



Sky Primary History Curriculum

Substantive Knowledge: The historical facts that we teach within the history curriculum.

This includes knowledge of:

- People, events, situations and developments.
- Chronological knowledge and understanding.
- Historical terms.

Hinterland Knowledge: The contextual or background knowledge needed to develop the understanding of the core substantive knowledge.

This information helps pupils to learn new abstract and complex ideas through meaningful examples.

Developing hinterland knowledge through stories can be an effective way of organising new information for pupils.

Disciplinary Knowledge: How historians investigate the past and how they construct historical claims and accounts through historical enquiry.

There are 7 disciplinary concepts that support the development of historical rational and critical thinking within enquiry. These include:

- **Historical enquiry** – asking questions, using sources and evidence to construct and challenge the past, and communicating ideas.
- **Cause** – Selecting and combining information that might be deemed a cause and shaping it into a coherent causal explanation.
- **Consequence** – Understanding the relationship between an event and other future events.
- **Change and continuity** – analysing the pace, nature and extent of change.
- **Similarity and difference** – analysing the extent and type of difference between people, groups, experiences or places in the same historical period.
- **Historical significance** – Understanding how and why historical events, trends and individuals are thought of as being important.
- **Historical interpretations** – Understanding how and why different accounts of the past are constructed.

Sky Primary Key Historical Concepts

At Sky primary school, we teach the pupils history by building their knowledge of key historical concepts:

Local History

Exploration and Discovery

Invasion and Conflict

Settlement and Civilisation






Power

Significant People and Events






	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS						
Year 1						
Year 2						
Year 3						
Year 4						
Year 5						
Year 6						




Reception History Curriculum

Reception	Autumn 1: How do we get ready for our Sky treat?	Autumn 2 How can we use all of our senses to explore the different seasons?	Spring 1 Why do penguins huddle?	Spring 2 What food do we get from farms?	Summer 1 What will we find on our great plant hunters' expedition?	Summer 2 Which tales from the seashore can we share?
Substantive concepts:	Local History 	Significant people and events. 		Settlement and Civilisation. 	Significant people and events. 	Local History. Settlement and civilisation. 
Components: Understanding the world: Past and Present: Talk about the lives of people around them and their roles in society. Know some similarities and differences between things in the past and now, 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.	<ul style="list-style-type: none"> ✓ Can I talk about my own life story. ✓ Can I talk about member immediate family? ✓ What is meant by 'tradition'? ✓ What is a Cornish tea treat? ✓ Can we make decorations for our own Cornish tea treat? 	<ul style="list-style-type: none"> ✓ How did you celebrate Halloween? ✓ How and why do you celebrate Bonfire night? ✓ Can I observe changes in the seasons marking the passage of time? ✓ How and why do you celebrate Christmas? 		<ul style="list-style-type: none"> ✓ Can we identify similarities and differences between farms in the past and now? ✓ Can we create a timeline of farming machinery and equipment? ✓ Can we use historical vocabulary to talk about farms in the past and present? 	<ul style="list-style-type: none"> ✓ Who was Alexander Von Humboldt? ✓ What is an expedition? ✓ What equipment did plant explorers need? ✓ How did people in the past forage for food? ✓ Can I observe plants like Alexander Von Humboldt? 	<ul style="list-style-type: none"> ✓ How has a local beach changed over time? ✓ Can we share historical stories in Cornwall? ✓ What jobs have people had at the beach? ✓ Why have people visited the beach over time?
Assessment Checkpoints:	C1 – I know that I was a baby once and that over time babies grow into children and then adults. C2 – I can talk about things that have happened to me in my lifetime. C3 – I can talk about the lives of people around me and in society.	C1 - I can name the different seasons and describe how the weather changes across the seasons marking the passage of time. C2 – I can talk about things that I celebrate with my family and understand why they are historical events.		C1 – I know that farming machinery and equipment in the past was not the same as today. C2: I can comment on photos of farming in the past and talk about what is the same and what is different.	C1 – I can talk about what historical plant explorers did. C2 – I can talk about how people foraged for food in the past.	C1 – I can talk about how a local beach has changed over time. C2 – I can discuss key roles and jobs at the beach. C3 – I can recall stories based at the Cornish seaside.
Early Years Knowledge: Understanding the World:	Begin to make sense of their own life story and family's history.	Find out about key historical events and why and how we celebrate today? Remembrance Day, Christmas		Pupils look at pictures of the past and present and notice similarities and	Share stories and talk about significant people who lived in the past.	Compare past and present photos of local beach. Use evidence to identify similarities and differences.




<p>Past and Present:</p>	<p>Explore and talk about important events in our own history and the local community. Understand the meaning of tradition. Talk about members of their immediate family and community. Name and describe people who are familiar to them. Activities: Use clay and natural materials to represent my family. Create a family portrait. Discuss and share my personal experiences. Ask questions about other people's family. Counting how many people are in my family and identifying the biggest and smallest person.</p>	<p>Day, Diwali, Bonfire night and Guy Fawkes. Ask questions, use different sources to find answers including books. Comment on images of familiar situations in the past. Explore the changes in seasons over time. Activities: Exploring why we celebrate bonfire night and understanding the danger for hedgehogs. Sharing our knowledge on Bonfire night around a campfire. Creating fire artwork. Celebrating Remembrance Day together. Discussing why and how we celebrate Christmas and understanding that families have different traditions. Creating Christmas cards and wrapping paper.</p>		<p>differences from the evidence. Pupils create a timeline with farming photos across the decades with examples of machinery/equipment, building, land use – Live photo using children as the timeline, holding images. Pupils use historical vocabulary – then, now, in the future when exploring photos of farms from the past and today.</p>	<p>learning about Alexander Von Humboldt and what he has done. Making our own observations and drawing of local plants. Using a microscope to explore plants and flowers more closely. Collect plant data through counting.</p>	<p>Talk about the lives of the people around them and their roles in society. Activities: Explore jobs that have been created for the beach – lifeguard, coastguard, harbour master and use stories to consider why they are important. Tell stories about people that we meet and people from the past. Listen to stories about people from the past and their roles in society.</p>
<p>Disciplinary Knowledge:</p>	<p>Chronological understanding: To use words that indicate past. To identify things from the past. Change and continuity: Talk about changes that have happened in their lives. Similarity and difference: Know about similarities and differences between themselves and others. Historical interpretation: Understand that people have different experiences. Historical significance: Recognise and describe a special time in their life.</p>	<p>Chronological understanding: To identify historical events and consider how they began. To explore how and why I celebrate specific events. Cause and consequence: Begin to explain reasons for an event. Similarities and difference: Know about similarities and differences between themselves and others. Historical interpretation: Understand people have different traditions. Historical significance: Recognise and describe a special time in their life. Historical enquiry: Asking questions and communicating ideas.</p>		<p>Chronological understanding: To place events in order. To identify things that are from the past. To use words and phrases such as before, after, past, present, then and now. Cause and consequence: Question why things happen. Change and continuity: talk about what has changed and what has stayed the same in farming. Similarities and difference: consider how machinery was different in the past. Historical evidence: sort evidence into old and new. Historical interpretation: understand people had different things. Historical enquiry: asking questions, using sources and evidence to construct and challenge the past, and communicating ideas.</p>	<p>Chronological understanding: To identify people and things from the past. To use words that indicate the past. Cause and consequence: Begin to explain a reason for an event. Historical evidence: Explore historical evidence from the past (photos and explorer evidence). Historical interpretation: Understand people have had different experiences. Historical significance: recognise and describe a special object. Historical enquiry: asking questions, using sources and evidence to construct and challenge the past, and communicating ideas.</p>	<p>Chronological understanding: To use words and phrases such as before, after, past, present, now, then. To place picture events in order. Cause and consequence: question why things happen. Change and continuity: Talk about change that has happened at things that have stayed the same at a local beach. Similarity and difference: know some similarities and differences between past and present. Historical evidence: sort evidence into old and new. Historical interpretation: Understand how people like to visit places for different reasons.</p>



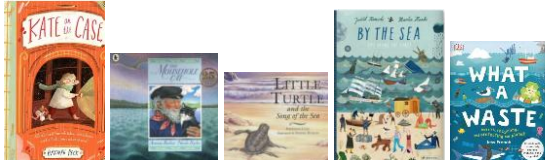
Year 1 History Curriculum

Year 1	Autumn 1 How can we be Sky heroes? History: What is the history of me? What was important about Richard Trevithick?	Spring 1 What is it like to go on a mystery voyage? History: Who has travelled on a mystery voyage before me?	Summer 1 How can we be garden designers? History: How has our local industry changed?
Substantive Concepts:	Local History, Exploration and Discovery, Significant People and Events. 	Exploration and Discovery, Significant People and Events. 	Local History, Significant people and Events. 
Significant People:	Richard Trevithick	Ernest Shackleton. Sir Francis Drake	Tim Smitt
Components:	<ul style="list-style-type: none"> ✓ Can I talk about the measurement of time? ✓ Can I create a family tree? ✓ Can I use the terms past, present and future? ✓ Can I make links with how people and natural items change over time? ✓ Can I explore changes in the natural environment thinking about past, present and future? ✓ Why is Richard Trevithick important? ✓ Can I plot Trevithick's achievements on a timeline? 	<ul style="list-style-type: none"> ✓ Can I plot events on a timeline? ✓ Can I compare voyages in the past and present? ✓ Can I explore Shackleton's journey? ✓ Can I list equipment that I would need for a mystery voyage? ✓ Can I compare Shackleton with Sir Francis Drake? 	<ul style="list-style-type: none"> ✓ Can I talk about local history and ask questions? ✓ Can I research a significant figure from my local history? (Tim Smitt) ✓ Can I sort key events on a timeline? ✓ Can I plot events which have occurred since Eden was built? ✓ Can I think about the vision of Eden? ✓ Can we think about what the future will bring?
Assessment Checkpoints:	<p>C1 – what words can we use when talking about different times?</p> <p>C2 – Can I place known events in chronological order?</p> <p>C3 – What important thing did Richard Trevithick do?</p>	<p>C1 – I can talk about where significant individual went on their voyage (Shackleton)</p> <p>C2 – I know the differences between boats in the past and now.</p> <p>C3 – I can place key events on a timeline.</p>	<p>C1 – Explain what was significant in the creation of Eden.</p> <p>C2 – Name the significant individual in the creation of Eden.</p> <p>C3 – Talk about how Eden has changed over time.</p> <p>C4 – Consider what the future might hold for Eden.</p>
Substantive Knowledge:	<p>Pupils understand how time can be measured.</p> <p>Pupils can use key vocabulary when referring to past, present and future.</p> <p>Pupils understand the key events and timeline of their lives.</p> <p>Pupils can identify how time changes things in nature.</p> <p>Pupils recall the dates and invention of a significant local historical figure – Richard Trevithick and his 'Puffin Devil'</p> <p>Pupils understand why Trevithick was significant in time.</p>	<p>Pupils Recognise key dates and events from 'The Voyage of the Mystery' and plot these on a timeline.</p> <p>Explore key dates and events of the voyage of Sir Earnest Shackleton.</p> <p>Explore the key dates and events of the voyage of Sir Francis Drake.</p> <p>Discuss why people chose to go on a voyage and what they found.</p> <p>Describe the lives of people out at sea and the equipment that they needed.</p>	<p>Pupils to identify industries that have impacted our local area historically – mining, China clay, tourism, fishing.</p> <p>Explore what changed in the China clay industry over time and consider how this has created new business in our environment – how has they China clay pit developed into the Eden Project?</p> <p>To identify Tim Smit as a significant local figure and his vision for Eden.</p> <p>To sort the key events to the development of Eden on a timeline and recall key dates.</p> <p>To identify events that have occurred since the construction of the Eden Project and consider what changes might happen in the future.</p>




<p>Disciplinary Knowledge:</p>	<p>Chronological understanding: Begin to understand where people and events fit on a timeline. Recount changes within living memory. Recall a significant historical event about a person in own locality beyond living memory.</p> <p>Cause and consequence: Begin to recognise that significant events happened because of a cause and aspects of life changed after an event.</p> <p>Change and continuity: Identify similarities and differences in our school environment over time.</p> <p>Historical evidence: Begin to identify ways we can find out about the past.</p> <p>Historical Interpretation: Understand how different people may have experienced the past.</p> <p>Historical significance: Discuss what happened and who was involved.</p>	<p>Chronological Understanding: Recall dates and events beyond living memory that are significant nationally or globally. Use words like old, new, before, after, past, present, then, now, a long time ago.</p> <p>Cause and Consequence: Begin to give reasons for the actions of key historical figures.</p> <p>Change and continuity: Recognise the difference between old and new ships.</p> <p>Similarity and difference: Compare ships in the past to modern day ships.</p> <p>Historical evidence: Sort artefacts and images between then and now.</p> <p>Historical interpretation: Describe what different sources can tell us about the past.</p> <p>Historical significance: Identify why historical voyages were important.</p>	<p>Chronological Understanding: Recall dates and events within living memory that are significant locally.</p> <p>Cause and Consequence: Begin to give reasons for the actions of significant individuals and events and consider how this has changed local business.</p> <p>Change and continuity: Explore how a place can be developed into a new industry.</p> <p>Similarity and difference: Recognise similarities and differences in a key local place from the past to the present.</p> <p>Historical evidence: Use historical images to identify how change occurs over time.</p> <p>Historical interpretation: Identify different ways the past is represented.</p>
<p>Key Texts:</p>			
<p>Vocabulary</p>	<p>Decade, generations, past, timeline, Richard Trevithick, steam engine, railway, track, engineer, locomotive, invention, coal, wagon, timeline, clock, event, change, present, measure, memory, history, local, living, significant, national, international, achievements.</p>	<p>Voyage, period, event, legacy, impact, timeline, order, boat, ocean, sea, travel, past, present, future, places, events, history, compare, sailor, navigation, equipment, research, local, national, international, global, achievements, chronological, mystery, voyage, sustainability, significant, territories.</p>	<p>China clay, kaolin, clay tips, clay works, processes, impact, change, plot, order, construction, zone, develop, Eden Project, influence, significant, vision, design, global citizen.</p>


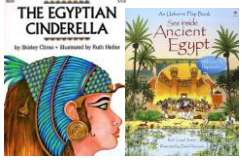

Year 2 History Curriculum

Year 2	Autumn 2 How did London adapt after the Great Fire? History: What can we learn from the Great Fire of London?	Spring 2 How can our actions make a difference? History: Who was Rosa Parks and Emily Davison?	Summer 2 Can we go on a seaside holiday journey through time? History: How have seaside holidays changed over the last 100 years?
Substantive Concepts:	Significant People and Events, Settlement and Civilisation, Exploration and Discovery. 	Significant People and Events. 	Local History, Settlement and Civilisation, Exploration and Discovery. 
Significant People:	Thomas Farriner, Samuel Pepys, King Charles II, Thomas Bloodworth, The Duke of York.	Rosa Parks. Emily Davison.	
Components:	<ul style="list-style-type: none"> ✓ Can we work out why the Great Fire of London started? ✓ What happened during the Great Fire of London and how do we know for sure 350 years later? ✓ Why did the Great Fire of London burn down so many buildings? ✓ Could more have been done to stop the Great Fire of London? ✓ How did people manage to live through the Great Fire of London? ✓ How was London rebuilt after the Great Fire? 	<ul style="list-style-type: none"> ✓ What is equality and equity and why are they important? ✓ How did Emily Davison fight for equality? ✓ How did Rosa Parks fight for equality? ✓ What are the similarities and differences between Rosa Parks and Emily Davison? 	<ul style="list-style-type: none"> ✓ What was going to the seaside like 100 years ago? ✓ What kinds of things did people do at the seaside 100 years ago? ✓ How do we know what holidays were like 100 years ago? ✓ Do we go to the seaside for the same reasons that people went 100 years ago? ✓ How have seaside holidays changed over the last 100 years? ✓ How have seaside holidays changed in Cornwall? ✓ Do you prefer seaside holidays in the past or now?
Assessment Checkpoints:	<p>C1 – To know how the Great Fire of London started.</p> <p>C2 – To provide reasons for the spread of the fire understanding what London was like in the past.</p> <p>C3 – To talk about how London was improved in the future.</p>	<p>C1 – What do we mean by equality?</p> <p>C2 – What did Emily Davidson do?</p> <p>C3 – What did Rosa Parks do?</p> <p>C4 – Can we identify similarities and differences between Rosa Parks and Emily Davison?</p>	<p>C1 – Pupils can talk about differences in clothing at the seaside 100 years ago.</p> <p>C2 – Pupils can talk about different activities 100 years ago.</p> <p>C3 – Pupils can talk about difficulties in seaside holidays 100 years ago.</p> <p>C4 – Explain some reasons why seaside holidays have changed over the last 100 years.</p>
Substantive Knowledge:	Compare London now and in the past. Explore what life was like in the early 17 th century. Know the order of events of the Great Fire of London. Explain how we know about the Great Fire of London (sources). Explore how the Great Fire of London started and how it spread so quickly.	Understand the inequalities between men and women in Britain in the early 20 th century. Identify how the affected Emily Davison's life. Understand who the suffragettes were and what they stood for – women being able to vote. Explore what was happening in America when Rosa Parks was younger – white people and African	Identify key period features of seaside holidays 100 years ago, especially relating to clothes worn and entertainment available. Explore the similarities and differences between the seaside now and then, beginning to use period specific words, such as pier, promenade, parasol.




	<p>Know what happened after the Great Fire of London. Consider what happened to the people of London – slept in tents in fields – and identify the problems that arose.</p> <p>Explain the impact of the Great Fire of London.</p>	<p>Americans were treated differently and were segregated (kept separate from each other using physical dividers).</p> <p>To identify what Rosa Parks is famous for – refusing to move on a bus to a segregated area. She was arrested and fined 14 dollars for breaking the law.</p> <p>To make comparisons between Rosa Parks and Emily Davidson.</p>	<p>Identify the activities that people did at the seaside 100 years ago and make deductions from photos and paintings to understand what the holidays were like. Compare the reasons for going on a seaside holiday today, to the reasons 100 years ago and the reason for Victorians going on a seaside holiday.</p> <p>Explore across different times – Victorian / 100 years ago / 50 years ago to present day – how has clothing, beach activities, methods of travel, destinations, etc. changed.</p> <p>Explore how this has impacted our local industry – tourism and seaside holidays in Cornwall.</p>
<p>Disciplinary Knowledge:</p>	<p>Chronological Understanding: Recall dates and events beyond living memory that are significant nationally or globally. Use chronological language.</p> <p>Cause and consequence: Begin to recognise that significant events happened because of a cause. Begin to understand that aspects of life changed after an event.</p> <p>Change and continuity: Identify differences and changes from an event beyond living memory.</p> <p>Similarity and difference: Begin to understand that this may have been different in different periods of time.</p> <p>Historical evidence: Describe similarities and differences between artefacts. Sort some objects/artefacts between then and now. Explore evidence from different sources and discuss the type of source.</p> <p>Historical interpretation: Identify different ways in which the past is being represented.</p> <p>Historical significance: Explain why an event was so significant.</p>	<p>Chronological Understanding: Place key dates in chronological order. Begin to understand where people and events sit on a timeline.</p> <p>Cause and consequence: Begin to give reasons for the actions of key historical figures.</p> <p>Similarity and difference: Start to understand life was different for different people in the past.</p> <p>Historical evidence: Begin to identify ways that we can find out about the past.</p> <p>Historical interpretation: Identify that two people may have experienced an event or time period differently.</p> <p>Historical significance: Recognise the changes a person or event caused. Give a simple historical account and explain why an event was significant. Discuss what happened and who was involved.</p>	<p>Chronological Understanding: Place key dates in chronological order and identify how timelines can show key events.</p> <p>Cause and consequence: Understanding the causes behind the rate of popularity in seaside holidays at different times and the consequences of this.</p> <p>Change and continuity: Identifying what has changed and stayed the same in seaside holidays across 100 years.</p> <p>Similarity and difference: Explore how seaside holidays in the past and the people visiting the seaside were similar and different to holidays today.</p> <p>Historical evidence: Use different sources of evidence to explore seaside holidays over time and begin to understand why they are different sources.</p> <p>Historical interpretation: Identify different ways in which the past is being represented.</p>
<p>Key Texts:</p>			
<p>Vocabulary</p>	<p>Significant, event, impact, Samuel Pepys, River Thames, King Charles II, fire, London, 1666, spread, burn, River Thames, baker, firefighter, ignite, plague, pitch, landmarks, mayor, diary, evidence, thatch, warehouse, Tudor, monument, cathedral, squirts.</p>	<p>Race, gender, inequality, segregation, suffragettes, vote, equality, equity, discrimination, treatment, different, boycott</p>	<p>Sources, past, Victorian, time period, Century, event, change, impact, bathing machines, clothing, activities, excursion, pier, parasol, promenade, pollution, shore, punch and Judy, stroll, penny lick.</p>




Year 3 History Curriculum

Year 3	Autumn 2 Who were the ancient inhabitants of Cornwall? History: Who lived here long ago?	Spring 2 How did the Ancient Egyptians live in harmony with nature? History: Who were the Ancient Egyptians?	Summer 1 How does light help us to see? History: How did the Mayan civilization thrive?
Substantive Concepts:	Significant People and Events, Settlement and Civilisation, Exploration and Discovery. 	Significant People and Events, Settlement and Civilisation, Power. 	Settlement and Civilisation, Exploration and Discovery, Invasion and conflict. 
Significant People:	Amesbury Archer (bronze age)	Howard Carter. Tutankhamun.	Roberto Ruz, King Pacal.
Components:	<ul style="list-style-type: none"> ✓ How long ago did prehistoric man live? ✓ Was the Stone Age man simply a hunter gatherer only concerned with survival? ✓ How different was life in the Stone Age when man started to farm? ✓ What can we learn about life in the Stone Age from a study at Skara Brae? ✓ What was the bronze age? ✓ Who was the Amesbury archer? ✓ How much did life change during the iron age and how do we know? ✓ Can we compare Bronze Age and Iron Age Britain? 	<ul style="list-style-type: none"> ✓ When and where did the Ancient Egyptians live? ✓ How can we discover what Ancient Egypt was like over 5000 years ago? (River Nile, tombs, artefacts). ✓ What sources of evidence have survived and how were they discovered? (Howard Carter & Tutankhamun's tomb). ✓ What does the evidence tell us about everyday life for Ancient Egyptians? ✓ What did the Ancient Egyptians believe about life after death and how do we know? ✓ What did Ancient Egypt have in common with other civilisations at the time? 	<ul style="list-style-type: none"> ✓ Why do we study the Mayan civilisation in school? ✓ Who were the Mayan Gods? ✓ When the area they lived in was mainly jungle, how did the Mayan civilisation grow so strong? ✓ What was life like at the height of the Mayan civilisation? ✓ How can we possibly know what it was like 1000 years ago? (Mayan tombs and temples) ✓ Why might the Mayan empire have ended so quickly? ✓ Do you prefer seaside holidays in the past or now?
Assessment Checkpoints:	<p>C1 – Can pupils identify clues in images and discuss what time period this happened?</p> <p>C2 – Can pupils place images in a timeline to show what happened when?</p> <p>C3 – Can pupils talk about differences in the Stone Age, Bronze Age and Iron Age.</p>	<p>C1 – Explain key periods of Ancient Egypt.</p> <p>C2 – Explain links between Ancient Egyptian beliefs and mummification.</p> <p>C3 – Explain how sources of evidence have told us about life in Ancient Egypt.</p>	<p>C1 – Pupils can discuss how they know that the Mayans were a powerful civilisation.</p> <p>C2 – Pupils can explain what Maya cities were like.</p> <p>C3 – Pupils can explain possible reasons for the decline in the Maya civilisation.</p>
Substantive Knowledge:	<p>Understand that Britain was once covered in ice.</p> <p>Understand the meaning behind the words: palaeolithic, Mesolithic, Neolithic.</p> <p>Know that the earliest settlers were hunter-gatherers who lived in caves.</p> <p>Use images to make deductions about the lifestyle of a stone age man.</p> <p>Use a simple timeline to locate the move to farming and understand that hunter-gatherers were living alongside early farmers.</p> <p>Use evidence from Skara Brae to explore life in the stone age.</p> <p>Use evidence to come to a reasoned judgement as to why Stonehenge was built (Bronze Age)</p>	<p>Know when and where the Egyptians lived.</p> <p>Identify what Egyptian life was like using sources of evidence.</p> <p>Explain the importance of Egyptian Gods and Goddesses.</p> <p>Consider how the Ancient Egyptians used the land and the River Nile.</p> <p>Investigate what we learnt from Sir Howard Carter's opening of Tutankhamun's tomb.</p> <p>Evaluate the reasons and challenges for building an Egyptian pyramid.</p>	<p>Recognise when and where the Ancient Maya lived – Central America, rainforests.</p> <p>Evaluate the challenges of settling in the rainforest.</p> <p>Understand what life was like at the height of the Mayan civilisation – cities, stone pyramids, hierarchical.</p> <p>Make inferences about Mayan beliefs using artefacts – Gods, religions, etc.</p> <p>Explain what the archaeological remains and artefacts tell us about the Mayan cities and people – King Pacal's tomb making inferences with artefacts.</p>



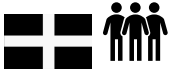
	<p>Explore why humans made the move from the Bronze Age into the Iron Age. Identify characteristics of life in an iron-age hill fort. Visit a local iron age hill fort and consider what the site was used for (Castle an Dinas). Explore iron age artefacts and consider what they tell us about the past.</p>	<p>Explain how and why the Egyptians mummified people. Make inferences about Egyptian beliefs using primary sources. Evaluate Ancient Egyptian beliefs. Compare the Egyptian civilisation to other civilisations at that time.</p>	<p>Compare the Mayan civilisation with the Ancient Egyptians. Evaluate the reasons for the decline of the Maya and explore the Spanish invasion of the Mayan civilisation.</p>
<p>Disciplinary Knowledge:</p>	<p>Chronological Understanding: Use a range of vocabulary such as century, decade and chronological. Understand more terms e.g. BC, BCE, AD. Cause and consequence: Look for links and effects in time studied and offer reasons for these. Describe the achievements of the earliest civilizations. Change and continuity: Identify changes between and within periods make links between events over time. Similarity and difference: Identify how life was different for people in the past. Begin to understand how things are different in different periods of time. Historical evidence: Identify primary and secondary sources that give information about the past. Describe similarities and differences between artefacts. Historical Interpretation: Understand different versions of the past exist. Historical significance: Identify historically significant events and how they changed things for people.</p>	<p>Chronological Understanding: Relate current studies to previous learning and make comparisons between different times in history. Change and continuity: Explain how changes may have been different in different places during the same period of history. Similarity and difference: Explain how this may have been different in different places at the same time. Historical evidence: Recognise a sources usefulness or limitations. Use a variety of sources to find out about a historical period. Historical interpretation: Understand the importance of checking the accuracy of interpretations and evidence. Make connections between sources and explain why there may be a difference. Historical significance: Identify historically significant people and events from a period in history. Explain why they are significant. Explain why and how they are remembered. Describe and explain what happened and how it impacted society and the wider world.</p>	<p>Chronological Understanding: Relate current studies to previous learning and make comparisons between different times in history. Change and continuity: Explain how changes may have been different in different places during the same period of history. Similarity and difference: Explain how this may have been different in different places at the same time. Historical evidence: Recognise a sources usefulness or limitations. Use a variety of sources to find out about a historical period. Historical interpretation: Understand the importance of checking the accuracy of interpretations and evidence. Make connections between sources and explain why there may be a difference. Historical significance: Identify historically significant people and events from a period in history. Explain why they are significant. Explain why and how they are remembered. Describe and explain what happened and how it impacted society and the wider world.</p>
<p>Key Texts:</p>			
<p>Vocabulary</p>	<p>Archaeologists, artefacts, BC, forge, henge, scavengers, hunter-gatherers, Mesolithic, neolithic, palaeolithic, pre-historic, prey, ritual, tribe, ore, smelting, melting, bronze, iron, hoard, agriculture, farming, settlement, metal work.</p>	<p>Civilisation, BC/BCE, AD, Ancient Egypt, River Nile, timeline, pyramids, Tutankhamun, excavation, valley of the kings, hieroglyphics, tomb.</p>	<p>Settlement, civilisation, Mayan, stelae, codex, glyph, hieroglyph, jade, obsidian, ritual, sacrifice, pyramid, city, sources, artefacts, decline, disease, warfare, drought, calendar, cycle, astronomy.</p>



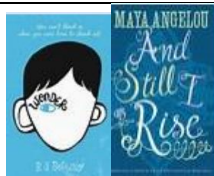
Year 4 History Curriculum

<u>Year 4</u>	Autumn 1 What can we learn from the Ancient Greeks? History: How did the Ancient Greeks live?	Spring 1 Why did the Romans invade and how did Britain respond? History: How did the Romans adapt to life in Britain?	Summer 1 Where does energy come from? History: What was the impact of the Industrial Revolution in Britain?
Substantive Concepts:	Settlement and Civilisation, Power, Exploration and Discovery. 	Settlement and Civilisation, Power, Invasion and conflict, Significant People and Events. 	Settlement and Civilisation, Power, Exploration and Discovery. 
Significant People:	Homer, Aristotle, Pheidippides.	Claudius I, Julius Caesar, Boudica.	Queen Victoria, James Watt, Isambard Kingdom Brunel.
Components:	<ul style="list-style-type: none"> ✓ Where and when did the Ancient civilisations live – Egyptians, Maya and Greeks? ✓ Can we put the key events of Ancient Greece on a timeline? ✓ How were the Ancient Greeks separated into city states? ✓ What was so special about life in Athens? ✓ Why was the Battle of Marathon significant? ✓ Can we identify similarities and differences between Athens and Sparta? ✓ What can we tell from the Ancient Greeks interest in theatre and festivals? ✓ How have the Ancient Greeks influenced our lives today. 	<ul style="list-style-type: none"> ✓ Why did the Romans invade this island? ✓ Why did Boudica stand up to the Romans? ✓ How was the Roman army so powerful? ✓ How did the Roman way of life contrast with the Celtic lifestyle? ✓ Can we solve the mystery of how the great empire came to an end? ✓ Can we identify the Roman legacy in Britain? 	<ul style="list-style-type: none"> ✓ What were the key features of Victorian society? ✓ How did living conditions change during the Industrial Revolution? ✓ How did working conditions change during the Industrial Revolution? ✓ Which inventions revolutionised the lives of British people? ✓ What was the impact of the Industrial Revolution to locations in the UK? ✓ What political changes took place during the Industrial Revolution? How did this compare to the Ancient Greeks? ✓ How did the Industrial Revolution impact the world's climate?
Assessment Checkpoints:	<p>C1 – Identify the key periods in the ancient civilisations.</p> <p>C2 – Understand that Ancient Greeks lived in different states and compare these.</p> <p>C3 – Identify how Athenians beat the might Persians.</p> <p>C4 – Identify lasting achievements of the Ancient Greeks.</p>	<p>C1 – Explain the meaning of empire and invasion.</p> <p>C2 – Understand the chronology of the Roman invasion in Britain.</p> <p>C3 – Explain why the Roman army was so powerful and the impact this had.</p> <p>C4 – Identify how Romans changed Britain.</p>	<p>C1 – Know the key events of the Industrial Revolution.</p> <p>C2 – Explain the impact of the Industrial Revolution on locations and people.</p> <p>C3 – Compare political changes during the Industrial Revolution and Ancient Greece.</p> <p>C4 – Describe the legacy of the Industrial Revolution.</p>
Substantive Knowledge:	Understand where and when the three ancient civilisations lived – Egyptians, Maya, Greeks. Pupils can place Ancient Greece and its key events on a timeline.	Understand why the Romans invaded Britain. Compare the reasons behind the invasions of Claudius and Caesar. To explore how Britain responded to the Roman invasion, including Boudica's response.	Explain the key features of Victorian society. Explain how the living conditions changed during the industrial revolution. Explain how the working conditions changed during the industrial revolution.




	<p>Understand that Ancient Greece consisted of city states, such as Athens and Sparta and identify the similarities and differences between them.</p> <p>Explore significant Greek architecture.</p> <p>Pupils understand the importance of Gods and beliefs for the Ancient Greeks.</p> <p>Understand how politics varied across different city states and identify how Athenian democracy worked.</p> <p>Understand the importance of the Ancient Greek philosophers and some of their key ideas.</p> <p>Identify and explain the lasting achievements of the Ancient Greeks.</p>	<p>Understand how they Roman soldiers were equipped for war and explore how they were able to grow their empire.</p> <p>Investigate Roman army battle formations.</p> <p>Make inferences about life in Roman times and compare the Roman way of life with the Celtic lifestyle.</p> <p>Compare the Roman empire with the Ancient Greeks.</p> <p>Identify the Roman legacy in Britain.</p>	<p>Explore which inventions revolutionised the lives of British people.</p> <p>Explain the impact of the industrial revolution to locations in the UK.</p> <p>Explain the impact of the political changes that took place during the industrial revolution (compare this to Ancient Greeks' democracy).</p> <p>Investigate the links between the industrial revolution and the early signs of climate change – what are the positives and negatives of this time period?</p>
<p>Disciplinary Knowledge:</p>	<p>Chronological Understanding: Describe the main changes in a period in history and place them in the correct order.</p> <p>Cause and consequence: Look for links and effects in time periods studied and offer reasons for these.</p> <p>Change and continuity: Explain the changes between an increasing number of historical periods. Describe how changes impacted society and the wider world.</p> <p>Similarity and difference: Explain how life was different for people in the past.</p> <p>Historical evidence: Select historical information to answer a question or enquiry. Recognise a sources usefulness or limitations.</p> <p>Historical interpretation: Understand that different versions of the past can exist. Begin to consider why there are different versions of events.</p> <p>Historical significance: Identify historically significant cultures from a period in history, explain why they are significant and describe their impact on the modern world.</p>	<p>Chronological Understanding: Identify some main events of a period in history and order them on a timeline. Recognise the key features of a given time period.</p> <p>Cause and consequence: Comment on the importance of cause and effects for key events. Identifying the cause behind the growing Roman empire and the effects on the wider world.</p> <p>Change and continuity: Begin to note the similarities and differences within the period of history being studied. Compare changes between a current time period and one that has been previously studied.</p> <p>Similarity and difference: Explain how life was different for people in the past.</p> <p>Historical evidence: Identify sources from the period they are studying and explain which are the most reliable sources and why.</p> <p>Historical interpretation: begin to consider why there are different versions of events.</p> <p>Historical significance: Begin to identify what happened, what was important and the impact it had on the modern world.</p>	<p>Chronological Understanding: Recall key dates and put given events on a timeline. Understand when this happened compared to other periods of time.</p> <p>Cause and consequence: Identify reasons for people's actions, understand their motives and explore significant consequences.</p> <p>Change and continuity: Compare changes within the time period studied and one that has been previously studied.</p> <p>Similarity and difference: Identify how life was different for different people in the past e.g. rich and poor, male and female, adults and children. Identify that this may have been different in different places at the same time.</p> <p>Historical evidence: Identify and use reliable primary and secondary sources.</p> <p>Historical significance: Identify how this event made huge historical changes to industry and people's lives.</p>
<p>Key Texts:</p>			
<p>Vocabulary</p>	<p>Civilisations, Olympics, democracy, politics, city state, Architecture, Zeus, Athena, Apollo, Hera, etc. Acropolis, Agora, Helot, Hoplite, Ostrakon, Parthenon, Polis.</p>	<p>Invasion, inferences, legacy, combat, Empire, Centurion, Emperor, conquer, conquest, frontier, Gaul, hypocaust, legion, province raid, rebellion, trade, villa.</p>	<p>Imperial, revolution, merchant, legislation, inventions, technological, steam, impact, trade, industry, urbanisation, imported, factories, railways.</p>

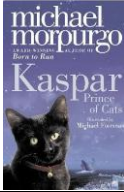


Year 5 History Curriculum

Year 5	Autumn 1	Spring 1	Summer 1
	What was the impact of invaders and settlers? History: What did the Anglo-Saxons and Scots leave behind in Britain?	What can we learn from the solar system and stars? History: How did the Vikings navigate to Britain?	How were our white pyramids created? History: Who created our white pyramids?
Substantive Concepts:	Settlement and Civilisation, Power, invasion and conflict , Significant People and Events. 	Settlement and Civilisation, Power, invasion and conflict . 	Local History, Significant People and Events . 
Significant People:	Alfred the Great. Edward the Confessor.	King Alfred, Cnut, Guthrum, Sweyn Forkbeard.	William Cookworthy, Martyn family.
Components:	<ul style="list-style-type: none"> ✓ Who were the Anglo-Saxons and Scots and why did they invade Britain? ✓ What were the key features of Anglo-Saxon settlements? ✓ Can we make inferences about who was buried at Sutton Hoo and Anglo-Saxon life? ✓ How did peoples' lives change when Christianity came to Britain? ✓ How were the Saxons able to see off the Viking threat before 1066? ✓ How great was King Alfred? ✓ How did the Anglo-Saxon rule end? 	<ul style="list-style-type: none"> ✓ Is the Vikings bad reputation a stereotype? ✓ When and why did the Vikings come to Britain? ✓ How have recent excavations changed our view on the Vikings? ✓ How did the Vikings travel to Britain? ✓ What can we learn about Viking settlements from a study of place name endings? ✓ Raiders or Settlers: How should we remember the Vikings? 	<ul style="list-style-type: none"> ✓ What is China Clay and what can we find in the landscape? ✓ How was China Clay discovered and where was it found? ✓ What can be made with China Clay? ✓ How was China Clay extracted? ✓ What was is like working at a clay works? ✓ Who lived in the clays and what was it like? ✓ Was China Clay exported from Charlestown? ✓ Can we reconstruct a clay works?
Assessment Checkpoints:	C1 – Name the key features of Anglo-Saxon settlements. C2 – Identify reasons for the Anglo-Saxon invasion of Britain. C3 – Identify changes and communities in settlements from prehistoric Britain. C4 – Describe how Anglo-Saxons beliefs changed. C5 – Explain the threat the Vikings posed to the Anglo-Saxons.	C1 – Identify the different reasons for migration to Britain. C2 – Explain where the Vikings came from and why they invaded Britain. C3 – Describe how sources can be biased. C4 – Identify how Vikings travelled and the routes that they took. C5 – Explain whether the Vikings were raiders, traders or settlers with supporting evidence.	C1 – Pupils can explain how China Clay was discovered and where it is found in Cornwall. C2 – Pupils can name items that can be made with China Clay. C3 – Pupils understand the process for extracting China Clay. C4 – Pupils explain where workers lived and what it was like. C5 – Pupils can recreate a China Clay works.
Substantive Knowledge:	Know who the Anglo-Saxons and Scots were and why they invaded Britain. Describe the features of Anglo-Saxon settlements and how they changed from prehistoric times. Make inferences about who was buried at Sutton Hoo and Anglo-Saxon life. Understand how Anglo-Saxons converted to Christianity.	Explain when and why the Vikings came to Britian. Evaluate the validity of a source to discover information about the Vikings. Know and explain how the Vikings travelled to Britain. Explore how the Vikings used the sun and stars to navigate the direction of their routes. Know the importance of trade to the Vikings. Explain the consequences of the Anglo-Saxon and Vikings' struggle for Britain.	Explore the life of William Cookworthy and explain how he discovered the only English source of China Clay (Kaolin). Identify what China clay is and what it is used for. Explore key places where China clay is found in Cornwall. Identify the timeline for a local China clay works. Investigate the process for extracting China clay. Identify what is was like to work at the Clay works.

	Understand and form opinions on King Alfred. Understand how Anglo-Saxon rule ended.	Extract and interpret information from a range of sources to discover what Viking life was like in Britain.	Locate the villages that China clay workers lived in and explore what it was like to live there. Identify what happened to greatly reduce our China clay industry. Investigate where tin was found in Cornwall and identify the process of tin mining. Compare working with China clay and tin mining – which would you rather do?
Disciplinary Knowledge:	<p>Chronological Understanding: Place different periods on a timeline to compare how responses changed over time.</p> <p>Cause and Consequence: Explain the reasons for the Anglo-Saxon invasion in Britain and the changes this created to the country.</p> <p>Change and continuity: Identify what changed and stayed the same within and across different periods of time.</p> <p>Similarity and difference: Explain similarities and differences across lifestyles of invaders to Britain.</p> <p>Historical evidence: Identify primary and secondary sources of information and understand which is the most reliable. Use information to justify a point or belief that they have.</p> <p>Historical interpretation: Understand that different versions of the past may exist and give reasons why. Make connections between sources and explain why there may be a difference.</p> <p>Historical significance: describe what happened in a historical event and the impact this had on society.</p>	<p>Chronology: Develop an increasingly secure chronological knowledge of local, British and world history using dates. Order a greater number of significant events on a timeline.</p> <p>Cause and consequence: Explain a historically significant event in terms of cause and effect using evidence to support and illustrate their explanation. Identify and explain short term causes of events.</p> <p>Change and continuity: Identify changes within and between an increasing number of historical periods. Describe how these changes impacted society and the world using evidence.</p> <p>Similarity and Difference: Explore similarities and differences between key events – invasions.</p> <p>Historical evidence: Identify the validity of primary and secondary sources. Use evidence to support a point that they are making.</p> <p>Historical interpretation: Understand that different versions of the past may exist and give reasons why. Compare accounts of events from different sources. Provide reasons for why there are different versions of events and understand that a source's content depends on a person's role in history. Make connections between sources.</p> <p>Historical significance: describe what happened in a historical event and the impact this had on society.</p>	<p>Chronological Understanding: Develop an increasingly secure chronological knowledge of local history and relate this to other things happening in the world at this time.</p> <p>Cause and consequence: Identify the cause and effect of developing a large industry in the local area – changes to environment for villages. Consider the problem with sustaining a business.</p> <p>Continuity and change: Identify changes to industry within and across different time periods.</p> <p>Similarity and difference: Explore similarities and differences between key events – local industries.</p> <p>Historical evidence: Identify evidence in pictures, artefacts and visits to a place.</p> <p>Historical significance: Describe why a specific industry was significant to local people and the impact this had on society and the wider world.</p>
Key Texts:			
Vocabulary	Settlers, invaders, Britons, Celt, Empire, conquest, chronology, invasion, civilisations, advancement, Cemetery, cenotaph, Christianity, hoard, picts, sceptre, settlement, Sutton Hoo, treaty, Viking.	Danelaw, migration, Danegeld, Pagans, pillaged, raid, monastery, conquer, invaders, raiders, voyage, heathen, hoard, runes, saga.	Kaolin, China Clay, William Cookworthy, discovery, industry, comparison, tin mine, clay village, quarry, samples, feldspar, quartz, mica, ceramics, medicines, extract, trade.

Year 6 History Curriculum

Year 6	Autumn 2 How does light travel? History: How dangerous is our dark ocean? (Titanic)	Spring 2 What can we learn from life on the home front? History: What was the impact of the Battle of Britain? (WWII)	Summer 1 The Cornish Emigration: Why did they leave and where did they go? History: Why was there a Great Emigration in Cornwall?
Substantive Concepts:	Significant People and Events, Exploration and Discovery. 	Significant People and Events, Power, Settlement and Civilisation, Invasion and conflict. 	Local History, Significant People and Events 
Significant People:	Bruce Ismay, Molly Brown, Captain Edward Smith, Thomas Andrews.	Winston Churchill, Adolf Hitler, Franklin D. Roosevelt.	St Piran.
Components:	<ul style="list-style-type: none"> ✓ Can we identify the timeline of the Titanic and her maiden voyage? ✓ Can we investigate sources of information which tell us about the people on board? ✓ What was life like on the Titanic for the different classes? ✓ Who were the key people on board the ship? ✓ Can we debate why so many people lost their lives during the Titanic disaster? ✓ What has changed since the Titanic disaster and how did this incident influence the changes? 	<ul style="list-style-type: none"> ✓ Why did Britain have to go to war in 1939? ✓ Why was it necessary for children to be evacuated and what was it like? ✓ How was Britain able to stand firm against the German threat? ✓ How did the war impact on women's lives? ✓ What was life on the home front really like? ✓ What was VE day like? 	<ul style="list-style-type: none"> ✓ Why did so many people leave Cornwall in the 19th century? ✓ Why were people offered free travel to other countries? ✓ How did the California Gold Rush cause more Cornish people to migrate? ✓ Where did people go and why? ✓ How did the Cornish impact the places that they emigrated to? ✓ Where is St Piran's Day celebrated and why?
Assessment Checkpoints:	<p>C1 – Explain the significance of different ships in the last century.</p> <p>C2 – Describe how the class system impacted on peoples' lives.</p> <p>C3 – Describe some of the reasons for migration.</p> <p>C4 – Explain the impact of disasters at sea and how the Titanic disaster influenced change.</p>	<p>C1 – Identify the possible causes of WWII.</p> <p>C2 – Identify the different phases in the Battle of Britain.</p> <p>C3 – Use sources to make inferences and deductions.</p> <p>C4 – Describe the impact of the war on different groups of people.</p>	<p>C1 – Give a range of reasons for the Cornish Emigration.</p> <p>C2 – Identify where people migrated to and the reasons for this.</p> <p>C3 – Describe the impact of the Cornish Emigration on other countries in the world today.</p>
Substantive Knowledge:	Explore the timeline of the Titanic and her maiden voyage. Understand where the Titanic set sail from, stopped, sunk and where she was trying to go. Investigate sources of information which tell us about the Titanic and the people on board. Investigate what life was like aboard the Titanic for the different classes.	Understand the causes of World War 2 and the timeline 1939 – 1945 to show when it happened with key events. Investigate the impact of propaganda. Understand how the Battle of Britain was won. Investigate how our soldiers were equipped and survived fighting on the home front. Interpret sources about the Blitz.	Investigate the Cornish industries used for work in the past – farming, mining, fishing, etc. and identify when these industries began close and require less workers. Understand that in 1815, there was an economic depression which created high rents, high taxes and a lack of jobs. Explore how a high number of Cornish people were methodists who did not like paying taxes to the church. Understand that due to these reasons, many people decided to emigrate from Cornwall to other countries. Identify the countries people emigrated to and their reasons for travelling there – USA for religious freedom, South America

	<p>Introduce key people on board the ship and find out who they were.</p> <p>Debate why so many people lost their lives in the Titanic disaster.</p> <p>Identify where survivors and people who lost their lives were taken after the disaster.</p> <p>Reflect on what has changed since the Titanic disaster and how the incident influenced these changes.</p>	<p>Understand the emotions and experiences of children during evacuation.</p> <p>Identify the impact of WW2 on women's lives taking on the jobs of men back in Britain.</p>	<p>to work in the gold, silver and copper mines (link back to Richard Trevithick in Year 1 who left his family to work in the silver mines).</p> <p>Investigate how in 1840 crops got a disease and poorer people who would normally eat them began to starve and were offered free travel to other countries for a better opportunity for food.</p> <p>Explore how in 1848-1858, miners rushed to California to try to make their fortune mining for gold.</p> <p>Identify the in 1859-1870, the price for Tin collapsed and the tin mines began to close in Cornwall, many miners left for South Australia where large amounts of copper were discovered.</p> <p>Understand that the final big emigration reason in this time was in 1870-1920 when miners left to work the diamond and gold mines in South Africa.</p> <p>Explore how St Piran's Day is celebrated in many places in the world due to the Great Emigration.</p>
<p>Disciplinary Knowledge:</p>	<p>Chronological Understanding: Place the Titanic disaster and key events on a timeline of British history.</p> <p>Cause and Consequence: Debate the possible causes of the sinking of the Titanic and consider how the consequences could have been different if some things changed. Consider how this impacted Voyages in the future.</p> <p>Change and continuity: Explore how the events of the Titanic caused change to the shipping industry and ships.</p> <p>Historical evidence: Explore different sources of evidence and use these sources to justify arguments in a debate.</p> <p>Historical interpretation: Understand how different people have different experiences of the event e.g. adults and children, men and women, different classes.</p> <p>Historical significance: How an event can create a change to the laws – The First International Convention for the Safety of Life at Sea (1914).</p>	<p>Chronological Understanding: Order a greater number of significant events learnt across school on a timeline. Summarise the main events from a period of history, explaining the order of the events.</p> <p>Cause and Consequence: Explain a historically significant event in terms of cause and effect using evidence to support and illustrate their explanation – WW2.</p> <p>Similarity and difference: Explain how the past may be similar and different within and across time periods and relating to the present day and give reasons why.</p> <p>Historical evidence: Identify and select reliable primary and secondary sources to support their enquiry or a point that they are making.</p> <p>Historical interpretation: Give evidence of different people's roles in society and explain why this has caused them to give a different account of what happened.</p> <p>Historical significance: Describe how WW2 impacted on society in Britain and the lasting changes that it caused. Explain its impact on the wider world.</p>	<p>Chronological Understanding: Order the significant events of the Great Emigration on a timeline and explain how they are connected.</p> <p>Cause and Consequence: Identify how there might be more than one cause to a significant event.</p> <p>Similarity and difference: Compare rationale to other emigration (Geography Y5 why do people in India emigrate to urban areas?)</p> <p>Historical evidence: Select reliable sources from a range of different sources to conduct own research.</p> <p>Historical interpretation: Consider how different roles, class, gender may have different accounts of this event and why.</p> <p>Historical significance: Explain how this enabled Cornish workers to provide their skills across the globe, impacting the wider world.</p>
<p>Key Texts:</p>			
<p>Vocabulary</p>	<p>Titanic, Unsinkable ship, bow, breach, bridge, bulkhead, crow's nest, founder, gantry, knot, maiden, port, starboard, stern, steerage, watertight.</p>	<p>Morale, Morrison shelter, Propaganda, Rationing, Allies, Anderson shelter, Air raid, Battle of Britain, Billeting, Black market, Blitz, Censorship, Civilian, Dunkirk, evacuation, home guard.</p>	<p>Emigration, migrate rationale, prospects, mass, economic depression, disease, taxes, methodists, religious freedom, gold rush, impact.</p>

Substantive Knowledge History Progression Map

<u>Composites</u>	<u>EYFS</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<p>Before Living Memory</p> <p>Key vocab: past, decade, time period, century, event, change, B.C (Before Christ), A.D (Anno Domini), chronology, ancestor,</p>	<p>Understand why we celebrate key historical events today – Bonfire night and Guy Fawkes, remembrance day.</p>	<p>Mystery Voyage Sir Francis Drake and Earnest Shackleton. When did their voyages happen and what impact did they have.</p>	<p>The Great Fire of London -know about the key events that happened leading up to and during The Great Fire of London. - looking at a source of information (diary entry) – what does it tell us.</p>	<p>Stone Age, Bronze Age, Iron Age -The chronology of events in the Stone age -We are learning about what our earlier ancestors looked like -We are learning to solve the mystery of Otzi the Ice Man. - How much life changed during the Iron Age and how we possibly know</p> <p>Ancient Egypt -Significance of mummification -About life in Ancient Egypt – sources and the Rosetta stone. - Compare knowledge of the Stone Age Bronze Age and Iron Age with the Egyptian Civilisation.</p> <p>The Mayans -We are learning who the Maya were.</p>	<p>Ancient Greeks -We are learning about key events from Ancient Greece - Ancient Greek artefacts -We are learning about the start of democracy -We are learning to compare Athens and Sparta</p> <p>Ancient Romans -Ordering key Roman events and linking with Ancient Greek events.</p> <p>Industrial Revolution Exploring a changes and inventions created during the industrial revolution. Identifying the impact on society.</p>	<p>Anglo Saxons, Scots and Vikings. -Placing events from the Anglo Saxons on a timeline. - Talk about crossover with the end of Roman Britain and the Viking period.</p> <p>William Cookworthy The discovery of China Clay.</p>	<p>Titanic: Explore how this significant event created great changes in the shipping industry.</p> <p>WW2 (moves into living memory) The impact of WW2 on life in Britain.</p> <p>The Great Emigration: Investigate the causes that made the Cornish emigrate to a variety of different countries.</p>

<p>Significant people and events</p> <p>Key vocab: Legacy, impact, change, lifetime, famous, society</p>	<p>Learn about the different roles of people in society</p>	<p>Sir Francis Drake Earnest Shackleton – what did they find on their voyages and what impact did this have.</p> <p>Tim Smit – Eden Project visionary.</p>	<p>The Great Fire of London – Samuel Pepys and how his diary can tell us about the past Rosa Parks We are learning about who Rosa Parks was, the key events in her life and the impact she made. Emily Davidson The key events in her life, the suffragette movement and the impact she made.</p>	<p>Egyptians – Tutankhamun and Howard Carter. What can we learn about the famous pharaoh’s life? What did Howard Carter teach the world by opening the tomb?</p>	<p>Romans – Claudius and Julius Caesar. What were their reasons for invasion of Britain? What was their impact in Britain?</p>	<p>Anglo-Saxons – King Alfred Identify how effective he was as a king. Edward the confessor. William Cookworthy – Explore the effect that he had on local industry.</p>	<p>Titanic – Bruce Ismay, Edward Smith, John Jacob Astor, Molly Brown, Thomas Andrews. Investigate their part in the sinking of the ‘unsinkable ship’ and how they responded to it.</p> <p>Winston Churchill Explore how he used propaganda to call the troops to war.</p>
<p>Power</p> <p>Key vocab: Empire, argument, Invade, monarch, queen, king, reign, royal.</p>			<p>Queen Victoria Queen Victoria and how people lived in the Victorian era.</p>	<p>Ancient Egypt - Understand that Ancient Egypt became part of the Roman Empire.</p> <p>The Mayans We are learning about the impact of the Mayan empire on our lives today. -Why the Mayan Empire ended so quickly.</p>	<p>Ancient Romans -Creation of the Roman Army - Learning about the Roman Republic</p> <p>Queen Victoria How lives changed in the Victorian era following the industrial revolution.</p>	<p>Anglo Saxons and Vikings The Viking and Anglo Saxon struggle for England</p>	<p>WW2 Who made the decision to go to war?</p>
<p>Settlement and civilisation</p> <p>Key vocab: Civilisations, societies, culture, home, infrastructure,</p>	<p>Explore the lives of the people around them and their role in society.</p>	<p>-We are learning about ships in different time periods. -We are learning to compare lives in different time periods</p>	<p>Great Fire of London. How did society adapt after the Great Fire of London?</p> <p>Victorians -We are learning to compare Victorian</p>	<p>Stone Age, Bronze Age, Iron Age -How different life was in the Stone Age when man started to farm. - Look at evidence to explain whether Stone Age man was just a simple hunter</p>	<p>Ancient Greeks -What artefacts from Ancient Greece tell us about the past</p> <p>Ancient Romans: -We are learning about what a building can tell us</p>	<p>Anglo Saxons -Who were the Anglo Saxons and how did they live? -How can we find out about the Anglo Saxons?</p> <p>Vikings</p>	<p>WW2 How did WW2 affect society in Britain?</p> <p>The Great Emigration Why did so many people emigrate away from Cornwall?</p>

<p>farming, artefacts</p>			<p>holidays with holidays today. -We are learning to know how transport influenced holidays</p>	<p>gatherer only interested in food and shelter. -Why did people stop using stone to make their tools and weapons? (Bronze Age) - The jobs people did in Iron Age Britain</p> <p>Ancient Egypt -We are learning about the significance of the River Nile -Egyptian beliefs of the afterlife.</p> <p>The Mayans - How the Maya grew so strong when they lived mainly in the jungle. - What life was like at the height of the Mayan civilization</p>	<p>about the past (Greek and Roman) -We are learning about Roman artefacts and what they tell us about the past</p> <p>-We are learning to compare the Ancient Romans and the Ancient Greeks</p>	<p>Why did the Vikings invade? Were they more than raiders?</p>	
<p>Invasion and conflict</p> <p>Key vocab: distress, war, bloodshed, invade, weapon, battle, invaders, conquer</p>				<p>Ancient Egypt -To know how the Ancient Egyptian civilisation ended, identifying invaders and where they came from.</p> <p>Mayans To investigate the Spanish invasion at the end of the Mayan civilisation.</p>	<p>Ancient Greeks -We are learning about the Persian war and creating a re-telling of the Battle of Marathon.</p> <p>Ancient Romans To explore the heights of the Roman Empire and to investigate Roman invasions on Britain.</p>	<p>Anglo-Saxons and Scots. To identify why they invaded Britain and the impact that they had.</p> <p>Vikings To explore the Viking and Anglo-Saxon struggle for Britain and identify how the Celts defended Britain.</p>	<p>WW2 To identify reasons for war.</p>

Disciplinary Knowledge History Progression Map

Composites	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological Understanding	EYFS Year 1 Year 2 Year 3 Year 4 Year 5 Year 6 Chronological understanding Know and recount episodes from their own and others' past, saying why it happened. Talk about past and present events in their own lives and in the lives of family members. Describe main story settings, events and principal characters.	Place events and objects in chronological order and comment on the order. Recount changes within living memory. Recall a significant historical event about a person in own locality. Recall dates and events beyond living memory that are significant nationally or globally. Use words like old, new, before, after, past, present, then, now, a long time ago.	Place key dates in chronological order. Recall dates and events beyond living memory that are significant nationally or globally. Use chronological language. Begin to understand where people and events sit on a timeline. Identify how timelines can show key events. Show an awareness of the past using common words and phrases relating to the passing of time.	Use a range of vocabulary such as century, decade and chronological. Understand more terms e.g. BC, BCE, AD. Relate current studies to previous learning and make comparisons between different times in history. Place events in chronological order on a timeline and comment on the order with growing accuracy. Use an increasing range of common words and phrases relating to the passing of time.	Describe the main changes in a period in history and place them in the correct order, commenting on the reasons for the order. Identify some main events of a period in history and order them on a timeline. Recognise the key features of a given time period. Understand when this happened compared to other periods of time. Use historic terms related to the period of study.	Place different periods on a timeline to compare how responses changed over time. Place events and historical figures on a timeline using dates and overlaying chronology. Use accurate spacing when using a timeline to identify the time that has passed between events. Develop an increasingly secure chronological knowledge of local, British and world history using dates. Order a greater number of significant events on a timeline. relate historical content to other things happening in the world at this time. Use a wide range of historic terms related to the period of study.	Use dates to order and place events on a timeline from all their learning. Place events in order and comment on the order giving well explained reasoning. Place the Titanic disaster and key events on a timeline of British history. Order a greater number of significant events learnt across school on a timeline. Summarise the main events from a period of history, explaining the order of the events. Order the significant events of the Great Emigration on a timeline and explain how they are connected. Confidently use historic terms related to a range of periods of study. Identify periods of rapid change in history and contrast them with times of

							relatively little change.
Cause and Consequence	Ask questions about why things happen.	Begin to recognise that significant events happened because of a cause and aspects of life changed after an event. Begin to give reasons for the actions of key historical figures.	Begin to recognise that significant events happened because of a cause. Begin to understand that aspects of life changed after an event. Begin to give reasons for the actions of key historical figures. Understanding the causes behind the rate of popularity in seaside holidays at different times and the consequences of this.	Understand the importance of cause and impact of key events. Look for links and effects in time studied and offer reasons for these. Describe the achievements of the earliest civilizations. Give reasons for the actions of significant historical figures. Answer and create historical questions about cause.	Understand the importance of cause and impact of key events. Describe the achievements of the earliest civilizations. Comment on the importance of cause and effects for key events. Identifying the cause behind the growing Roman empire and the effects on the wider world. Identify reasons for people's actions, understand their motives and explore significant consequences. Give reasons for the actions of significant historical figures. Answer and create historical questions about cause.	Explain the reasons for the Anglo-Saxon invasion in Britain and the changes this created to the country. Explain a historically significant event in terms of cause and effect using evidence to support and illustrate their explanation. Identify and explain short term causes of events. Identify the cause and effect of developing a large industry in the local area – changes to environment for villages. Consider the problem with sustaining a business. Explain the causes and consequences of key events in British and World History. Give some reasons for some important historical events. Give reasons for the actions of significant historical figures.	Debate the possible causes of the sinking of the Titanic and consider how the consequences could have been different if some things changed. Explain a historically significant event in terms of cause and effect using evidence to support and illustrate their explanation – WW2. Identify how there might be more than one cause to a significant event. Explain the causes and consequences of key events in British and World History. Consider short- and long-term impacts of key events. Give reasons for the actions of significant historical figures. Note connections, contrasts and trends over time and show developing appropriate use of historical terms. Use evidence to support arguments.

<p>Change and Continuity</p>	<p>Discuss aspects of change within their own lives/surroundings</p>	<p>Recognise 'past' and 'present', 'now' and 'then.' understand differences between an event and living memory. Identify similarities and differences in our school environment over time. Recognise the difference between old and new ships. Explore how a place can be developed into a new industry.</p>	<p>Identify differences and changes from an event beyond living memory. Identifying what has changed and stayed the same in seaside holidays across 100 years. Compare periods and understand change and continuity between them.</p>	<p>Identify changes between and within periods make links between events over time. Explain how changes may have been different in different places during the same period of history. Describe changes and impacts on Britain throughout key events in British history and world history.</p>	<p>Describe changes and impacts on Britain throughout key events in British history and world history Explain the changes between an increasing number of historical periods. Describe how changes impacted society and the wider world. Begin to note the similarities and differences within the period of history being studied. Compare changes between a current time period and one that has been previously studied. Compare changes within the time period studied and one that has been previously studied. Begin to give reasons for changes or continuity.</p>	<p>Make comparisons across periods of British and World History and the present. Identify what changed and stayed the same within and across different periods of time. Identify changes within and between an increasing number of historical periods. Describe how these changes impacted society and the world using evidence. Identify changes to industry within and across different time periods. Address and sometimes devise historically valid questions about change and continuity. Understand how change may have been different to different people and places in the same period.</p>	<p>Explore how the events of the Titanic caused change to the shipping industry and ships. Understand how change may have been different to different people and places in the same period. Link this to wider knowledge of stereotypes and explain what impact this has had on our views of change and continuity in history. Address and sometimes devise historically valid questions about change and continuity.</p>
<p>Similarity and Difference</p>	<p>Recognise the difference between past and present in their own and others' lives.</p>	<p>Identify some similarities and differences between ways of life in different periods.</p>	<p>Identify some similarities and differences between ways of life in different periods.</p>	<p>Identify some similarities and differences between ways of life in different periods.</p>	<p>Identify some similarities and differences between ways of life in different periods.</p>	<p>Explain reasons for differences and similarities across various periods.</p>	<p>Describe where the people and events studied fit within a chronological framework and</p>

		<p>Sort artefacts from 'then' and 'now.' Describe some simple similarities and differences between artefacts. Compare ships in the past to modern day ships. Recognise similarities and differences in a key local place from the past to the present.</p>	<p>Begin to understand why things may have been different in different periods of time. Describe some simple similarities and differences between artefacts and begin to explain the reasons for change. Start to understand life was different for different people in the past. Explore how seaside holidays in the past and the people visiting the seaside were similar and different to holidays today.</p>	<p>Describe some simple similarities and differences between artefacts and begin to explain the reasons for change. Identify key similarities and differences across periods of time. Explain why things may have been different in different periods of time.</p>	<p>Describe some simple similarities and differences between artefacts and begin to explain the reasons for change. Explain how life was different for people in the past. Identify how life was different for different people in the past e.g. rich and poor, male and female, adults and children. Identify that this may have been different in different places at the same time.</p>	<p>Explain similarities and differences across lifestyles of invaders to Britain. Explain a historically significant event in terms of cause and effect using evidence to support and illustrate their explanation. Identify and explain short term causes of events. Explore similarities and differences between key events – local industries. Describe similarities and differences across British, local and world history. Describe some simple similarities and differences between artefacts and explain the impact this has on historians. Understand the differences between people in the past due to age, gender, race, wealth.</p>	<p>explain reasoning behind this. Describe some simple similarities and differences between artefacts and explain the impact this has on historians. Explain how the past may be similar and different within and across time periods and relating to the present day and give reasons why. Compare rationale to other emigration (Geography Y5 why do people in India emigrate to urban areas?). Begin to discuss similarities and differences between historians' views (KS3).</p>
Historical Evidence	<p>Use stories to encourage children to distinguish between fact and fiction.</p>	<p>Begin to identify ways we can find out about the past. Sort artefacts and images between then and now. Use historical images to identify how</p>	<p>Begin to identify ways that we can find out about the past. Describe similarities and differences between artefacts. Sort some</p>	<p>Identify different sources that have given them information about the period they are studying. Understand primary</p>	<p>Select historical information to answer a question or enquiry. Recognise a sources usefulness or limitations. Identify sources from the period they</p>	<p>Identify primary and secondary sources of information and understand with is the most reliable. Use information to justify a point or belief that they have.</p>	<p>Select reliable sources from a range of different sources to conduct own research. Explore different sources of evidence and use these</p>

		<p>change occurs over time. Find answers to some simple questions about the past from simple sources of information.</p>	<p>objects/artefacts between then and now. Explore evidence from different sources and discuss the type of source. Use different sources of evidence to explore seaside holidays over time and begin to understand why they are different sources. Ask and answer questions, beginning to choose and use parts of stories and other sources to show that he/she knows and understands key features of events. Speak about how he/she has found out about the past.</p>	<p>and secondary sources. Recognise a sources usefulness or limitations. Use a variety of sources to find out about a historical period. Ask and answer questions, choosing and using parts of stories and other sources to show that he/she knows and understands key features of events. Explain how she/he has found out about the past and inferences from sources. Show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented.</p>	<p>are studying and explain which are the most reliable sources and why. Identify and use reliable primary and secondary sources. Use sources of information in ways that go beyond simple observations to answer questions about the past.</p>	<p>Identify evidence in pictures, artefacts and visits to a place. Provide an account of a historical event based on more than one source. Compare sources of information available for the study of different times in the past.</p>	<p>sources to justify arguments in a debate. Identify and select reliable primary and secondary sources to support their enquiry or a point that they are making. Provide an account of a historical event based on more than one source and comment on the credibility of sources. Understand how our knowledge of the past is constructed from a range of sources</p>
<p>Historical interpretations</p>	<p>Develop their own explanations by connecting ideas and events. Talk about some of the things they have observed, question why things happen and give explanations. Know that information can be</p>	<p>Understand how different people may have experienced the past. Describe what different sources can tell us about the past. Identify different ways the past is represented. Relate his/her own account of an event</p>	<p>Identify different ways in which the past is being represented. Identify that two people may have experienced an event or time period differently. Identify different ways in which the past is being represented.</p>	<p>Understand that different versions of the past may exist. Understand the importance of checking the accuracy of interpretations and evidence. Make connections between sources and explain why there may be a difference.</p>	<p>Begin to consider why there are different versions of events. Explain the significant historical events, people and places. Understand that sources can contradict each other</p>	<p>Understand that different versions of the past may exist and give reasons why. Make connections between sources and explain why there may be a difference. Compare accounts of events from different sources. Provide</p>	<p>Understand how different people have different experiences of the event e.g. adults and children, men and women, different classes. Give evidence of different people's roles in society and explain why this has caused them to give</p>

	retrieved from books and computers.	and understand that others may give a different version. Discuss simple impacts of people and events.	Describe significant historical events, people and places in his/her own locality. Describe events beyond living memory that are significant nationally or globally. Show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented.	Expand on the significant historical events, people and places in his/her own locality. Begin to discuss viewpoint in sources and how this impacts them.		reasons for why there are different versions of events and understand that a source's content depends on a person's role in history. Make connections between sources. Explain the significance of a local study globally. Understand that the type of information available depends on the period studied. Evaluate the usefulness of a variety of sources.	a different account of what happened. Explain the significance of a local study globally. Evaluate the usefulness and credibility of a variety of sources.
Historical Significance	Talk and discuss aspects of the past using some everyday historical terms. Answer how and why questions in response to stories or events. Describe an event or family member from their past that is important to remember.	Understand key features of events. Describe key people in history. Discuss what happened and who was involved. Identify why historical voyages were important. Identify different ways the past is represented.	Explain why an event was so significant. Recognise the changes a person or event caused. Identify different ways in which the past is being represented. Begin to compare aspects of life in different periods. Discuss the lives of significant people in the past who have contributed to national and international achievements.	Identify historically significant people and events from a period in history. Explain why they are significant. Explain why and how they are remembered. Describe and explain what happened and how it impacted society and the wider world. Describe a study of an aspect or theme in British history that extends his/her chronological knowledge beyond 1066.	Describe a study of an aspect or theme in British history that extends his/her chronological knowledge beyond 1066. Identify historically significant cultures from a period in history, explain why they are significant and describe their impact on the modern world. Begin to identify what happened, what was important and the impact it had on the modern world.	Compare periods understanding how they have made a significant impact on the present day. Describe what happened in a historical event and the impact this had on society. Describe why a specific industry was significant to local people and the impact this had on society and the wider world. Understand why the lives of significant people are integral to understanding the past.	How an event can create a change to the laws – The First International Convention for the Safety of Life at Sea (1914). Describe how WW2 impacted on society in Britain and the lasting changes that it caused. Explain its impact on the wider world. Explain how this enabled Cornish workers to provide their skills across the globe, impacting the wider world. Compare periods understanding how

				Discuss the lives of significant people in the past who have contributed to national and international achievements	Identify how an event made huge historical changes to industry and people's lives. Discuss the lives of significant people in the past who have contributed to national and international achievements.		they have made a significant impact on the present day. Understand why the lives of significant people are integral to understanding the past. Address and sometimes devise historically valid questions about significance.
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