



History Curriculum

St Erth CP School

Intent	Implementation	Impact
<p>History is held in high regard at St Erth CP School. The history curriculum at St Erth makes full use of resources within the immediate and wider local area enabling children to develop a deep understanding of the rich history of their locality.</p> <p>Running through all teaching in our history curriculum is key generative knowledge broken down into specific substantive knowledge and key disciplinary concepts. Children will develop their ability in these areas and demonstrate their proficiency by answering key questions from each topic they cover. Topics are informed by the national curriculum and are sensitive to children's interests, as well as the context of the local area. The history curriculum at St Erth is carefully planned and structured following a topic based approach to ensure that current learning is linked to previous learning and that the school's approaches are informed by current pedagogy. In line with the national curriculum 2014, the curriculum at St Erth aims to ensure that all pupils: Gain a coherent knowledge and understanding of Britain's past and that of the wider world which helps to stimulate pupils' curiosity to know more about the past; Are encouraged to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement; Begin to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time. Through this approach key questions are revisited regularly and built upon by subsequent topics, enabling long term recall. This approach is supported by the school's 'Ready, Reflect, Review' model developing confident, self-aware learners.</p>	<p>History is taught in units throughout the year, so that children achieve depth in their learning. Our curriculum identifies the key knowledge, both substantive and disciplinary of each topic, and consideration has been given to ensure progression across topics, throughout each year group, across the school. By the end of year 6, children will have a chronological understanding of British history from the Stone Age to the present day. They are able to draw comparisons and make connections between different time periods and their own lives. Interlinked with this are studies of world history, such as the ancient civilizations of Greece and the Mayans.</p> <p>Cross curricular outcomes in history are specifically planned for, with strong links between the history curriculum and morning literacy lessons enabling further contextual learning. The local area is also fully utilised to achieve the desired outcomes, with opportunities for learning outside the classroom embedded in practice. Planning is informed by and aligned with the national curriculum. In addition, staff have access to high quality plans and resources, however, teacher's lesson design is not limited by this and is informed by their understanding of effective pedagogy for History teaching. Consideration is given to how greater depth will be taught, learnt and demonstrated within each lesson, as well as how learners will be supported in line with the school's commitment to inclusion. Consideration is given to those with SEND and how their learning methods and needs may differ. Strategies used will differ according to pupil need, but will include multi-sensory methods to ensure learning takes place and an enjoyment of the history is fostered. All classroom staff are aware of the needs of all pupils, with special consideration to those with SEND. Staff are aware of the learning intent of the lesson and how to aid those with SEND within the lesson so that they learn.</p> <p>Outcomes of work are regularly monitored to ensure that they reflect a sound understanding of the identified key knowledge and questions. In Early Years Foundation Stage (EYFS) children</p>	<p>Outcomes in topic and literacy books, evidence a broad and balanced history curriculum and demonstrate the children's acquisition of identified key knowledge and ability to know and remember more. Children review the agreed successes at the end of every session and are actively encouraged to identify their own target areas, with support from their teachers. Children also record what they have learned comparative to their starting points at the end of every topic. This will be through a variety of methods the teacher deems most appropriate to their learning, for example a planned composite outcome or summative assessment. Learners with SEND may show their learning outcomes in alternative ways that are more appropriate to their needs ie a mind map, evidence on a computer programme, a video etc instead of a longer piece of writing. This allows the pupil to evidence their learning in geography while removing the barriers to learning that they may face in certain areas. What recording methods are used depends on the need of the individual pupil. Where composite outcomes are collaborative and class based, such as an assembly or display etc, pupils with SEND are included in a way that displays their learning and includes them with dignity and value.</p> <p>Emphasis is placed on effective use of disciplinary knowledge which pupils use to demonstrate a coherent knowledge and understanding of Britain's past and that of the wider world. As a result pupils know and</p>



<p>We believe that every child should achieve their full potential in History and develop and appreciation for how humanity has lived in the past. Thought and care is taken to ensure that learners with Special Educational Needs and/or Disabilities are able to access the full curriculum in this subject drawing upon a variety of strategies to do so.</p>	<p>begin to develop key generative knowledge that supports their progress through the whole St Erth History curriculum. In working toward the early learning goal 'Past and Present', they develop key chronological concepts using the schools 'Timebox' resource, preparing them for study in Key stage 1.</p>	<p>remember more and are curious to know more about the past. Through this study pupils learn to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. Regular heritage projects provide further relevant and contextual learning, engaging members of the community in children's learning and providing positive role models from the community for children to learn from.</p>
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Skills progressions

	Year 1&2	Year 3&4	Year 5&6
<p>Chronological understanding</p>	<ul style="list-style-type: none"> Sequence events in their life. Sequence photographs of their life. Sequence 3 or 4 artefacts from distinctly different periods of time. Progressing to smaller gaps in time, referencing to check Match objects to people from different ages Sequence events of topics they have studied. Develop language for describing chronology e.g. Now and then, just before or after, the same time. <p>Vocabulary Chronological order, Yesterday, Before, Earlier, A long time ago, last year, In the past, Present day, In the future, today, tomorrow, Older, Already happened, Passing of time, in order of events, timeline, before I was born, sequence, weeks, Days, Living memory, Beyond living memory</p>	<ul style="list-style-type: none"> Place the times studied and events from the period on a timeline. Use dates and terms related to the period of time and begin to date events Sequence several events or artefacts Understand more complex terms. E.g. BC/ AD <p>Vocabulary Timeline, AD BCE (before common Era or BC before Christ) CE (common Era) Chronological order, Calendar, Towards the end of the Roman Empire etc., In 55BC... etc. Decades, Centuries, Period specific sequencing vocabulary e.g. Palaeolithic, Mesolithic, Neolithic,</p>	<ul style="list-style-type: none"> Know and sequence key events of time studied Use relevant terms and period labels Make comparisons between different times in the past <p>Vocabulary Decades, Centuries Pre 1066 etc. Throughout the Greeks... etc. Narrative, Era, Centuries, Duration, Dynasty, Period specific sequencing vocabulary e.g. pre-rationing, after the fall of Troy.</p>
<p>Range and depth of historical knowledge</p>	<ul style="list-style-type: none"> Recognise the difference between past and present in their own and other's lives. 	<ul style="list-style-type: none"> Find out about everyday lives of people in time studied 	<ul style="list-style-type: none"> Find out about beliefs, behaviour and characteristics of



	<ul style="list-style-type: none"> • They know and recount episodes from stories about the past. • Recognise why people did things, why events happened and what happened as a result • Identify differences between ways of life at different times 	<ul style="list-style-type: none"> • Identify key features and events of the time studies and compare with our life today • Identify reasons and results of people's actions (look for links) • Understand (and explain) why people may have wanted to do something. 	<p>people, recognising that not everyone shares the same views and feelings</p> <ul style="list-style-type: none"> • Examine causes and results of great events and the impact on people • Compare life in early and late 'times' studied • Compare an aspect of life with the same aspect in another period
Interpretations of history	<ul style="list-style-type: none"> • Use stories to encourage children to distinguish between fact and fiction • Compare 2 versions of a past event • Compare pictures or photographs of people or events in the past • Discuss reliability of photos/ accounts/stories 	<ul style="list-style-type: none"> • Identify and give reasons for different ways in which the past is represented (look at evidence available) • Distinguish between different sources – compare and evaluate • Look at representations of the period – museums, cartoons, text books and historical knowledge. 	<ul style="list-style-type: none"> • Compare accounts of events from different sources – fact or fiction and opinion • Offer some reasons for different versions of events
Historical enquiry	<ul style="list-style-type: none"> • Find answers to simple questions about the past from sources of information e.g. artefacts, books, internet. • Use a source – observe or handle sources to answer questions about the past on the basis of simple observations. 	<ul style="list-style-type: none"> • Use a range of sources/ evidence to find out about a period • Observe small details – artefacts and pictures. • Choose relevant material to present a picture of one aspect of life in time past • Select and record relevant information • Ask a variety of questions • Use the library and internet for research. 	<ul style="list-style-type: none"> • Recognise primary and secondary sources • Use a range of sources to find out about an aspect of time past • Select relevant sections of information • Bring knowledge gathered from several sources together in a fluent account
Organisation and communication	<ul style="list-style-type: none"> • Communicate their knowledge through: Discussion.... Drawing pictures... Drama/role play.. Making models..... Writing.. Using ICT... 	<ul style="list-style-type: none"> • Recall, select and organise historical information • Communicate their knowledge and understanding through: discussion, drawing pictures, drama/ role play, making models, writing and using ICT. 	<ul style="list-style-type: none"> • Select and organise information to produce structured work, making appropriate use of dates and terms.

The teaching of chronology



Time is probably the concept most fundamental to understanding history. This presents problems, of course, particularly with the youngest children. It is a huge concept to grasp and takes time to develop a nuanced understanding, therefore in addition to the above skills progression St Erth's history curriculum pays particular attention to the teaching of this concept. Planning carefully how we will introduce and develop a sense of time and have a clear sense of what we expect of our Y6 pupils by the end of their time in primary school. Successive OFSTED reports lament the inability of pupils and often their teachers to make links between periods. Their view of the past is fragmentary and episodic and often very confused.

To address this St Erth has adopted an approach called 'Timebox' developed by Key Stage History. Each class has its own box and physical timeline. In each box are images relating to the History curriculum as it is taught (detailed below in curriculum coverage). As pupils move through the curriculum they return to the timeline and the images at regular intervals engaging in a range of activities aimed at developing their ability to demonstrate the skills detailed in the chronological understanding section of the skills progression above. In addition to using this activity when studying a history topic the timebox activities will be carried out on a half termly basis to ensure pupils stay in touch with this concept. Where the teaching of other subjects may be supported by this activity it will also be integrated, for example when studying important individuals in science or art, or periods of time in science or geography. Images for these subjects are also added to the box and become part of the timeline pupils' develop throughout their time at St Erth. All images are curated by class teachers and agreed upon by all staff for continuity, then reviewed annually. Detailed methodology and a range of activities that can be used to engage with the timebox concept can be found at <https://www.keystagehistory.co.uk/keystage-2/grasping-the-chronology-nettle/>. Teachers make use of this resource to inform their practice in ensuring chronology is taught effectively.

Curriculum Coverage

Early years' framework expectations - Within understanding the world.			
	Framework		What pupils will know
Past and Present	<ul style="list-style-type: none"> - Talk about the lives of the 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. 		<p>As pupils progress through our EYFS curriculum they will be given regular opportunities to develop their understanding of past and present and develop language to describe differences and similarities. This exact context and substantive content will vary from year group to year group as planning is developed to meet the specific needs of each cohort. Examples of how this will be achieved are as follows:</p> <ul style="list-style-type: none"> - Through daily storytelling e.g. reading, 'The Pirate Cruncher' by Johnny Duddle links to local history, reading 'The Sea of Tranquillity' by Mark Haddon, which is used in teaching the moon landings in KS1. - Through looking at people who help us as a half termly theme in spring, pupils understand roles in society and how these developed, linking to the study of Grace Darling and Florence Nightingale in KS1 - Pupils will develop an understanding of timelines and chronology by looking at their families and ordering events using the 'Timebox' which is a corner stone of history curriculum throughout KS1 & 2.
Year	Autumn	Spring	Summer
Year 1/2 cycle A	Intent: This unit is designed to follow on directly from the children's knowledge developed in EYFS. It extends it by introducing the discreet subject of	Intent: This unit builds upon the personal history unit studied in the previous term. Widening the pupils' knowledge of key events	Intent: This unit builds upon understanding developed in Autumn term in use of evidence and understanding of cause and effect when



<p>History and introduces key concepts such as chronology and evidence, which will be returned to throughout their primary school study.</p> <p>Personal History: KS1 - changes within living memory</p> <p>0. Timebox activity reviewing the chronology of the curriculum so far and looking ahead.</p> <ol style="list-style-type: none">1. What is history?2. What does chronological mean?3. Can you order events in your own and others' lives chronologically?.4. What is a family tree and what does it show?5. What similarities are there between our childhoods and that of our grandparents?6. What differences are there between our childhoods and that of our grandparents? <p>Composite</p> <p>A concrete outcome will be produced which enables pupils to demonstrate their knowledge and skills developed in the unit. The piece of work will support pupils in answering the questions in the sequence above.</p> <p>Vocabulary</p> <p>History, Chronology, chronological, evidence, difference, similarity, old, new, now, then, past, present, recently, a long time ago, ancient, historic.</p> <p>N/C Coverage</p> <p>Changes within living Memory.</p> <p>Intent: Children will learn about how the great fire developed and affected the lives of people who lived in London in 1666. They will compare lives then and now, reconstruct events using evidence and learn about cause and effect. This</p>	<p>in recent history and living memory. Key skills introduced then are developed further in this unit.</p> <p>Moon Landings- Significant historical events, people and places in their own locality.</p> <p>0. Timebox activity reviewing the chronology of the curriculum so far and looking ahead.</p> <ol style="list-style-type: none">1. Has man ever been to the moon and how can we know for sure?2. Why did the astronauts risk their lives to go to the Moon?3. How were the spacemen able to get there and back safely?4. What did they do when they got to the Moon and how do we know?5. Does everyone agree that we should continue to send men to the moon?6. How should we commemorate this great achievement? <p>Composite</p> <p>A concrete outcome will be produced which enables pupils to demonstrate their knowledge and skills developed in the unit. The piece of work will support pupils in answering the questions in the sequence above.</p> <p>Vocabulary</p> <p>Astronaut, Apollo 11, NASA, Neil Armstrong, Buzz Aldrin, Michael Collins, Moon, Earth, crater, dock, gravity, lunar, module, orbit, surface, footprint,</p> <p>N/C coverage</p> <ul style="list-style-type: none">- Changes in living memory- Significant historical events, people and places in their own locality	<p>studying an historical event. They will again compare lives now and then whilst studying the event through its narrative. It also offers opportunities to develop worthwhile historical concepts such as diversity, causation, consequences, interpretations and source analysis. Chronologically, this event is between just beyond living memory and develops a richer timeline, building on understanding developed whilst studying the great fire and the moon landings, making clear the vast differences in peoples' lives between these times.</p> <p>Land Ahoy! – Sinking of the Titanic- Significant historical events, people and places in their own locality.</p> <p>0. Timebox activity reviewing the chronology of the curriculum so far and looking ahead.</p> <ol style="list-style-type: none">1. What do we already know about the Titanic and what can we work out from a picture?2. What was so special about the Titanic and what was life on board like?3. Why and how did the 'unsinkable' Titanic sink?4. How should we show the sinking of the Titanic?5. Why weren't more people saved from the Titanic?6. How did they stop a disaster like the Titanic happening again? <p>Composite</p> <p>A concrete outcome will be produced which enables pupils to demonstrate their knowledge and skills developed in the unit. The piece of work will support pupils in answering the questions in the sequence above.</p>
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unit will extend chronological understanding 1st established in EYFS.

The Great Fire of London – Events beyond living memory

0. Timebox activity reviewing the chronology of the curriculum so far and looking ahead.

1. How can we work out how the great fire started?
2. What actually happened during the Great Fire and how can we know for sure 350 year later?
3. Why did the Great Fire burn down so many buildings?
4. Could more have been done to stop the fire?
5. How did people manage to live through the great fire?
6. How shall we rebuild London?

Guy Fawkes – Events beyond living memory

1. Who is Guy Fawkes?
2. Why is he remembered?

Composite

A concrete outcome will be produced which enables pupils to demonstrate their knowledge and skills developed in the unit. The piece of work will support pupils in answering the questions in the sequence above.

N/C coverage

- Events beyond living memory
- Significant historical events

Vocabulary

London, Fire, Samuel Pepys, Diary, Charles II, Bakery, Smoke, Leather buckets, Axe, Bread, Wind, Houses, Pudding lane, Fire hooks, Fire breaks, Thomas Farynor

Vocabulary

Titanic, Southampton, Belfast, New York, White star line, Iceberg, Morse Code, SOS, 1st 2nd 3rd Class, Maiden voyage, Captain Smith, Rivets, Radio, Lifeboats,

Boats: how have boats changed through the years? What are they used for?

N/C coverage

- Changes in living memory
- Significant historical events, people and places in their own locality



<p>Year 1/2 cycle B</p>	<p>Intent: This unit is designed to follow on directly from the children’s knowledge developed in EYFS. It extends it by introducing the discreet subject of History and introduces key concepts such as chronology and evidence, which will be returned to throughout their primary school study.</p> <p>Personal History: KS1 - changes within living memory</p> <p>0. Timebox activity reviewing the chronology of the curriculum so far and looking ahead.</p> <ol style="list-style-type: none"> 1.What is history? 2.What does chronological mean? 3.Can you order events in your own and others’ lives chronologically?. 4.What is a family tree and what does it show? 5.What similarities are there between our childhoods and that of our grandparents? 6.What differences are there between our childhoods and that of our grandparents? <p>Composite</p> <p>A concrete outcome will be produced which enables pupils to demonstrate their knowledge and skills developed in the unit. The piece of work will support pupils in answering the questions in the sequence above.</p> <p>Vocabulary</p> <p>History, Chronology, chronological, evidence, difference, similarity, old, new, now, then, past, present, recently, a long time ago, ancient, historic.</p> <p>N/C Coverage</p> <ul style="list-style-type: none"> - Changes within living Memory. 	<p>Intent: Through the Study of Florence Nightingale’s life pupils will develop key historical skills such as sequence, duration, consequence, interpretation. This study also provides good context in both substantive knowledge and chronology for studying Victorians in year 3&4.</p> <p>Florence Nightingale – The lives of significant individuals</p> <p>0. Timebox activity reviewing the chronology of the curriculum so far and looking ahead.</p> <ol style="list-style-type: none"> 1. Why is Florence Nightingale remembered today and what did she do in her life? 2. Why do you think Florence Nightingale took the brave decision to go to the Crimea and who influenced her? 3. What did Florence do to help the soldiers and did everyone have the same opinion of her? 4. What were the most important achievements of Florence’s life? 5. How do we know so much about Florence’s life when she lived so long ago? 6. Should the statue outside St Thomas’ hospital of Mary Seacole be replaced by one of Florence Nightingale? Focus on historical reasoning. <p>Composite</p> <p>A concrete outcome will be produced which enables pupils to demonstrate their knowledge and skills developed in the unit. The piece of work will support pupils in answering the questions in the sequence above.</p> <p>Vocabulary</p>	<p>Intent: Building upon the previous study of Florence Nightingale from a similar time period, studying Grace Darling provides children with a further opportunity to develop key historical skills of enquiry and interpretations of History. It expands the range and breath of the pupils’ knowledge about this time period, readying them for the study of Victorians in KS2. It lays foundations for further studies of local history through connections with the RNLI and the sea.</p> <p>Grace Darling – The lives of significant individuals</p> <p>0. Timebox activity reviewing the chronology of the curriculum so far and looking ahead.</p> <ol style="list-style-type: none"> 1. What did Grace do that made her famous and why is she remembered today? 2. Why did Grace do what she did and what made her actions so special? 3. Did Grace really carry out this brave rescue on her own? 4. How do we know about Grace’s actions which happened so long ago? 5. How did sea rescue improve after her heroic act? 6. How should we remember Grace Darling today 180 years after she died? <p>Composite</p> <p>A concrete outcome will be produced which enables pupils to demonstrate their knowledge and skills developed in the unit. The piece of work will support pupils in answering the questions in the sequence above.</p> <p>Vocabulary</p> <p>Wreck, rescue, famous, lighthouse, keeper, RNLI, lifeboat, heroic, storm, survivors, rowing boat, newspaper,</p>
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		<p>Florence Nightingale, War, Crimea, Nursing, Victorian, Soldier, Hospital, Scutari, Mary Seacole, Museum, Curator</p> <p>N/C Coverage</p> <ul style="list-style-type: none"> - Events beyond living memory - The lives of significant individuals 	<p>N/C Coverage</p> <ul style="list-style-type: none"> - Changes in living memory - Events beyond living memory - The lives of significant individuals - Significant events, people and places in their own locality.
Year 3/4 cycle A	<p>Intent: Children will learn about the earliest days of human History in Britain. This will allow them to develop their existing chronological understanding, developed in KS1 and build their knowledge of the history of Britain, providing them with context later studies on Saxons and Vikings for example.</p> <p>Stone age to iron age</p> <p>0. Timebox activity reviewing the chronology of the curriculum so far and looking ahead.</p> <ol style="list-style-type: none"> 1. Was Stone Age man simply a hunter and gather, concerned only with survival? 2. How different was life in the stone age when man (correct term?) started to farm? 3. What can we learn about life in the Stone age from a study into Skara Brae? 4. Why is it so difficult to work out how Stonehenge was built? 5. How much did life really change during the Iron Age and how can we possibly know? 6. Can you solve the mystery of the 52 skeletons of Maiden Castle? Source based History. <p>Composite</p> <p>A concrete outcome will be produced which enables pupils to demonstrate their knowledge and skills developed in the unit. The piece of work will support pupils in answering the questions in the sequence above.</p> <p>Vocabulary</p>	<p>Intent: Pupil's will gain a clear understanding of Historical events that have shaped the landscape and culture of their local area. They will see how other studies of periods in British History cover important events which impacted locally. Such as the Victorian era.</p> <p>The History of Cornish mining – Local History study</p> <p>Must develop our own 6 questions which fit with the others</p> <p>0. Timebox activity reviewing the chronology of the curriculum so far and looking ahead.</p> <p>History of mining</p> <ul style="list-style-type: none"> -Daily life of a miner and how it has changed compared to modern life -The impact of mining on Cornwall. -Understanding of local heritage <p>Geevor trip</p> <p>Composite</p> <p>A concrete outcome will be produced which enables pupils to demonstrate their knowledge and skills developed in the unit. The piece of work will support pupils in answering the questions in the sequence above.</p> <p>Vocabulary</p> <p>Tin, Mine, Wheal, Ore, Copper, Bal Maiden, Shaft, Geology, communities, Tribute, industrial, Richard Trevithick, Beam engine, Man-engine, Engine House, Lode</p>	<p>Intent: This unit builds children's chronological understanding of the history of Britain connecting units on the iron age to Saxon settlement. Pupils will study the lasting effect of the Roman invasion of Britain and its effect at the time. They will also investigate what caused the Roman Empire to fall. Mirroring studies on Ancient Egypt and Maya elsewhere in the KS2 curriculum.</p> <p>The Roman Empire and its impact on Britain</p> <p>0. Timebox activity reviewing the chronology of the curriculum so far and looking ahead.</p> <ol style="list-style-type: none"> 1. Why on earth did the Romans leave sunny Italy to invade this cold island on the edge of their empire? 2. Why did Boudica stand up to the Romans and what image do we have of her today? 3. How were Romans able to keep control over such a vast empire? 4. How did the Roman way of life contrast to the Celtic one when they arrived? How do we know? 5. How can we solve the mystery of why this vast empire came to an end? 6. How much of our lives today can possibly be influenced today by the Romans who lived 2000 years ago? <p>Composite</p> <p>A concrete outcome will be produced which enables pupils to demonstrate their knowledge and skills developed in the unit. The piece of</p>



	<p>Stone age, Bronze age, Iron age, Hunter gathers, farmers, Chronology, Palaeolithic, Mesolithic, Neolithic, Archaeologist, tools, pottery, wheat, barley, Skara Brae, Settlement, Stonehenge, Hill fort.</p> <p>N/C Coverage</p> <ul style="list-style-type: none"> - Changes in Britain from the Stone Age to the Iron Age. 	<p>N/C Coverage</p> <ul style="list-style-type: none"> - A local history study - A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. 	<p>work will support pupils in answering the questions in the sequence above.</p> <p>Vocabulary</p> <p>Rome, Roman, Empire, Claudius, Caesar, Invasion, Legion, Briton, BC, AD, Settlement, Iron age, General, Conquer, Slaves, Boudica, Celts, Rebellion, soldiers, armour, Centurion, Gladius, amphitheatres, baths, forum, Villa, Roads, Latin, Calendar, Money</p> <p>N/C Coverage</p> <ul style="list-style-type: none"> - The Roman Empire and its impact on Britain.
<p>Year 3/4 cycle B</p>		<p>Intent: Pupil's will study the major societal changes that took place during the Victorian era in Britain. This study builds understanding and context for local studies of History, where major change also happened during this period. Pupils will consider daily life in this era and compare it to previous studies. Chronologically understanding the society created by the Victorian era prepares children for studies of more recent past later in the curriculum.</p> <p>Victorians – A study of British History that extends chronological knowledge beyond 1066.</p> <p>0. Timebox activity reviewing the chronology of the curriculum so far and looking ahead.</p> <ol style="list-style-type: none"> 1. What were the main changes that took place during this time and who were the most important people responsible? 2. What were the effects of changes in industry, especially factories? 3. How did town life compare to life in the countryside at this time? 	<p>Intent: Children will learn about the achievements of the Ancient Civilisation of Egypt and an overview of Ancient Sumer, Indus Valley, Shang Dynasty. This study will also provide opportunities to compare life in Britain at this time, linking to earlier studies on stone age to iron age. It supports a developing chronological understanding about the diversity of History around the world at different chronological points. The study also provides good context to compare daily life in other Ancient Civilisations studied.</p> <p>Ancient Egypt</p> <p>0. Timebox activity reviewing the chronology of the curriculum so far and looking ahead.</p> <ol style="list-style-type: none"> 1. What can we quickly find out to add to what we already know about ancient Egypt? 2. How can we discover what ancient Egypt was like over 5000 years ago? 3. What sources of evidence have survived and how were they discovered? 4. What does evidence tell us about everyday life for men, women and children? 5. What did the ancient Egyptians believe about life after death and how do we know?



		<p>4. What were the main changes in transport and what effect did this have on the lives of the rich and poor?</p> <p>5. How was going to school different for Rich and poor?</p> <p>6. Were the Victorian times a dark or golden age? Focus on historical interpretations.</p> <p>Composite A concrete outcome will be produced which enables pupils to demonstrate their knowledge and skills developed in the unit. The piece of work will support pupils in answering the questions in the sequence above.</p> <p>Vocabulary Queen Victoria, Reign, Transport, Railways, Industry, Factories, Mines, Mill, Workhouse, Social care, Medical care, Barnardo, Shaftsbury, Nightingale, Industrial revolution, Urban, Rural, Charles Dickens, Isambard Kingdom Brunel, Class system, 1870 Education Act,</p> <p>N/C Coverage</p> <ul style="list-style-type: none"> - A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. 	<p>6. What did ancient Egypt have in common with other ancient civilisations from that time?</p> <p>Composite A concrete outcome will be produced which enables pupils to demonstrate their knowledge and skills developed in the unit. The piece of work will support pupils in answering the questions in the sequence above.</p> <p>Vocabulary Ancient Egypt, Civilisation, Anachronism, River Nile delta, Hieroglyphics, Pharaoh, Sphinx, Papyrus, Sarcophagus, Mummy, Pyramid, Sumer Mesopotamia, Indus Valley, Shang Dynasty, archaeologists, desert, tomb, The Valley of the Kings, Sir Howard Carter, Tutankhamun, Slaves, Afterlife, Mummification, Hierarchical society, Embalmer, Canopic jar,</p> <p>N/C Coverage</p> <ul style="list-style-type: none"> - The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China
<p>Year 5/6 cycle A</p>	<p>Intent: Children will learn about the Saxon settlement in the UK and how they lived their lives. This study builds pupils chronological understanding of the history of Britain, developed through units in lower KS2. It provides crucial context for subsequent units of study about the history of Britain. Comparisons of daily life with previous units help to secure understanding.</p> <p>Saxon and Scot settlers</p>	<p>Intent:</p> <p>The Space Race</p> <p>0. Timebox activity reviewing the chronology of the curriculum so far and looking ahead.</p> <ol style="list-style-type: none"> 1. Who was involved in the Cold War 2. The events leading to first man on the moon 3. The first words on the moon 4. The future of Space Travel 5. We will find out about how the telescope was created 	<p>Intent: This unit builds upon previous studies of ancient civilisations and draws comparisons. The pupils developed chronological understanding enables them to see how Ancient Greece, Rome and Egypt overlapped and how their societies interacted. Comparisons will also be draw to life in Britain at this time. Pupils will study everyday life and how Ancient Greek society was structured and its lasting impact upon our world today.</p> <p>Ancient Greece</p>



	<p>0. Timebox activity reviewing the chronology of the curriculum so far and looking ahead.</p> <ol style="list-style-type: none"> 1. Why did the Anglo-Saxons invade and how can we possibly know where they settled? 2. What does the mystery of the empty grave tell us about Saxon Britain? 3. How did people's lives change when Christianity came to Britain and how can we be sure? 4. How were Saxons able to see off the Viking threat? 5. Just how great was King Alfred really? 6. Just how effective was Saxon justice? <p>Composite A concrete outcome will be produced which enables pupils to demonstrate their knowledge and skills developed in the unit. The piece of work will support pupils in answering the questions in the sequence above.</p> <p>Vocabulary Saxons, Angles, Jutes, Homeland, Settlement, Hoard, Wessex, Mercia, Christianity, Sutton Hoo, Bede, Monasteries, Churches, Ministers, Lindisfarne, Monks, Viking, Pagan, St Cuthbert, St Augustine, Danelaw, Alfred the Great, Edward the Confessor, Cnut, Chronicle, Hoard</p> <p>N/C Coverage</p> <ul style="list-style-type: none"> - Britain's settlement by Anglo-Saxons and scots 	<p>6. Report on famous astronauts and moon landings</p> <p>Composite A concrete outcome will be produced which enables pupils to demonstrate their knowledge and skills developed in the unit. The piece of work will support pupils in answering the questions in the sequence above.</p> <p>N/C Coverage</p> <ul style="list-style-type: none"> - a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 	<p>0. Timebox activity reviewing the chronology of the curriculum so far and looking ahead.</p> <ol style="list-style-type: none"> 1. How can we possibly know so much about the ancient Greeks who lived over 2,500 years ago? 2. What can we work out about everyday life in Ancient Athens from the pottery evidence that remains? 3. Why was Athens able to be so strong at this time? 4. What was so special about life in 5th Century BC Athens that makes us study it? 5. What can we tell about the Ancient Greeks from their interest in the theatre and festivals like the Olympics? 6. In what ways have the Ancient Greeks influenced our lives today? <p>Composite A concrete outcome will be produced which enables pupils to demonstrate their knowledge and skills developed in the unit. The piece of work will support pupils in answering the questions in the sequence above.</p> <p>Vocabulary Greece, Crete, Athens, Sparta, Athens, The golden age, City State, myths and Legends, Pottery, Theseus and the Minotaur, Trojan wars, Olympics, Marathon, Parthenon, Colonies, Slaves, Persia, Democracy, Democratic, Politician, Citizen, Philosophers, Ostrakon, Gods, Theatre,</p> <p>N/C Coverage</p> <ul style="list-style-type: none"> - A study of Greek life and achievements and their influence on the western world
Year 5/6 cycle B	Intent: This study continues to develop pupils understanding of the history of Britain linking closely to units on Saxons and Roman Britain.	Intent: Pupils will study daily life in Britain before and during WW2. This study bring pupils chronological understanding of Britain	Intent: Pupils will study the rise and fall of the Ancient Mayan empire and daily life in this period. This unit provides an important contrast



<p>Pupils will not only study daily life in this period but importantly look at perceptions of history and how these can be shaped by narrow and selective evidence. They will also consider how perceptions are changed by the discovery of new evidence.</p> <p>Vikings – 0. Timebox activity reviewing the chronology of the curriculum so far and looking ahead. 1. What image do we have of Vikings 2. Reasons for the Vikings bad reputation 3. How did the Vikings try to take over the country and how close did they get? Link to Anglo-Saxons KQ4 4. How have recent excavations changed our view of the Vikings? 5. What can we learn about Viking settlements from a study of place names? 6. Raiders or settlers: How should we remember the Vikings?</p> <p>Composite A concrete outcome will be produced which enables pupils to demonstrate their knowledge and skills developed in the unit. The piece of work will support pupils in answering the questions in the sequence above.</p> <p>Vocabulary Viking, longboat, Norway, Denmark, Sweden, Scandinavian, Homeland, Settlement, Raid, Lindisfarne, Monks, Danelaw, Cnut, Alfred the Great, Jorvik, Trade, Hoard, Runes, Sagas</p> <p>N/C coverage</p> <ul style="list-style-type: none">- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor	<p>closest to the present day within the ST Erth curriculum. It also provides important context the study of local history at different points throughout the curriculum.</p> <p>World War 2 – 0. Timebox activity reviewing the chronology of the curriculum so far and looking ahead. 1. Why did Britain have to go to war in 1939? 2. Why was it necessary for children to be evacuated and what was evacuation really like? 3. How was Britain able to stand firm against the German threat? 4. How did people manage to carry on normal life during the war and how do we know? 5. Why is it so difficult to be sure what life on the home front was really like? 6. What was VE day really like?</p> <p>Composite A concrete outcome will be produced which enables pupils to demonstrate their knowledge and skills developed in the unit. The piece of work will support pupils in answering the questions in the sequence above.</p> <p>Vocabulary Neville Chamberlin, Adolf Hitler, Nazi Germany, Poland, Allies, Appeasement, Evacuation, Invasion, Gas masks, Home Guard, Battle of Britain, Blitz, Rationing, Air Raid Shelter, Censorship, Propaganda, Home Front, VE day,</p> <p>N/C Coverage</p> <ul style="list-style-type: none">- A study of British History that extends chronological knowledge beyond 1066.	<p>to other ancient civilisations studied within the KS2 curriculum, with significant differences in chronology and geography. Pupils will contrast what they know about life in Britain in this time period and consider the reasons for the differences they find.</p> <p>Maya 0. Timebox activity reviewing the chronology of the curriculum so far and looking ahead. 1. Why do you think we study the Mayan empire in school? 2. When the area they lived in was mainly Jungle, how on earth were the Maya able to grow so strong? 3. What was life like at the height of the Mayan civilization? 4. How can we possibly know what it was like there 100 years ago? 5. If the Maya were so civilized, why did they believe in human sacrifice? 6. How can we solve the riddle of why the Mayan Empire ended so quickly?</p> <p>Composite A concrete outcome will be produced which enables pupils to demonstrate their knowledge and skills developed in the unit. The piece of work will support pupils in answering the questions in the sequence above.</p> <p>Vocabulary Maya, Mayan, Civilisation, Empire, Observatories, Eclipse, Hieroglyphs, calendar, mathematics, architecture, pyramids, gods of sun, moon, rain, maize, Palenque, Uxmal, Copán, Tikal, Chichén Itzá, jungle, farming, irrigation, hunting, hierarchical society, temple, plaza, ball court, chocolate, chilli, lords, priests, sacrifices,</p>
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			<p>pottery, obsidian, jade, codices, Spanish Conquest</p> <p>N/C Coverage</p> <ul style="list-style-type: none"> - a non-European society that provides contrasts with British history
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National Curriculum Coverage extracted from the above table.

Cycle A = **A** Cycle B = **B**

KS1 – All in Mousehole Class	Autumn	Spring	Summer
Changes within living Memory. Where appropriate, these should be used to reveal aspects of change in national life.	A B	A	A B
Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]	A		B B
The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]			B B
Significant historical events, people and places in their own locality.		A	A B
KS2 – Year 3&4	Autumn	Spring	Summer
Changes in Britain from the Stone Age to the Iron Age	A		
The Roman Empire and its impact on Britain			A



A local history study		A	
A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066		A	B
The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China			B
KS2 – Year 5&6			
Britain's settlement by Anglo-Saxons and Scots	A		
The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor		B	
A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066		A	B
Ancient Greece – a study of Greek life and achievements and their influence on the western world			A
A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300			B