

**Year 3 National Curriculum objectives:** In this unit, children will be taught to:

**Year 3 Areas of study:**

The Stone Age – a study of The Stone Age and achievements and their influence on the world. In depth look at major sites such as Stonehenge and Skara Brae. Stone Age archaeological digs in Lincolnshire, e.g., Navenby.

Ancient Greece, a study of Greek lifestyle and achievements. The birth of democracy (link with Guildhall visit in Lincoln)

**Chronological understanding:**

- To know a timeline can be divided into BC (Before Christ) and AD (Anno Domini)
- Use a timeline to place historical events in chronological order.
- Describe and know dates of and order significant events from the period studied.

**Knowledge and understanding of events, people and changes in the past**

- To know the culture and leisure activities from the past.
- Use evidence to know the clothes, way of life and actions of people in the past.
- To know buildings and their uses to people from the past.

**Historical interpretation**

- Explore the idea that there are different accounts of history.

**Historical enquiry**

- Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites as evidence about the past.
- Ask questions and find answers about the past.

**Organisation and communication**

- Communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using IT.

<p><b>Year 4 National Curriculum objectives:</b> In this unit, children will be taught to:</p>	
<p><b>Year 4 Areas of study:</b>                  The achievements of an earliest civilization– an overview of where and when the first civilizations appeared and an in-depth study of one of them. (The Romans) Visit to Lincoln, Newport Arch etc.</p> <p>Changes in Britain from the arrival of the Anglo Saxons and Vikings. Link with local area, e.g., place names, Viking influence on Lincoln.</p>	<p><b>Chronological understanding:</b></p> <ul style="list-style-type: none"> <li>• To know that a timeline can be divided into BC (Before Christ) and AD (Anno Domini)</li> <li>• Order significant events and dates on a timeline.</li> <li>• Describe and know the main changes in a period in history.</li> <li>• Historical interpretation</li> <li>• Look at different versions of the same event in history and identify differences.</li> <li>• Know that people in the past represent events or ideas in a way that persuades others.</li> </ul>
<p><b>Knowledge and understanding of events, people and changes in the past.</b></p> <ul style="list-style-type: none"> <li>• Use evidence to know what was important to people from the past.</li> <li>• To know how the lives of rich and poor people from the past differed through studying evidence.</li> <li>• Describe and know similarities and differences between people, events and artefacts studied.</li> <li>• To know how some of the things I have studied from the past affect/influence life today.</li> </ul>	<p><b>Historical interpretation</b></p> <ul style="list-style-type: none"> <li>• Look at different versions of the same event in history and identify differences.</li> <li>• Know that people in the past represent events or ideas in a way that persuades others.</li> </ul>
<p><b>Historical enquiry</b></p> <ul style="list-style-type: none"> <li>• Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums or galleries and visits to sites to collect evidence about the past.</li> <li>• Ask questions and find answers about the past.</li> </ul>	<p><b>Organisation and communication</b></p> <ul style="list-style-type: none"> <li>• Communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.</li> </ul>

<p><b>Year 5 National Curriculum objectives:</b> In this unit, children will be taught to:</p>	
<p><b>Year 5 Areas of study:</b></p> <ul style="list-style-type: none"> <li>• History and key events on Benin settlements and lifestyles history.</li> <li>• How crime and punishment has changed. Victorian Gaol – Lincoln Castle.</li> <li>• Amazonian explorer Percy Fawcett – the lost city of Z.</li> </ul>	<p><b>Chronological understanding:</b></p> <ul style="list-style-type: none"> <li>• Know that a timeline can be divided into BC (Before Christ) and AD (Anno Domini)</li> <li>• Order significant events and dates on a timeline.</li> <li>• Describe the main changes in a period in history.</li> </ul>
<p><b>Knowledge and understanding of events, people and changes in the past</b></p> <ul style="list-style-type: none"> <li>• Choose and know reliable sources of information to find out about the past.</li> <li>• To know similarities and differences between some people, events and artefacts studied.</li> <li>• Describe and know how historical events studied affect/influence life today.</li> <li>• Make links between some of the features of past societies. (e.g. religion, houses, society, technology.)</li> </ul>	<p><b>Historical interpretation</b></p> <ul style="list-style-type: none"> <li>• Understand and know that some evidence from the past is propaganda, opinion or misinformation, and that this affects interpretations of history.</li> <li>• Give reasons and know why there may be different accounts of history.</li> <li>• Evaluate evidence to choose the most reliable forms.</li> </ul>
<p><b>Historical enquiry</b></p> <ul style="list-style-type: none"> <li>• Use documents, printed sources (e.g. archive materials) the Internet, databases,</li> <li>• Pictures, photographs, music, artefacts, historic buildings, visits to museums</li> <li>• Galleries, visits to sites to collect evidence about the past.</li> <li>• Choose reliable sources of evidence to answer questions, realising that there is</li> <li>• To know there's often not a single answer to historical questions.</li> </ul>	<p><b>Organisation and communication</b></p> <ul style="list-style-type: none"> <li>• Communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.</li> <li>• Plan and present a self-directed project or research about the studied period.</li> </ul>

<ul style="list-style-type: none"> <li>Investigate own lines of enquiry by posing questions to answer.</li> </ul>	
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**Year 6 National Curriculum objectives:** In this unit, children will be taught to:

<p><b>Year 6 Areas of study:</b></p> <ul style="list-style-type: none"> <li>Shang settlements and lifestyles. Key events in Shang Dynasty.</li> <li>The Victorians.</li> <li>Battle of Britain, WWII. Local History (Dambusters) RAF Bases in Lincolnshire. History of RAF Scampton.</li> </ul>	<p><b>Chronological understanding:</b></p> <ul style="list-style-type: none"> <li>Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini)</li> <li>Order significant events and dates on a timeline.</li> <li>Describe the main changes in a period in history.</li> </ul>
<p><b>Knowledge and understanding of events, people and changes in the past</b></p> <ul style="list-style-type: none"> <li>Choose reliable sources of information to find out about the past.</li> <li>To know similarities and differences between some people, events and artefacts studied</li> <li>Describe and know how historical events studied affect/influence life today.</li> <li>To know the links between some of the features of past societies. (e.g. religion, houses, society, technology.)</li> </ul>	<p><b>Historical interpretation</b></p> <ul style="list-style-type: none"> <li>To know and understand that some evidence from the past is propaganda, opinion or misinformation and that this affects interpretations of history.</li> <li>To know and give reasons why there may be different accounts of history.</li> <li>Evaluate evidence to choose the most reliable forms.</li> </ul>
<p><b>Historical enquiry</b></p> <ul style="list-style-type: none"> <li>Use documents, printed sources (e.g. archive materials) the Internet, databases,</li> <li>pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past.</li> <li>Choose reliable sources of evidence to answer questions, realising that there is</li> <li>often not a single answer to historical questions.</li> <li>Investigate own lines of enquiry by posing questions to answer.</li> </ul>	<p><b>Organisation and communication</b></p> <ul style="list-style-type: none"> <li>Communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.</li> <li>Plan and present a self-directed project or research about the studied period.</li> </ul>

