



HISTORY CURRICULUM OVERVIEW FOR PARENTS

OUR SCHOOL VISION

“Striving for excellence together in a caring Christian community.”

RESPECT COMPASSION COURAGE

As a Church school, we believe that people grow in mind, body and spirit. Christian values are the foundation of our teaching and our ethos as we strive together for excellence for all. We aim for each member of our school community to fully engage in the great adventure that is Primary education.

Working together, we aim for all of our school community to become:

- successful learners who enjoy learning and exploration, make progress and achieve;
- confident, well-rounded individuals who are able to live safe, healthy and fulfilling lives; and
- responsible citizens with strong moral and social values who make a positive contribution to society.

“I came to give life—life in all its fullness.” John 10:10

LIVING OUR VISION THROUGH HISTORY

Our History curriculum helps children understand who they are by exploring the stories of people, places and events from the past. Children work together on shared historical enquiries, debates and investigations that develop teamwork, curiosity and respect for different perspectives. Learning about the past deepens children’s sense of justice, fairness and community, supports their wellbeing by helping them make sense of their choices and rights, and encourages them to contribute thoughtfully to a fairer society. Through local studies, national narratives and wider world history, children discover how history connects to present-day issues and to our school values of Respect, Compassion and Courage.

YEAR GROUP BREAKDOWN (TERM-BY-TERM)

EYFS

In Reception children explore past and present through their own lives and family stories. Learning focuses on vocabulary (past, now, before, yesterday), sequencing personal events, noticing seasonal change and comparing old and new objects. Activities use storytelling, role play, small-world play and simple visits so children ask simple historical questions, handle pictures and everyday artefacts, and begin to understand that people and places change over time.

Year 1

Children study how homes and daily life have changed, learning what houses, food and clothing looked like in the past and today. In the spring term they investigate how toys have developed, comparing materials, design and play. The summer term looks at famous explorers (Christopher Columbus and Neil Armstrong) to introduce ideas of travel and discovery. Lessons use objects, pictures and timelines to practise observing, comparing, sequencing and answering “what was it like?” type questions.

Year 2



The year begins with the Great Fire of London where pupils study cause, consequence and how the city rebuilt. In spring they learn about two influential people (Nelson Mandela and Emmeline Pankhurst), exploring why they are remembered and how they helped change the world. Summer focuses on local seaside history (Skegness), examining how holidays and local life have changed. Teaching emphasises simple enquiries, using dates, reading pictures and stories, and linking national events to local experience.

Year 3

Pupils study the long sweep from the Stone Age to the Bronze Age, learning how people moved from hunter-gatherers to settled communities, developed tools and expressed beliefs through monuments and burial practices. They explore settlement patterns, early trade and cultural life, and practise explaining causes and changes over long periods. Activities include artefact handling, timeline work and interpreting prehistoric sites and images.

Year 4

The year covers Anglo-Saxon Britain, the Viking invasions and an introduction to the Indus Valley civilisation. Pupils learn about migration, settlement, law and everyday life in Anglo-Saxon and Viking contexts, and compare how those societies organised themselves. The Indus Valley study broadens pupils' view to a major non-European civilisation, focusing on city planning, trade and reasons for rise and decline. Skills sharpen on cause, consequence, historical significance and using place-name and archaeological evidence.

Year 5

Children study Ancient Sumer in the autumn term to learn how early cities, writing and laws first developed in Mesopotamia. In spring they study Ancient Greece, exploring city-states, democracy, culture and ideas that still influence us. The summer term looks at the Maya civilisation: its cities, calendars, trade and beliefs. Across the year pupils compare civilisations, evaluate archaeological evidence and practise building reasoned historical explanations.

Year 6

Autumn term focuses on World War Two: causes, the home front, evacuation and government responses, with attention to human impact and ethical empathy. Spring looks at post-war Britain, studying social, technological and cultural change from the 1950s to today. The summer term explores explorers and local history links, asking how exploration connected Lincolnshire to the wider world. Pupils consolidate source evaluation, sustained explanations about cause and consequence, and projects that link national events to local experience.

PROGRESSION

History skills build steadily from simple to complex so parents can see clear steps in their child's learning. Young children start by using words like past and now, asking basic questions and sequencing events; Years 1–2 add handling pictures and artefacts, using dates and beginning to explain cause and



consequence. In Years 3–4 pupils routinely use more than one source, start forming simple historical explanations and compare long periods of change; they also make comparisons with non-European societies. Years 5–6 require pupils to evaluate sources (including bias), construct sustained explanations about causes, consequences and significance, and present original responses that show continuity and change — including links to the school’s local history.

HOW PARENTS CAN SUPPORT

Parents can help at home with simple, practical activities that build curiosity and historical thinking. Read stories about the period your child is studying and talk about what life was like for different people; ask open questions such as “How was this different to our life today?” or “Why might that have happened?” Visit local places mentioned in school (beach, museum, castle) and use objects, photos or family stories to practise sequencing events on a timeline. Encourage use of correct vocabulary by gently reinforcing words pupils learn at school (for example: era, source, chronology, cause, consequence). Support short home tasks by helping children find two facts and one question about a topic, and let them tell you a short oral summary — this strengthens recall and confidence. Finally, celebrate curiosity: praise attempts at explaining, encourage handling real objects safely, and share any relevant family memories with the teacher so classroom enquiries can link to pupils’ lived experiences.

GLOSSARY

- Substantive knowledge — the factual content of history (events, people, places).
- Disciplinary skills — the ways historians work (questioning, sourcing, inference, explaining cause/consequence, judging significance).
- Source (primary/secondary) — primary: direct evidence from the past; secondary: later interpretation.
- Continuity and change — what has remained similar and what has developed over time.
- Chronology — putting events in time order; sequencing using dates and periods.
- Propaganda — information used to influence opinion; requires critical reading of sources.
- Significance — why an event or person matters historically.
- Legacy — the lasting effects or influences from the past into the present.