



Great Ponton's History Curriculum
















As history is a broad-ranging subject, we have designed Great Ponton's History curriculum with careful consideration to the different strands. We wanted to ensure that we had the correct balance of breadth and depth as well as ensuring that our curriculum was relevant to the children and included local links. Our children's History journey begins in EYFS and is carefully mapped throughout school, with knowledge building year upon year. We have identified how knowledge relates to past and future learning to help children build, connect and remember different aspects of the curriculum in the long term. This helps teachers to emphasise how knowledge is interconnected, enabling children to build a strong schema to remember more.

When designing our history curriculum, we identified key strands which run throughout our curriculum. These concepts help both teachers and children to group history knowledge into more manageable units which helps to draw out the links between ideas and processes as children progress through school. These are: Exploration, Invasion and Conflict, Cultural Change, Significant Individuals, Our Locality.







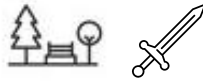






Key knowledge of historical content, chronology and historical processes (which includes enquiry, interpretation and communicating understanding, as well as understanding historical concepts such as similarities and differences, significance, continuity and change and cause and consequence) are built on progressively throughout KS1, LKS2 and UKS2.

Exploration	Invasion & Conflict	Our Locality	Cultural Change	Significant Individuals
				

Great Ponton's Curriculum Overview – History – Cycle A

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Past and Present -Transport 		Past and Present -Changes over time 	Past and Present -School life 		
Y1/ Y2	Changes within living memory -Transport 	Lives of Significant Individuals -Astronauts 	Changes within Living Memory -Culture, Fashion, Communication 	Changes beyond living memory -Local history: Industry within Grantham 		Significant Places and Events 
Y3/4	Post 1066 The Tudors 		Roman Empire and the Impact on Britain 		Ancient Egypt 	
Y5/6	Post 1066 Journeys and Migration The Windrush 		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 	Post 1066 World War 2- Battle of Britain 	

Great Ponton's Curriculum Overview – History – Cycle B

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Past and Present – Me and my family 		Past and Present – Toys 			Past and Present – Seasides 
Y1/2	Lives of Significant People -Historical Heroes 	Changes beyond living memory -The Seaside 		Events beyond living memory -Fossils, Mary Anning 	Local Significant Places -Burghley House -Belvoir Castle 	
Y3/4	Changes to Britain Stone Age to Iron Age 	Significant Individuals of Lincolnshire 		Entertainment in the 20th Century 		
Y5/6	Ancient Greece 	The Maya Civilisation c. AD900 		The Benin Kingdom (West Africa) c. 900- 1300 		

Great Ponton's Curriculum Overview – History Cycle A

	Autumn		Spring		Summer	
EYFS	Enquiry Question: How has transport changed over time?		Enquiry Question: How has life changed over time?	Enquiry Question: How has school life changed over time?		
	Intent: To develop an understanding of how transport has changed and that life in the past is different to now.		Intent: To recognise how life has changed from when our family members were young to now.	Intent: To recognise that life in schools was different in the past to what it is now.		
	Future Learning: Continue to explore changes from the past by recognising how culture (clothes, homes, technology) has changed.		Future Learning: Continue to explore changes from the past by exploring school life.	Future Learning: Use knowledge of past and present to explore changes beyond our living memory.		
Year 1/2	Enquiry Question: How has transport changed over time?	Enquiry Question: What is a significant person?	Enquiry Question: How has life changed over time?	Enquiry Question: How has school life changed over time?		Enquiry Question: Why are some events from the past important?
	Builds on: ❖ Knowledge of past and present and being able to recognise changes over time. ❖ Knowing how to sequence events in time order.	Builds on: ❖ Knowing how to recognise significant people in their life.	Builds on: ❖ Knows that not all people have had the same experiences. ❖ Knowing how to sort objects and artefacts into new and old.	Builds on: ❖ Knowing that we can use sources and artefacts to find out about the past.		Builds on: ❖ Knows about the lives of significant people and the impact they made.
	Future Learning: ❖ Knows what chronology is and	Future Learning: ❖ Use sources and artefacts to	Future Learning: ❖ Begin to understand and	Future Learning: ❖ Knows that places and events are		Future Learning: ❖ Knows about the lives of people

	<p>can place events on a timeline.</p> <ul style="list-style-type: none"> ❖ Knows about the life of significant people and can identify their achievements. ❖ Knows that we can use sources to find out about peoples life's. 	<p>answer questions about the past.</p>	<p>recognise different time periods and place these on a timeline.</p>	<p>significant and have an impact on life today.</p>		<p>from different time periods and can place these in chronological order.</p>
Year 3/4	<p>Enquiry Question: <i>What was life like during the reign of the Tudors?</i></p>		<p>Enquiry Question: <i>How was Britain influenced by the Roman Empire?</i></p>		<p>Enquiry Question: <i>Who were the Ancient Egyptians?</i></p>	
	<p>Builds on:</p> <ul style="list-style-type: none"> ❖ Knowledge of changes and events beyond living memory. ❖ Knowing what at timeline is and how to place events in chronological order. ❖ Knowing how to explore and use artefacts and sources to find out about the past. 		<p>Builds on:</p> <ul style="list-style-type: none"> ❖ Knowledge of changes and events beyond living memory. ❖ Knowing what at timeline is and how to place events in chronological order. ❖ Knowing how to explore and use artefacts and sources to find out about the past. 		<p>Builds on:</p> <ul style="list-style-type: none"> ❖ Knowledge of changes and events beyond living memory. ❖ Knowing what at timeline is and how to place events in chronological order. ❖ Knowing how to explore and use artefacts and sources to find out about the past. 	
	<p>Future Learning:</p> <ul style="list-style-type: none"> ❖ Knows a chronologically secure knowledge and understanding of British, local and world history. ❖ knows how to select sources independently and give reasons for their choice. 		<p>Future Learning:</p> <ul style="list-style-type: none"> ❖ Knows how to choose reliable sources of factual evidence to describe aspects of life, people's beliefs and attitudes and differences in status. ❖ Knows how to describe the social, ethnic, cultural or religious diversity of past societies in Britain and the wider world. 		<p>Future Learning:</p> <ul style="list-style-type: none"> ❖ Knows how to compare some of these different periods of time and major events in Britain, with the rest of the world. ❖ knows that people would have different outlooks depending on their social standing. 	
Year 5/6	<p>Enquiry Question: <i>Who were the Windrush generation?</i></p>		<p>Enquiry Question: <i>What effect did the Anglo-Saxon invasion and settlement have on</i></p>	<p>Enquiry Question: <i>How did the Vikings try to take over the country and how close did they get?</i></p>	<p>Enquiry Question: <i>How was Britain able to stand firm against the Battle of Britain?</i></p>	

		<i>the culture and history of Britain?</i>		
	Builds on: <ul style="list-style-type: none"> ❖ knows how to use multiple sources of evidence for historical enquiry (including visits) to gain a wider and more accurate understanding of history and answer questions. ❖ Knows how some past events have affected life today. 	Builds on: <ul style="list-style-type: none"> ❖ knows and can identify the difference between fact and opinion. ❖ Knows how to compare previous beliefs to current beliefs. 	Builds on: <ul style="list-style-type: none"> ❖ Knows how to look at two different versions of the same event and can begin to explain why the accounts may differ. 	Builds on: <ul style="list-style-type: none"> ❖ knows the difference between primary and secondary sources. ❖ Knows how to describe features of periods of time and societies and can compare any similarities or contrasts between different periods / societies.

Great Ponton's Curriculum Overview – History Cycle B						
	Autumn		Spring		Summer	
EYFS	Enquiry Question: How have I changed since I was a baby?		Enquiry Question: What toys did our grandparents play with?			Enquiry Question: How has life at the seaside changed over time?
	Intent: To recognise how we have changed since we were a baby and to be able to identify members of our family.		Intent: To know that life in the past was different to life today. To use artefacts and photos to find out about the past and sort them into old and new.			Intent: To extend knowledge of recognising how life has changed over time. To use a class timeline.
	Future Learning: <ul style="list-style-type: none"> ❖ Knows that life in the past is 		Future Learning: <ul style="list-style-type: none"> ❖ Know what a timeline is and 			Future Learning: <ul style="list-style-type: none"> ❖ Use knowledge of the past to explore life

	<p>different to life now.</p> <ul style="list-style-type: none"> ❖ Knows that we can use objects to find out about the past. 		<p>explore how to use one.</p>			<p>beyond our living memory.</p>
Year 1/2	<p>Enquiry Question: What is a Historical Hero?</p>	<p>Enquiry Question: How have the seashores changed over time?</p>		<p>Enquiry Question: Who was Mary Anning?</p>	<p>Enquiry Question: Why are some places important?</p>	
	<p>Builds on:</p> <ul style="list-style-type: none"> ❖ Knows what important people are in their life. ❖ Knows what a timeline is. 	<p>Builds on:</p> <ul style="list-style-type: none"> ❖ Knows that life in the past is different from life today. 		<p>Builds on:</p> <ul style="list-style-type: none"> ❖ Knows what significant means. ❖ Knows about the life of some significant people from the past. 	<p>Builds on:</p> <ul style="list-style-type: none"> ❖ Knowing that people and events have had an impact on life today. 	
	<p>Future Learning:</p> <ul style="list-style-type: none"> ❖ Knows how to place objects and events on a timeline. 	<p>Future Learning:</p> <ul style="list-style-type: none"> ❖ Knows that we can use different sources and artefacts to find the answers to questions. 		<p>Future Learning:</p> <ul style="list-style-type: none"> ❖ Knows the past can be divided into time periods. ❖ Knows what century is and which we are in now. 	<p>Future Learning:</p> <ul style="list-style-type: none"> ❖ Knows about the lives of people from different time periods and can place these in chronological order. 	
Year 3/4	<p>Enquiry Question: <i>What were the lives of nomadic hunter-gatherers like?</i></p>		<p>Enquiry Question: <i>How do we remember the significant people from Lincolnshire's past?</i></p>		<p>Enquiry Question: <i>How did culture, music and identity change for young people in the 20th Century?</i></p>	
	<p>Builds on:</p> <ul style="list-style-type: none"> ❖ Knowledge of changes and events beyond living memory. 		<p>Builds on:</p> <ul style="list-style-type: none"> ❖ Knowledge of changes and events beyond living memory. 		<p>Builds on:</p> <ul style="list-style-type: none"> ❖ Knowledge of changes and events beyond living memory. 	

	<ul style="list-style-type: none"> ❖ Knowing what at timeline is and how to place events in chronological order. ❖ Knowing how to explore and use artefacts and sources to find out about the past. 	<ul style="list-style-type: none"> ❖ Knowing what at timeline is and how to place events in chronological order. ❖ Knowing how to explore and use artefacts and sources to find out about the past. 	<ul style="list-style-type: none"> ❖ Knowing what at timeline is and how to place events in chronological order. ❖ Knowing how to explore and use artefacts and sources to find out about the past.
	<p>Future Learning:</p> <ul style="list-style-type: none"> ❖ Knows how to compare and contrast different times in history, relating current studies to previous studies. ❖ knows that history is continually being rewritten. 	<p>Future Learning:</p> <ul style="list-style-type: none"> ❖ Knows how to use sources of information to form testable hypotheses about the past, forming their own research question. ❖ Knows how to describe the social, ethnic, cultural or religious diversity of past societies in Britain and the wider world. 	<p>Future Learning:</p> <ul style="list-style-type: none"> ❖ knows that the chronology of history is important for understanding how periods influenced one another and created the world we know today (continuity, change, causation). ❖ knows that people would have different outlooks depending on their social standing.
Year 5/6	<p>Enquiry Question: <i>How can we possibly know so much about the Ancient Greeks who lived over 2,500 years ago?</i></p>	<p>Enquiry Question: <i>What was life like at the height of the Maya civilisation?</i></p>	<p>Enquiry Question: <i>How do we know about periods of history without primary written sources?</i></p>
	<p>Builds on:</p> <ul style="list-style-type: none"> ❖ Knows that ancient means belonging to a very distant past and no longer in existence. ❖ knows how to select a suitable source to present an aspect of life in the past. 	<p>Builds on:</p> <ul style="list-style-type: none"> ❖ Knows how to use dates and vocabulary related to the topic accurately (in particular: monarch, invader and settlement) and suggest different ways to present information for different purposes. ❖ Knows that it is not always possible to understand exactly what happened and people have different beliefs. 	<p>Builds on:</p> <ul style="list-style-type: none"> ❖ Knows how to use evidence to describe houses, settlements, cultures and ways of life, people's beliefs and attitudes, and experiences of rich and poor/ male and female and children.

History programmes of study: KS3

Aims	<ul style="list-style-type: none">➤ 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.
Coverage	<ul style="list-style-type: none">➤ the development of Church, state and society in Medieval Britain 1066-1509➤ the development of Church, state and society in Britain 1509-1745➤ the development of Church, state and society in Britain 1509-1745➤ challenges for Britain, Europe and the wider world 1901 to the present day➤ a local history study➤ the study of an aspect or theme in British history that consolidates and extends pupils' chronological knowledge from before 1066➤ at least one study of a significant society or issue in world history and its interconnections with other world developments [for example, Mughal India 1526-1857; China's Qing dynasty 1644-1911; Changing Russian empires c.1800-1989; USA in the 20th Century].