroxeter).</li> <li>To know what Roman life was like in Lincoln</li> </ul>	<ul style="list-style-type: none"> <li>To know that the Chesterfield canal is known as the 'Cuckoo Dyke' locally.</li> <li>To know that the stone for the Palace of Westminster was transported by the canal from North Anston.</li> <li>To know that the Chesterfield Canal was established to transport Derbyshire's coal to new markets – from Chesterfield to the River Trent via Worksop and Retford.</li> <li>To know that commercial carrying continued on the Worksop to West Stockwith section until the late 1950's</li> </ul>	<ul style="list-style-type: none"> <li>To know that farming and trade links were established throughout the Maya Region.</li> <li>To know some Mayan gods and sacrifices, food and diet.</li> <li>To know some Mayan temples.</li> </ul>
	<b>Crime &amp; Punishment</b>	<ul style="list-style-type: none"> <li>To know that the Romans used courts and juries.</li> <li>To know that criminals took part in Gladiator fighting during the Roman times.</li> <li>To know that slaves had no rights.</li> </ul>		<ul style="list-style-type: none"> <li>To know that the Maya did not have prisons and that punishment for crimes included death, slavery and fines.</li> </ul>
	<b>Communication &amp; Invention</b>	<ul style="list-style-type: none"> <li>To know about armour and protection for the Roman Army.</li> <li>To know that Romans invented roads</li> <li>To know that the Romans built roads in Britain.</li> </ul>	<ul style="list-style-type: none"> <li>To know that James Brindley pioneered the invention of the Chesterfield Canal.</li> <li>To know that the canal was built to export coal, limestone, and lead from Derbyshire, iron from Chesterfield and corm, timber and general merchandise from Derbyshire.</li> </ul>	<ul style="list-style-type: none"> <li>To know that the Mayans invented the Mayan writing script.</li> <li>To know that Mayans built pyramids.</li> <li>To know that Mayans carved calendars out of stone.</li> </ul>



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			<ul style="list-style-type: none"> <li>To know that canals became less favored due to the invention of the railways.</li> <li>To know that George Stephenson pioneered Railway Transport, ultimately overtaking the waterways.</li> </ul>	
	<b>Key Vocabulary</b>	Lindum (Lincoln), Colosseum, Amphitheatre, aqueduct, soldier, gladiator, Julius Caesar, shield, sword, chariot, Roman <b>Empire</b> , coin, mosaic, Boudicca, slaves	Transport, canal, Worksop, Retford, Derbyshire, Nottinghamshire, Cookoo Dyke, James Brindley, coal, mines, limestone, lead, River Trent, canal Network, railway	Artefact, <b>civilization</b> , maize, dynasty, temple, worship, tomb, chocolate, Cocoa bean, kingdom, hieroglyphics, South America, number system, farming, pyramids, Chichen Itza
<b>Year 5</b>	<b>Chronology</b>	<b>Ancient Greece (G)</b>	<b>Ancient Egypt (G)</b>	<b>Tudors – Gainsborough Old Hall</b>
		KS2 N.C. Ancient Greece – A study of Greek life and their achievements and influence on the Western World.	KS2 N.C. The achievements of the earliest civilizations – an overview of when and where the first civilizations appeared and a depth study of Ancient Egypt.	KS2 N.C. A study of an aspect or theme of British History that extends a pupil's chronological knowledge beyond 1066. (Changing power of Monarchs/Social History)
		<ul style="list-style-type: none"> <li>To use dates (BC and AD) and terms accurately in describing events.</li> <li>To understand the concepts of continuity and change over time, representing them, along with evidence, on a timeline.</li> </ul>	<ul style="list-style-type: none"> <li>To sequence local, national and international events as well as historical periods.</li> <li>To describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).</li> </ul>	<ul style="list-style-type: none"> <li>To understand the concepts of continuity and change over time, representing them, along with evidence, on a timeline.</li> <li>To know the Tudor era began with Henry VII and ended with Elizabeth I.</li> </ul>
	<b>Invasion &amp; Empire</b>	<ul style="list-style-type: none"> <li>To know that Alexander the Great had created a vast <b>empire</b> that stretched from Macedonia to Egypt and from Greece to part of India.</li> </ul>	<ul style="list-style-type: none"> <li>To know the first settlers arrived in the Nile valley in 7500 BC to farm the land.</li> <li>To know that the pharaoh Tutankhamun reigned Egypt.</li> <li>To know that pharaoh Cleopatra was the last to reign over Egypt. She was defeated by the Roman leader Octavian.</li> <li>To know that the Egyptian Pharaoh Hatshepsut developed trade routes, leading to a time of prosperity for the Ancient Egyptians.</li> </ul>	<ul style="list-style-type: none"> <li>To know the significance of The Battle of Bosworth and the War of the Roses and the impact on the British Monarchy</li> </ul>
	<b>Settlements &amp; Social history</b>	<ul style="list-style-type: none"> <li>To know how Greek towns were arranged.</li> <li>To know Greek religion, jobs: experiences of men, women, and children, housing and diet.</li> <li>To know about gods, goddesses and religious beliefs in ancient Greece.</li> <li>To know about the city states of Sparta and Athens and make comparisons.</li> <li>To know the three main types of government in ancient Greece: monarchy, oligarchy and democracy.</li> </ul>	<ul style="list-style-type: none"> <li>To know that ancient civilizations settled near rivers.</li> <li>To know the religion and gods of Ancient Egypt.</li> <li>To know the housing and class system of Ancient Egypt</li> </ul>	<ul style="list-style-type: none"> <li>To know who Henry VIII was.</li> <li>To know how the religious denomination changed during this time and the impact on society</li> <li>To compare and explain how religious beliefs and laws are similar/different to today</li> <li>To know about everyday lives of people in Tudor England of time studied and compare with modern life</li> <li>To know and understand the hierarchy of the period of time and the impact on society</li> </ul>

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		<ul style="list-style-type: none"> <li>To know key aspects of daily life in ancient Greece</li> </ul>		<ul style="list-style-type: none"> <li>To understand aspects of daily life/pastimes and that Henry VIII visited Gainsborough Old Hall</li> </ul>
	<b>Crime &amp; Punishment</b>	<ul style="list-style-type: none"> <li>To know the Government and the Rule of Law.</li> <li>To know about democracy leading to punishment such as: bankruptcy, exile, death by poisoning.</li> </ul>	<ul style="list-style-type: none"> <li>To know that grave robbers stole treasure from the tombs of pharaohs.</li> </ul>	<ul style="list-style-type: none"> <li>To know that Henry VII had 6 wives, two of which were beheaded.</li> </ul>
	<b>Communication &amp; Invention</b>	<ul style="list-style-type: none"> <li>To know that the Olympic games were invented by the Ancient Greeks.</li> <li>To know that democracy was invented by the Ancient Greeks.</li> <li>To know that Hippocrates invented medicines and ideas on the human body that are still used today.</li> </ul>	<ul style="list-style-type: none"> <li>To know how the Egyptians used the River Nile to help them farm the land.</li> <li>To know that Pharaohs were mummified with their things to take with them into the afterlife.</li> <li>To know that the ancient Egyptians invented Papyrus.</li> <li>To know that the Sphynx is the oldest known monumental sculpture.</li> </ul>	<ul style="list-style-type: none"> <li>To know that the Tudor era was a time of great exploration e.g. Francis Drake, Walter Raleigh.</li> <li>To know that the Mary Rose was part of the Royal Navy and understand what the artefact tell us about life onboard.</li> </ul>
	<b>Key Vocabulary</b>	Democracy, Olympic Games, Philosophy, trade, export, import, slavery, <b>Empire</b> , Sparta, Athens, Odyssey, military, city state, Gods/Goddesses, <b>Parliament</b>	Egyptologist, Pharaoh, polytheistic, River Nile, papyrus, famers, agriculture, crops, Canopic Jar, mummify, preserve, sphynx ,hieroglyphics, Pyramids of Giza, temple, trade, Egyptian <b>Empire</b> , Howard Carter, sarcophagus, tomb, <b>Civilisation</b> , Cleopatra	Heir, House of York, House of Lancaster, Henry VII [Aragon, Boleyn, Seymour, Cleeves, Howard, Parr], beheaded, reformation, Divorced, Explore, servants, Raleigh, Elizabeth I, Hampton Court Palace, Mary Rose, Protestant, Catholic, <b>Peasantry</b>
<b>Year 6</b>	<b>Chronology</b>	<b>Industrial Revolution (G)</b>	<b>World War II &amp; The Hull Blitz (G/PB)</b>	<b>The HMT Windrush (PB)</b>
		<p style="text-align: center;">KS2 N.C. A study of an aspect or theme of British History that extends a pupil's chronological knowledge beyond 1066. (Sig. turning point in British History/Crime and Punishment)</p> <ul style="list-style-type: none"> <li>To describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).</li> </ul>	<p style="text-align: center;">KS2 N.C. A study of an aspect or theme of British History that extends a pupil's chronological knowledge beyond 1066. (Sig. turning point in British History)</p> <ul style="list-style-type: none"> <li>To sequence local, national and international events as well as historical periods.</li> </ul>	<p style="text-align: center;">KS2 N.C. A study of an aspect or theme of British History that extends a pupil's chronological knowledge beyond 1066. (Sig. turning point in British History)</p> <ul style="list-style-type: none"> <li>To know that on 21st June 1948, HMT <b>Empire</b> Windrush arrived at Tilbury Docks in Essex.</li> <li>To know that people arriving from Commonwealth countries between 1948–1971 are called the Windrush Generation.</li> <li>To know that from 2012, the Windrush Scandal questioned the citizenship of some Commonwealth migrants.</li> <li>To know that Windrush Day is celebrated on 22nd June each year to commemorate the contribution of the Windrush Generation.</li> </ul>



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<p><b>Invasion &amp; Empire</b></p>	<ul style="list-style-type: none"> <li>To know that the British <b>Empire</b> was composed of territories, spanning 6 continents, ruled, or administered by the United Kingdom.</li> <li>To know that the British <b>Empire</b> rivalled other European empires.</li> </ul>	<ul style="list-style-type: none"> <li>To know and understand how WWII began and ended</li> <li>To know that WWII involved the entire British <b>Empire</b></li> <li>To know and which countries and world leaders were involved in WWII</li> <li>To know what the <b>Blitz</b> was and its impact on London and Hull</li> </ul>	<ul style="list-style-type: none"> <li>To know that the British <b>Empire</b> included colonies across the world, including in the Caribbean, Africa and Asia.</li> <li>To know that the British Nationality Act of 1948 gave Commonwealth citizens the right to live and work in Britain.</li> <li>To know that many migrants travelled from countries such as Jamaica, Trinidad, India, Pakistan and South Africa.</li> </ul>
<p><b>Settlements &amp; Social history</b></p>	<ul style="list-style-type: none"> <li>To know differences in:             <ul style="list-style-type: none"> <li>Jobs and Child Employment, Rich and Poor, Schooling.</li> <li>Migration of population from rural to towns and cities (Industrial Revolution).</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>To know about safety measures during the Blitz</li> <li>To know that children were evacuated during WW2 and the benefits of this.</li> <li>To know why rationing was introduced.</li> <li>To know about the 'Dig for Victory' campaign</li> <li>To know whom Anne Frank was and why she is remembered.</li> <li>To know the effects of the war on the lives of everyday people</li> </ul>	<ul style="list-style-type: none"> <li>To know that the Windrush Generation helped rebuild Britain after WWII by working in essential jobs such as transport, the NHS and industry.</li> <li>To know that many migrants faced racism, housing shortages and food rationing when they arrived in Britain.</li> <li>To know that Caribbean and Commonwealth communities enriched Britain with new foods, music, festivals and traditions.</li> <li>To know that many migrants who intended short stays settled permanently, creating diverse and multicultural communities.</li> </ul>
<p><b>Crime &amp; Punishment</b></p>	<ul style="list-style-type: none"> <li>To know that Sir Robert Peel established the first police force.</li> <li>To know about punishments in school.</li> <li>To know the Government and the Rule of Law.</li> <li>To know about democracy leading to punishment such as: bankruptcy, exile, death by poisoning.</li> </ul>		<ul style="list-style-type: none"> <li>To know that migrants often suffered racial discrimination, bullying and even violent attacks.</li> <li>To know that the Windrush Scandal was unjust, as it wrongly treated members of the Windrush Generation as illegal immigrants.</li> </ul>
<p><b>Communication &amp; Invention</b></p>	<ul style="list-style-type: none"> <li>To know that the steam engine and railways were invented during the Industrial Revolution</li> <li>To know that <b>Sheffield played a large role in the development of the Industrial Revolution.</b></li> </ul>	<ul style="list-style-type: none"> <li>To know how the <b>Royal Air Force was so important to the defense of Britain, with the particular involvement from the RAF bases in Lincolnshire.</b></li> <li>To know how society adapted to the changes that the war brought, particularly the roles of men and women.</li> </ul>	<ul style="list-style-type: none"> <li>To know that adverts were placed in the Caribbean encouraging people to travel to Britain after WWII.</li> <li>To know how landing cards, photographs, oral histories and biographies help historians understand the experiences of the Windrush Generation.</li> <li>To know that Windrush Day celebrations and events like Notting Hill Carnival communicate the culture and contributions of Caribbean communities in Britain.</li> </ul>



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	<b>Key Vocabulary</b>	Industrial Revolution, Innovation, Factory, Textile Industry, Steam Engine, railway, canal, child labour, working conditions, trade union, rural town, cities, education, British <b>Empire</b> , Robert Peel.	Churchill, Hitler, citizen, state, overthrow, occupation, anti-Semitism, unemployment, debt, dictator, fascism, nationalism, authoritarian government, annexed, territory, appeasement, pact, natural resources, invasion, air raid, evacuee, ration, air force, interception, radar, mobilization, squadron, Dam busters, Guy Gibson, RAF Scampton	Windrush, <b>Empire</b> , Commonwealth, Colony, Immigrant, Migration, Emigrate, Settler, British Nationality Act, Landing Cards, Windrush Generation, Racism, Discrimination, Windrush Scandal, Celebration, Carnival.
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	Nursery	R1 (September to January)	R2 (February to July)
Progression milestones	<ul style="list-style-type: none"> <li>• Puts photographs of themselves as a baby and onwards in the correct order</li> <li>• Acts out familiar routines from their family and culture</li> <li>• Can distinguish between old and new toys.</li> </ul>	<ul style="list-style-type: none"> <li>• Organises images from a story into a plausible chronological order.</li> <li>• Knows that children grow and change with the passage of time.</li> <li>• Joins in and talks about family customs and routines.</li> <li>• Talks about significant events from their own experience.</li> </ul>	<ul style="list-style-type: none"> <li>• Sequences and retells stories</li> <li>• Talks about past and present events in their own life and that of family members.</li> <li>• Identifies some similarities and differences between things now and in the past.</li> <li>• Explores artefacts and uses them in play</li> <li>• Uses vocabulary to express the passing of time.</li> <li>• Knows that they and the world around them changes with the passage of time.</li> </ul>
Learning Experiences	<ul style="list-style-type: none"> <li>• Re-read familiar books to children so that they can begin to predict what comes next in the story.</li> </ul>	<ul style="list-style-type: none"> <li>• Read <i>The Growing Story</i> by Ruth Krauss. Link it to the study of the seasons. Ask children how they know things are growing and to find ways to record this</li> </ul>	<ul style="list-style-type: none"> <li>• Create a festival timeline. Decide which festivals you are going to look at across the school year. Ensure these reflect cultural diversity.</li> </ul>
Continuous Provision	<ul style="list-style-type: none"> <li>• Ensure that there are objects in the home corner that reflect the cultural diversity of the class.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide simple, pictorial construction plans for children to follow in the construction area. Create an old and new collection of toys. Ask children to sort them using their own attributes for sorting.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide costumes to reflect the festivals.</li> <li>• Provide cooking opportunities for simple dishes related to the festivals, with simple step-by-step instructions. <ul style="list-style-type: none"> <li>• Listen to music for each festival</li> </ul> </li> </ul>

<b>Outdoor Environment</b>	<ul style="list-style-type: none"> <li>Encourage children to make obstacle courses and describe the order in which the obstacles have to be approached. Make collections of natural objects, keep them and ask children to describe what is happening to them over time, e.g. leaves are drying out.</li> </ul>	<ul style="list-style-type: none"> <li>Provide pots, soil and seeds and recipe cards with pictorial representations of how to plant the seeds. Encourage children to look after their plants. Ask children to find ways to measure growth. Compare pictures of old gardening tools with new. Ask children what they notice about them.</li> </ul>	<ul style="list-style-type: none"> <li>Provide opportunities for children to put things in order of time, e.g. if it is summer, put pine cones or acorns from autumn at the start of a timeline (labelled past) and daisies and green leaves now (labelled present).</li> </ul>
<b>Purposeful pedagogy</b>	<ul style="list-style-type: none"> <li>Establish routines so children have an understanding of how their days progress. Display a daily schedule to help children become aware of the present, recent past and near future events.</li> <li>Use concrete representations such as books, artworks and music to make children aware of the distant past and far future.</li> <li>Ensure reading books are set both in the past and present.</li> </ul>	<ul style="list-style-type: none"> <li>Display a daily schedule with events that can be moved around (use VELCRO®). Encourage children to help you get the sequence in the right order. Show a picture from the day before. Ask children what they can remember from the activity. This allows them to revisit, remember and consolidate learning (retrieval practice).</li> <li>Give children their own schedule boards and ask them to plan which areas of the classroom they are going to visit first, second, etc.</li> <li>Ensure reading books are set in the distant past, present and future.</li> </ul>	<ul style="list-style-type: none"> <li>As the timeline of festivals progresses, refer to it regularly. Use time-related vocabulary to ask children about which was the first festival, the last festival, etc. Talk about the origins of the festivals in the past and how they have changed or developed over time.</li> </ul>



<p>Learning Conversations</p>	<ul style="list-style-type: none"><li>• Encourage children to reflect on similarities and differences. For example, in a story, look at the clothes a character is wearing. Discuss whether the clothes worn are the sort of things people wear nowadays. Introduce terms like yesterday, today and tomorrow.</li></ul>	<ul style="list-style-type: none"><li>• Ask questions such as, 'What did you do first today?', 'What are you going to do later?' and 'What comes next?'</li></ul>	<ul style="list-style-type: none"><li>• Use expressions like 'once upon a time', 'then and now', 'a long time ago' and 'when you grow up'. For children who may be new to the school or area, ask questions about before they moved here and where they lived previously. Encourage them to bring photos and describe them to others.</li></ul>
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