

Chestnut Street History Curriculum Overview



Long Term Plan – 2025- Ruskington 26

RED = choices made

Yellow = local links

	Aut1	Aut2	Spr1	Spr2	Sum1	Sum2
EYFS	In EYFS1, children discuss their family and significant people in their lives. Children begin to develop a sense of the past through talking about experiences that are familiar, enabling them to see how these may have differed in the past. Children develop an early understanding of chronology through organising events and recognising things that happened before they were born. Children look at will look pictures and artefacts, distinguishing similarities and differences from the past.					
F1	Start to show an awareness of time in the day e.g. stating it is lunchtime next Shows an interest in different occupations Able to say who they are and who they live with – understanding of size difference Comments on fictional characters and historical figures in stories, rhymes and NF texts					
	<u><i>Why this why now?</i></u>					
	Sparks curiosity and links to interests. Throughout the year F1 will use in the moment planning to follow the interest of the children. Will build on prior learning at appropriate moments in the year through adult led and child led opportunities and provision.					
	<u><i>Vocabulary and key concepts</i></u>					
	Key vocabulary – before, after, next, jobs, role, rule, in charge, family, friends, special people, important, people who help us, occupation					
	Key Concepts – rule (following the rules and routines of the classroom)					
EYFS	Me and My Family – my own past		<i>Nursery rhymes</i>		<i>Transport</i>	
F2	Rules for keeping safe and rules for learning. Ruskington		<i>The King and monarchs</i> <i>Castles</i>		<i>Inventions and Inventors</i> <i>Significant people who have made a difference</i> <i>(wright brothers)</i>	
	<u><i>Why this and why now?</i></u>					
	To allow children to talk about their summer and pre-school while it is still significant to them. To allow children to build relationships with peers and adults by discussing their family and significant people in their lives. To allow children to link their learning of nursery rhymes to understanding the world.		Children will have a prior understanding of where we live in relation to the wider world. Children will have been exposed to various traditional tales and fairy tales so will be able to discuss different characters		Children will be able to look back at the own journey in reception. How have things changed since we started in reception? Children will be able to use their prior learning about people who help us and use those skills and knowledge to learn about transport that helps us and how it has changed over time.	

Vocabulary and key concepts

	<p>Rule - Rules that keep us safe. Rules for learning.</p> <p>Vocabulary – Today, Yesterday, Tomorrow, The present, The past, The future, Day, Week, Month, Long ago, Old, Young, New, Parent,</p> <p>Grandparent</p>		<p>Rule - Who are our leaders? Lifestyles – the Queen</p> <p>Conflict - Invaders built and defended castles and forts</p> <p>Vocabulary – Ruler, Leader, In charge, Castle, Fort, Invade, Defend, Attack, Build, Change, Similar, Different</p>		<p>Achievements– what is an invention? What does it mean to invent something?</p> <p>Vocabulary – Plan, Design, Invent, Change, Parts, Vehicle, Transport</p>	
Year 1/2	<p>Changes within living memory – Homes</p>	<p>Events beyond living memory that are significant nationally or globally – Bonfire night.</p> <p><i>What happened on the 5th of November? How did Guy Fawkes feel before, during and after the night of the 5th? Why is Guy Fawkes the man who is remembered in History? What is the truth about Guy Fawkes? Why did people want to kill King James I?</i></p>	<p>The lives of significant individuals in the past who have contributed to national & international achievements - Neil Armstrong, Mae Jemison, Katherine Johnson, Michael Foale</p> <p><i>Has man ever been to the moon? How can we know for sure? Why did the astronauts risk their lives to go to the moon/into space? How were they able to get to the moon and back safely? Why do we still venture into space today?</i></p>		<p>Significant historical events, people and places in their own locality – Place – Sleaford castle remains</p> <p>Did you know about Sleaford Castle? <i>Why were castles built all those years ago? What did castles need to include? Where/when was Sleaford Castle? What might have Sleaford Castle been used for? What happened/remains to Sleaford Castle? How would we make Sleaford Castle come alive again?</i></p>	
	Why this and why now?					
	<p>Builds on prior learning in EYFS linked to transport changes. Gives children a chance to share info with new teacher about their home.</p>	<p>Allows children to explore and engage with significant events during the time of year that is relevant. John Wright (gunpowder conspirator) from Lincolnshire.</p>	<p>Neil Armstrong is studied due to the link of space and inventions/transport which builds on prior learning in EYFS. Mae Jemison first black woman. Katherine Johnson woman mathematician. Michael Foale from Lincolnshire.</p>		<p>Builds on prior EYFS learning of our place in the world and where we go to school. Links to Geography learning from Autumn Term of our local area.</p>	
	<u>Vocabulary and key concepts</u>					
	<p>Lifestyles</p> <p>Vocabulary – New, Old House, Cottage, Bungalow Brick, Roof, Age, past, present, Detached, Semi-detached, Terrace</p>	<p>Conflict, Rules, Civilisation</p> <p>Vocabulary – Timeline, Fire, Gun powder Bonfire, Parliament, Guy Fawkes, Catholic</p>	<p>Achievements, Legacy,</p> <p>Vocabulary – Time line, Significant Important, Travel, Space, Moon</p>		<p>Civilisation, Migration, Beliefs, Locality</p> <p>Vocabulary – Past, Buildings Land use, Century Evidence, Castle, Remains Built, Compare, Similar</p>	

		Gravity, Exploration, United States of America Rocket, Travel Achievement,		Different, Change	
Year 3/4		The Roman Empire <i>What happened from Caesar's invasions to Claudius' conquests? Why did Emperor Claudius invade Britain? The roman invasion: have the books got it all right? Why did Julius Caesar invade Britain? Should the Celts have taken on the Romans? What happened in Boudica's rebellion? What image do we have of Boudica now?</i>		<i>Britain's settlement by Anglo Saxons and Scots</i> <i>Investigate the factors that led to the Saxons invading Britain. Where did the early Anglo-Saxons settle and look at interpreting sources as to how we know. Explore the change that occurred with the coming of Christianity. Analyse the importance and significance of Alfred the Great. How great was he?</i>	<i>The Viking and Anglo Saxon struggle for the kingdom of England to the time of Edward the Confessor</i> <i>What image do we have of the Vikings? Why do the Vikings have such a bad reputation? What were the Anglo-Saxons struggle against the Vikings? How did the Vikings try to take over the country and how close did they get? Why did the Vikings invade Britain? How have recent excavations change our view of the Vikings?</i>
<u>Why this and why now?</u>					
		Builds on prior learning from Year 3 allowing children to make links on a timeline to previous civilisations. Develops children understanding of invasion. Roman roads – Lincolnshire		Continues to develop children's understanding of chronology and helps reinforce important historical concepts. Bourne is a word from the Anglo-Saxon language of England. It means stream, flowing from a spring	Develops children's understanding on settlement and conflict. Indications of Viking Settlement – Place name endings such as -thorpe, -by, -thwaite and -kirk show Viking occupation/ influence. River Trent in Lincolnshire, the camp was used as the Viking's defensive and strategic position. (Cause and consequence of many local settlements?)
<u>Vocabulary and key concepts</u>					
		Conflict, Beliefs, Locality, Empire/Rule, Civilisation, Legacy, Vocabulary – Caledonia, Celts, emperor, Iceni		Conflict, Civilisation. Lifestyles, Beliefs, Vocabulary – Artefacts – Suffolk Hoo	Conflict, Civilisation, Lifestyles, Migration, Vocabulary – Danegeld, exile, invade

		Legion, Picts, Roman Empire	Archaeologist Dark-ages, Christianity Paganism, Hierarchy Land use, Kingdoms – links to counties/ placenames then and still used 'kings' - was Alfred the Great really great? Rule Settlement Jutes, Angles, Saxons	Kingdom, longship, outlawed, pagans, pillaged Raid, wergild
Year 4/5		A local history study – Lincoln (DEPTH)	Mayan civilisation – compare and contrast with Anglo Saxons. (Depth)	
	<i>Why this why now?</i>			
		Children develop their understanding of local area – looking at Lincoln. Links to geography learning about Brayford pool, etc. Local to Lincolnshire - Lincoln	Builds on their prior knowledge of North America by moving from the Arctic to the southern regions, deepens their appreciation of the achievements of an ancient civilisation, strengthens their historical understanding so they can engage meaningfully with wider themes, and connects directly to learning they have already developed in LKS2.	
	<i>Vocabulary and Key Concepts</i>			
Year 5/6		Lifestyles, Locality, Vocabulary – Linked to local area	Achievements, civilisation, beliefs, lifestyles Vocabulary – Cenote, codex, excavate, hieroglyphs, jade, motif, stele	
	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 – Battle of Britain (DEPTH)	Ancient Greece – a study of Greek life and achievements and their influence on the Western World (OVERVIEW)		
	<i>Why this why now?</i>			
	Shows pupils how courage, resilience, and strategic decision making protected the UK during a critical moment in history and shaped the outcome of the Second World War. RAF Links in community Bomber command centre	Gives pupils the opportunity to explore one of the world's most influential civilisations at a point in their learning where they can think critically, make connections across time, and compare societies. This unit builds on earlier learning about early civilisations and empire, deepening pupils' understanding of how ideas, culture, and power shape the world. The study of Ancient Greece also strengthens pupils' understanding of continuity and change, helping them recognise how Greek achievements		

<p>Leslie Pick – Account of a Luftwaffe aircraft shot and on fire, crashed down and destroyed “The Butcher’s arms” in Toft. 4th May 1941 WWII Explosive Shells discovery – two WWII mortar shells found in a garden on Darnes Close in Bourne.</p>	<p>influence the Olympics, language, architecture, storytelling, and political systems today.</p>		
<p><i>Vocabulary and Key Concepts</i></p>			
<p>Conflict, Legacy, Rule, Achievements,</p> <p>Vocabulary – Treaty, tyrant, violated, invasion, air raid, allies, axis, blackout, conflict , fatality, rationing, Blitz, evacuate, British Empire, propaganda, civilians, concentration camp, Nazis, D-Day, Holocaust, evacuee, naval, prime Minister, Churchill,</p>	<p>Cultural Change</p> <p>Vocabulary – civilisation, democracy, citizen, government, legacy culture, mythology, Athens, Sparta, philosopher, Socrates, Plato, sacrifice, trade logic reasoning, debate, ethics, Olympics</p>		