

Links to Research		
Publication	Selected Recommendations	How are we applying these to our Curriculum?
<i>Outstanding History in Primary Schools</i> (Ofsted 2021) accessed from: https://educationinspection.blog.gov.uk/2021/04/27/history-in-outstanding-primary-schools/	• Empire, Tax, Trade and Invasion are crucial elements of the comprehension of new material. • Use of challenging vocabulary in lesson. • Support for SEN pupils in History. • Disciplinary knowledge of History should be taught.	• Specific focus on these elements so they are referenced at least once per 2-year cycle per class (i.e. 3/4 – Saxon/Viking Danegeld (Tax), Roman Invasion, Ancient Sumar Trade, and Roman Empire etc.) • Vocabulary a key focus of lessons. • Differentiated lessons. • Understanding how historians interpret/understand history is taught in lessons. Explanations for why they have reached these conclusions are explained.
<i>Rich encounters with the past: history subject report</i> (Ofsted June 2023) https://www.gov.uk/government/publications/subject-report-series-history/rich-encounters-with-the-past-history-subject-report	• Support for pupils with SEND focuses on pupils' ability to access the breadth and depth of the curriculum over time, rather than their ability to complete the immediate task. This includes making sure that all pupils are secure in their knowledge of important content and concepts that help them to make sense of the later curriculum. • Teachers are confident in making pedagogical decisions that emphasise important content and concepts in a meaningful way and in revisiting these regularly so that pupils develop secure knowledge. This includes building on what pupils already know, using well-selected stories and examples to make abstract ideas meaningful and using explanations to help pupils to connect information.	• Consider learning, rather than task for SEND pupils, how can we best record their learning? • Ensure that areas are revisited at the beginning of each new topic and the children understand how this fits into with previous learning. Make links with texts selected for English, guided reading and class novel to embed learning.

Intent

- At Middle Rasen Primary School, we aim for a high quality history curriculum which will inspire in pupils a curiosity and fascination about Britain's past and that of the wider world and ensure this is achieved with tolerance and respect.
- Pupils will know and understand about significant aspects of the history of the wider world, along with changes within and beyond living memory.
- They will learn about the lives of significant people of the past and the influence they have had on the modern day world.
- Pupils will understand the methods of historical enquiry, developing critical thinking to ask and answer questions.

Implementation

- In ensuring high standards of teaching and learning in history, we implement a curriculum that is progressive throughout the whole school.
- History is taught as part of a topic based curriculum, which often brings in knowledge and skills from other subjects, focusing on knowledge and skills stated in the National Curriculum. At Middle Rasen, we ensure that history has the same importance given to it as the core subjects, as we feel this is important in enabling all children to gain 'real-life' experiences. For example, using the local area to look at how buildings have changed in Key Stage 1, to comparing the similarities and differences in environments and communities in Lower Key Stage 2, through to looking at an in depth study of the wider locality in Upper Key Stage 2.
- History as a subject is promoted and celebrated through our Wow! Days, field work, school visits and visitors. This multi-faceted approach encourages our learners to view the subject content with tolerance and respect.
- The use of timelines within classrooms allows children to see how the period they are currently learning about fits with areas previously studied, therefore developing their understanding of chronology and provides a platform for honest and respectful discussions about our past.

Impact

- Through the use of pre and post topic assessments, children will develop their historical knowledge and understanding of the past and the part this has played in shaping the world we live in today.
- Through the teaching and learning within

A 2023 - 2024

A	EYFS	Y1/2 Focus	Y3/4 Focus	Year 4/5 Focus	Y5/6 Focus Why that, why then?
Autumn 1	Geography focus		Natural resources Geography Focus	Natural resources Geography focus	Proud to be a Yellow Belly - Changes in Lincolnshire farming and language. Main geography focus Links to work on Harvest and food in KS1. Builds on previous work in KS1 on changes to local farming and Y3/4 unit of The World's Kitchen
Autumn 2	The Gun Powder Plot Toys (within living memory) <i>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</i> • Understand the past through settings, characters and events encountered in books read in class and storytelling. <i>Link the passage of time with a variety of indicators.</i> <i>Use everyday language related to time.</i> Key Vocab: Refer to Y1/2 Links to KS2 DT unit on making toys. The children are able to look at picture and artefacts to see how things they enjoy playing with are similar and different to those their parents and grandparents enjoyed. The toys engage the children and they are able to take their learning home and talk about this with family.	The Gun Powder Plot <i>To know what Bonfire night is</i> <i>To know who King James 1 of England was.</i> <i>To know who Guy Fawkes was</i> <i>To know what happened during the gunpowder plot</i> <i>To know why fireworks are lit on 5th November 1605</i> Key Vocab: • Houses of Parliament • Treason King James I • Tudor period • Catholics • Puritan • Queen Elizabeth I • Spanish army Why that, why then? Links to real life and current experiences, link to The Fire of London – covered in cycle B. Links to KS2 PHSE with making laws and KS2 geography looking at UK landmarks. Childhood then and now <i>To know which toys were played with in the past.</i> <i>To know some of the different children's crazes over time.</i> <i>To know how homes have changed over time.</i> <i>To know how schools have changed over time.</i> <i>To know what children wore at different periods of time.</i> <i>To know how children's entertainment has changed over time.</i> Key Vocab:	Stone age Britain - changes in Britain from the Stone Age to the Iron Age <i>To know how archaeologists find out about the past when there is no written history.</i> <i>To know the term prehistory</i> <i>To know about early humans of the early Paleolithic period of the Stone Age.</i> <i>To know about the lives of people in the Mesolithic period of the Stone Age.</i> <i>To know about technological advances in the Neolithic period of the Stone Age</i> <i>To know about life in the Bronze Age, and how bronze was made and used.</i> Why that, why then? <i>Chronological within KS2, links with KS1 Victorians work, links to Y3/4 science on rocks and soils.</i> <i>Is picked up in Y5/6 science work on evolution.</i> Key Vocab: in green	Iron age Britain <i>- changes in Britain from the Stone Age to the Iron Age</i> Investigating the lives of people in the Iron Age and how life had developed from the Bronze Age. Consolidating understanding of the Stone, Bronze and Iron Ages, and ordering events and changes chronologically. To recall previous knowledge of the Stone age. To know who the Celts were and how Iron was made in the Iron age To know what a hillfort is and how they were built. To know the routines of daily life in the Iron age. (Food, technology, tools and inventions, homes, culture and arts) To be able to summarise the prehistory of Britain Why this, why then? This allows Y5 pupils to recap learning on Stone age and Y4 pupils to have some overlap of learning. This then extends the pupil's learning beyond the stone age, following key themes such as settlement, trade	WW2 in Lincolnshire - British/Local history - To know why WW2 began and its chronological order of events. - To know about the experience of evacuees in WW2 - To know about rationing and how it affected people's lifestyles. - To know the role of women in WW2. - To know what the Holocaust was and some of its main events. - To know the role that Lincolnshire played in WW2 Why that, why then? Natural links form the previous half term into the importance of aviation and the RAF in Lincolnshire and the vital role that the county played in WW2. This enables us to utilise the workshops on wartime Christmas run by the Aviation Heritage Society. Chronological, links to Autumn term geography of local area. Links with KS1 work on contrasting localities. Links to cross curricular work for remembrance. Reinforces KS 1 local study and visit to RAF Scampton Key vocab: World War 2 - WW2

		past, present, historical, craze, recent, similarity, difference, Victorian, interiors, exteriors, electricity, education, compare, source, evidence, describe, fashion, modern day, practical, activities, identify, entertainment, hobby, activities, organise Why that why then, The Victorians – we are in a school built in Victorian times, children can make the link, starting from where the children are. Begin to understand how things outside our living history are linked to now.. Introduces the children to the role of the archaeologist which is built on throughout KS2			Chronological order Rationing Lifestyles Holocaust Lincolnshire Heritage Aviation
Spring 1	Hot and cold places - Geography Focus	Hot and cold places	Ancient Egypt <i>To know that Ancient Egypt was ruled by pharaohs</i> <i>To know what everyday life was like in Ancient Egypt</i> <i>To know the role that the Gods played in the lives of the ancient Egyptians?</i> <i>To know who Tutankhamun was?</i> <i>To know how the Ancient Egyptians communicated.</i> <i>To know why the Egyptians built the pyramids</i>	Early Civilisations <i>To know where and when the earliest civilisations began.</i> <i>To know about the first writing systems</i> <i>To know how early civilisations traded</i> <i>To know about mathematical understanding in early civilisations</i> <i>To know about the development of technology in early civilisations</i> <i>To know about the building and architecture of early civilisations</i>	Explorers – Christopher Columbus and other explorers Geography focus Follows on from Class 1 work on James Cook's journey. Links to the voyage of Darwin See geography plan for further details History- Links to English- famous Arctic and Antarctic explorers, Shackleton- reading Shackleton's Journey: Scott Amundsen Robert Peary <i>To know that explorers risked their lives</i> <i>To know the physical features of areas explored</i> <i>To know about the race to the poles.</i> <i>To know how sources of evidence can contradict each other</i> Key Vocab: Expedition Arctic Antarctic voyage destination Port
Spring 2	Science focus Space		Why that, why then? Links to KS1 RE looking at Egypt as a modern day Muslim country. Rivers are picked up in Y5/6 work on rivers	Why that, why then? Briefly recaps the work from Class 3 on Ancient Egyptians and looks how this fits in with other periods of Early civilisation. Built on in Y6 with further in depth work on Mayans	
Summer 1	Castles (including local History) <i>Know some similarities and differences between things in the</i>	Castles (Including local history) KS1 - significant historical events, people and places in their own locality	Romans <i>- The Roman empire and its impact on Britain</i>	GEOGRAPHY FOCUS	Why should Britain be ashamed of slavery? British Empire and its involvement in slavery

	<i>past and now</i>, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling. • Make comments about what they have heard and ask questions to clarify their understanding. • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. • Link the passage of time with a variety of indicators. • Use everyday language related to time.	To know who built the first castles in the UK and why. To know which UK castles were built by the Normans To know about the structure of medieval castles To know who lived in a medieval castle. To know how common people were treated in medieval times. To know how the use of the Tower of London has changed over time. Why this, why then? Part of local history work. The children visit Tattershall Castle and can also briefly touch on Lincoln Castle. These will be revisited in KS2 during work on ‘Britain from the air, Romans, historic Lincoln and Proud to be a Yellow Belly in UKS2. Looking at the Tower of London gives the opportunity to revisit some of the learning about London from the Gunpowder Plot unit covered in the Autumn term.	- To know why the Romans would have wanted to come to Britain - To know who Boudica was and why she became so famous - To know who were the famous Romans? To know what a gladiator did? To know how the Romans influenced the Britain that we know today? Why that, why then? Links to KS1 map work on Europe. Follows on from the Autumn term work on the Stone Age RE links to Christianity. This is picked up at the beginning of the Y5/6 work on Ancient Greece. Lincoln provides a great opportunity to see some remains and look at how the Romans shaped a place that the children know well.		To know how Britain was involved in the slavery trade To know about the way slaves were moved from Africa to America To know that it took many years of campaigning to end the slave trade To know about the role of William Wilberforce and others in bringing the slave trade to an end To know about the process of slave auctions To know about how slaves were treated To know about the suffering that went on during transportation Why that, why then? The children in Y5/6 are mature enough to deal with the content of this unit, when handles appropriately. They have they knowledge of the world and transportation methods and this unit brings all of this together, along with work from PHSE and school values work on kindness, respect and tolerance.	
Summer 2		Contrasting UK localities Lincolnshire and the Isle of Mull Geography focus		Investigating Coasts– Geography focus	Local History <i>To know about the first settlers in Lincoln</i> <i>To know how the Romans shaped the Lincoln we know today</i> <i>To know the role that Lincoln played in Viking trading</i> <i>To know what the Magna Carter is and the role of Lincoln</i> <i>To know the changes, the Normans made to Lincoln</i> <i>To know the key role that Lincoln engineers played in designing tanks and manufacturing aircraft used in WW1</i> Why that, why then? Touches on the Roman work from Class 3, builds on KS1 work on Castles, looking more in depth at Lincoln Castle, rather than Tattersall. Revisits work on the Vikings and explores the role of the area in WWI, which is then developed in Class 5. Deepens the children’s understanding of chronology as they look at how different settlers have shaped the city they know today.	Key Vocab: William Wilberforce transportation slave trade plantation campaigning British Empire

Cycle B	EYFS/Y1 Focus	Y1/2 Focus Why that, why then?	Y3/4 Focus	Y4/5 focus	Y5/6 Focus
Autumn 1	James Cook and his voyages <i>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</i> • <i>Understand the past through settings, characters and events encountered in books read in class and storytelling.</i> • <i>Make comments about what they have heard and ask questions to clarify their understanding.</i> • <i>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</i> • <i>Link the passage of time with a variety of indicators.</i> • <i>Use everyday language related to time.</i>	Geography focus	Anglo Saxons & Scotts <i>To know how Britain changed between the end of the Roman occupation and 1066</i> <i>To know about how the Anglo-Saxons attempted to bring about law and order</i> <i>To know that the Anglo Saxon period saw Britain divided up into many kingdoms which in some ways relate to our county borders of today</i> <i>To use a timeline to show when the Anglo Saxons were in England</i> <i>To know about Anglo Saxon settlements</i> <i>To know who Alfred The Great is and what he did</i> <i>To know about the Scots invasion from Ireland and the North of Britain</i> Why that, why then? Linked to Romans and underpins the work on the Vikings coming in Spring term.	Crime and punishment <i>To know the broad trends of crime and punishment from the Romans to the 21st century.</i> <i>To know some common Roman crimes and identify their punishments</i> <i>To know about the Viking system of paying weregild</i> <i>To know about crime and punishment in the medieval and Tudor periods.</i> <i>To know about some examples of crime and punishment in the early modern period.</i> <i>To know about crime and punishment in the Victorian period.</i> <i>To know how crimes and their punishments have changes in the 20th and 21st Century</i> Why that, why then? This unit builds on the work in Y3/4 on Anglo Saxons and allows the period to be looked at chronologically in terms of crimes and punishments. This also incorporates Viking crime and punishment which links with the Viking work also done in Y3/4. This unit revisits The Gunpowder Plot which the children first came across in KS1, this also builds on the knowledge of this event from KS1	North America – Native Americans Why that, why then? Links with science work on Earth & Space and Geography work on North America. Links to EYFS/Y1 work on Wild West

Autumn 2	Fire of London <i>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</i> • Understand the past through settings, characters and events encountered in books read in class and storytelling. • Make comments about what they have heard and ask questions to clarify their understanding. • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. • Link the passage of time with a variety of indicators. • Use everyday language related to time.	Fire of London and Samuel Pepys <i>To know about an event or events that happened long ago, even before their grandparents were born.</i> <i>To know the modern day equivalent of older, given artefacts</i> <i>To know how life was different in a city, town or village many years ago.</i> <i>To know who Samuel Peeps is.</i> <i>To understand the conditions for children in those days</i> <i>To know that there was no schools in those days</i> <i>To know what life was like for a child in those days</i> <i>To understand that the lives of the rich were very different from the poor.</i> Why that, why then? As this is a two year rolling programme it gives the children a chance to either consolidate understanding of historical events out with living memory. Or it introduces the children to the idea of events that happened and still have an impact on our lives today. Links to Art & Design unit Sparks and Flames.	Britain from the air –Geography main focus	Biomes - Geography Focus	
Spring 1		Geography Focus	Vikings <i>To know where the Vikings originated from</i> <i>To understand that the Vikings and Anglo Saxons were often in conflict</i> <i>To know why the Vikings frequently won their battles with the Anglo Saxons</i> <i>To know why the Vikings came to Britain</i> <i>To know where the Viking first landed in Britain</i> <i>To know what life was like for Viking children</i> <i>To know about Viking food and weapons and To know about some misconceptions about the Vikings</i>	Medicine and Disease <i>To know about the medical practices of prehistoric civilisations and Ancient Egyptians.</i> <i>To know about the Roman attitude towards health and medicine and how this was influenced by the Greeks.</i> <i>To know about Medieval medicine and the events during the Black Plague.</i> <i>To know the medical practices of the Tudor period.</i> <i>To research the medical advancements and significant people during the Victorian period.</i>	Ancient Greece <i>To know who the Ancient Greeks were and what did we learn from them</i> <i>To know why Ancient Greece was split into City States</i> <i>To know the main differences between Sparta and Athens</i> <i>To know what was daily life like in Ancient Greece</i> <i>To know about the life of a Greek Olympian</i> <i>To know what democracy is and what part did the Greeks have in creating it</i>
Spring 2		INDIA GEOGRAPHY FOCUS			

			Why that, why then? Builds on previous work on Romans and Anglo Saxons. Links to local studies in both Geography and history when looking at place names	<i>To explore medicine in the 20th and 21st century.</i> <i>To recall information about the history of disease and medicine.</i> Why that, why then? This unit allows the children to revisit some key periods that they have previously studied, with a focus on chronology and the advancements and changes in diseases and medicines.	<i>To know what Gods the Ancient Greeks believe in</i> Why that, why then? Builds on Geography work about modern Greece's climate and terrain Links to Y3/4 work on Romans and links to Y5/6 PHSE on democracy. Sparta/Athens roles of women links to land army work from cycle A and WW2 work. Key Vocab: Ancient Greek Greece City States Athens Sparta civilisation democracy Olympian Gods
Summer 1	Local history – super heroes <i>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</i> • Understand the past through settings, characters and events encountered in books read in class and storytelling. • <i>Make comments about what they have heard and ask questions to clarify their understanding.</i> • <i>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</i> • <i>Link the passage of time with a variety of indicators.</i> • <i>Use everyday language related to time.</i>	Local history - historical local artefacts <i>To know about a famous person locally and explain why they are famous.</i> <i>To know how the local area is different to the way it used to be a long time ago.</i> <i>To know how to differentiate between things that were here a 100 or more years ago and things that were not.</i> <i>To know that photographs are a very useful source of evidence.</i> <i>That evidence can be very helpful in finding out how people lived in the past.</i> <i>To know why there are monuments in parts of cities, towns and villages.</i> This is the first time the children will have looked at their immediate environment from a historical point of view. Lots of physical artefacts from the locality and the school records make this a very accessible area of history for KS1. Links to Y5/6 work on Lincolnshire and WW2 with visit to Scampton and Red Arrows This work is built on in the beginning of Britain from the air in Y3 and 4	Our European Neighbours - Geography focus	Spain and Catalonia- Geography Focus	The Mayans <i>To know about the impact that the Maya civilisation had on the world</i> <i>To know where Mexico is</i> <i>To know what the link is between the Mayans and chocolate</i> <i>To know that the Mayan civilisation knew a great deal about sound technology</i> <i>To know that the Mayans knew a great deal about sun and light</i> Why that, why then? Builds on work on North America in Cycle A and work on rainforests. Consolidates science work from KS2 and KS1 Key vocabulary: Maya Civilisation Mexico location Mayans technology Gods
Summer 2			GEOGRAPHY FOCUS	Investigating Coasts -Geography focus	Water World - Geography Focus



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