



HISTORY

Purpose of study

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils 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.

Aims

The national curriculum for history aims to ensure that all pupils:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

Early Years-
Three and four
Year Olds

Understanding the World

- Begin to make sense of their own life-story and family's history - spend time with children talking about photos and memories. Encourage children to retell what their parents told them about their life-story and family.

Communication and Language

- Use a wider range of vocabulary
- Start a conversation with an adult or a friend and continue it for many turns
- Pay attention to more than one thing at a time, which can be difficult
- Understand 'why' questions

Early Years-
Reception

Understanding the world – past and present

- 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.

Personal, social and emotional development

- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.
- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge

Communication and language

listening, attention and understanding

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
 - Make comments about what they have heard and ask questions to clarify their understanding.
 - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers
- #### Speaking
- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.

Knowledge categories explained



Settlements



Beliefs



Culture and
pastimes



Location



Main events



Food and
farming



Travel and
exploration



Conflict



Society



Artefacts

Settlements	Beliefs
<p>Throughout history people have organised themselves into settlements. Aspects of knowledge that may be included in this category are: • homes (including the types of materials used and construction techniques) • sanitation • heating • public facilities (e.g. libraries, bath houses) • monuments and memorials • gathering places (e.g. citadels, amphitheatres, town squares) • the nature of a settlement (e.g. villages, towns, cities) • defences • important features (e.g. proximity to a river or sea port)</p>	<p>Beliefs often form the basis for day-to-day routines and practices. By organising knowledge into belief systems, students can begin to understand why people acted as they did. Aspects of knowledge that may be included in this category are: • pagan practices • organised religions • key events (e.g. sacrifice) • ideologies • symbols</p>
Cultures & Pastimes	Location
<p>Evidence of culture and pastimes exists from some of the earliest civilisations. Aspects of knowledge that may be included in this category are: • artworks • artists and artisans • jewellery • architecture and architects • games • sports • plays and theatre • music and instruments • great thinkers and big ideas (e.g. the Enlightenment) • stories and books</p>	<p>It is a common misconception that events or periods in history were widespread or even global. For example, we sometimes think that the Romans ruled the whole world until the Anglo-Saxons came along to oust them, followed by the Vikings. Knowing that history involves both time and place is important in forming meaningful knowledge. Aspects of knowledge that may be included in this category are: • modern geographical locations (e.g. Iran) • historical geographical locations (e.g. Mesopotamia) • multiple locations, including the associated terminology (e.g. empire, commonwealth, union) • movement and its associated terminology (e.g. migration, immigration, invasion, exploration, conquest).</p>
Main Events	Food & Farming
<p>History is often thought of in terms of events and when they took place. Aspects of knowledge that may be included in this category are: • key 'stories' and events • dates and durations • key figures • the changes (or continuity) brought about by events (including achievements and legacies) • significant events that happened elsewhere at the same or a similar time (e.g. the Iron Age in Western Europe was at a similar time to the birth of Christ).</p>	<p>How people throughout history have found food to sustain themselves is an important part of historical knowledge. Aspects of knowledge that may be included in this category are: • main food groups (e.g. grains, fish) • popular foods and dishes • methods of collection (e.g. hunter-gatherers, farming) • important technological breakthroughs (e.g. plough – for cultivating land, shaduf – for irrigation) • use of animals • trade in foods and spices.</p>
Travel & Exploration	Conflict

<p>How people have travelled, and how far they have travelled, has developed dramatically throughout history. Aspects of knowledge that may be included in this category are: • types of transport and how they were powered (e.g. foot and animals) • technological advancements and their pioneers • breakthrough events (e.g. the Moon landings) • reasons for travel (e.g. to explore, conquer, trade, survive) • trade routes • holidays and how they have changed because of transport.</p>	<p>Conflict has affected human behaviour throughout history. Aspects of knowledge that may be included in this category are: • historic events • reasons for conflict (e.g. invasions) • weapons • defences • resistance • tactics • types of conflict (e.g. battles, wars) • resolutions to conflicts.</p>
<p>Society</p>	<p>Artefacts</p>
<p>Society is the way that groups organise themselves. Aspects of knowledge that may be included in this category are: • life for different sections of society (e.g. rich and poor, men and women, adults and children, urban and rural) • education • crime and punishment • health and medicine • clothing • social organisation (e.g. nation states, systems of government)</p>	<p>Evidence, both first hand (primary) and interpretations (secondary) helps historians to understand what happened in the past. Artefacts, a form of first-hand evidence, are the everyday objects left behind that act as clues as to what life in the past may have been like. Aspects of knowledge that may be included in this category are: • tools • ornaments • household items • coins • diaries • historical accounts • newspaper reports.</p>



History curriculum overview – EYFS












	AUT 1	AUT 2	SPR 1	SPR 2	SUM 1	SUM 2
Enquiry Question	Who am I?	What is a hero?	Where in the world?	Why is recycling important?	How do plants and animals grow?	What will you find at the beach?
History based activities	<p>Parent visit about how farming has changed through the years.</p> <p>Photos of christenings when the children sent in images of important times in their own pasts.</p> <p>Exploring Truro in the past and present in terms of buildings.</p>	<p>Ordering pictures from the historical Guy Fawkes story.</p> <p>Photos from Remembrance Day where children made poppies and brought in pictures of grandparents/ great grandparents who were in the war</p>	<p>Cornish history - exploring mining history and designing our own tin mines,</p> <p>Roman History - learning about colosseums and roman numerals</p> <p>Artists from around the world</p>	<p>History—exploring different fuels, changes to homes, electricity, cars, wind farms</p>	<p>Compare farming equipment from now and in the past</p> <p>Cornish stories</p>	<p>Know some similarities and differences between things in the past and now—fishing</p>
Early Learning Goals	<p><u>Understanding the world – past and present</u></p> <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><u>Communication and language listening, attention and understanding</u></p> <ul style="list-style-type: none"> • Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. • Make comments about what they have heard and ask questions to clarify their understanding. 		<p><u>Personal, social and emotional development</u></p> <ul style="list-style-type: none"> • Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge 	

		<ul style="list-style-type: none"> • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers <p><u>Speaking</u></p> <ul style="list-style-type: none"> • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. 	
Continuous Provision	<p>Link to Geography – locate significant events/individuals from the past on maps</p> <p>Artefacts & Pictures -Keep historical artefacts/pictures in classroom to encourage historical questioning. Does not have to be related to topics.</p> <p>Books - Keep a range of books from different time periods in class library Little People, Big Dreams books</p> <p>Birthday Wall - Display children’s birthdays on timeline</p> <p>Today in History -Talk about events that happened this day in the past.</p> <p>Timeline - Keep an ongoing timeline display in classroom. Place events mentioned throughout the year on timeline. Include vocab like a long time ago, recently, when my parents were young</p> <p>Topic Boxes - Make topic boxes for each topic that children can revisit during the year</p> <p>Inspiring People -Tell stories about local and global inspiring people.</p>		



History curriculum overview - Year 1 and Year 2

	AUT 1	AUT 2	SPR 1	SPR 2	SUM 1	SUM 2
Enquiry Question	What makes a good hero?	Where would we be without nurses?	Which material makes a good home?	Where shall we explore next? ??????? new Titanic topic	What's for dinner?	
NC statement	significant historical events, people and places in their own locality.	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 - Mary Seacole and/or Florence Nightingale	events beyond living memory that are significant nationally, the Great Fire of London	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 – Christopher Columbus and Neil Armstrong events beyond living memory that are significant globally – the sinking of the Titanic	changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life – Monarchy	
Enrichment-trip/visitor/Wow Day	Y1 to Falmouth Martine Museum	Y2 First Aid Day learning to be a nurse	Wow Day – create and burn houses??	???	???	

	Henry Trengrouse workshop					
	Black History Month					
Milestone 1 Coverage	<u>Investigate and interpret the past</u>	<u>Build and overview of world history</u>	<u>Understand chronology</u>	<u>Communicate historically</u>		
All milestone 1 coverage to be completed in year 1 and year 2 except where specifically highlighted	<p>Observe or handle evidence to ask questions and find answers to questions about the past.</p> <p>Ask questions such as : What was it like for people? What happened? How long ago?</p> <p>Identify some of the different ways the past has been represented.</p> <p>Use artefacts, pictures, stories, online sources and databases to find out about the past.</p>	<p>Describe historical events.</p> <p>Describe significant people from the past.</p> <p>Recognise that there are reasons why people in the past acted as they did.</p>	<p>Place events and artefacts in order on a timeline.</p> <p>Label timelines with words or phrases such as: past, resent, older and newer.</p> <p>Use dates where appropriate.</p> <p>Recount changes that have occurred in their own lives.</p>	<p>Use word and phrases such as:</p> <ul style="list-style-type: none"> • A long time ago • Recently • When my parents/carers were children • Years, decades and centuries to describe the passing of time <p>Show an understanding of concepts such as:</p> <ul style="list-style-type: none"> • Nation • Parliament • Democracy • War and peace 		
Knowledge category symbols		       				
Continuous Provision	<p>Link to Geography – locate significant events/individuals from the past on maps</p> <p>Link to Writing – write with a purpose e.g. diary</p>					

Artefacts & Pictures -Keep historical artefacts/pictures in classroom to encourage historical questioning. Does not have to be related to topics.

Books - Keep a range of books from different time periods in class library Little People, Big Dreams books

Birthday Wall - Display children's birthdays on timeline

Today in History -Talk about events that happened this day in the past.

Timeline - Keep an ongoing timeline display in classroom. Place events mentioned throughout the year on timeline. Include vocab like a long time ago, recently, when my parents were young

Topic Boxes - Make topic boxes for each topic that children can revisit during the year





Inspiring People -Tell stories about local and global inspiring people.



History curriculum overview – Year 3 and Year 4

	AUT 1	AUT 2	SPR 1	SPR 2	SUM 1	SUM 2
Enquiry Question	<p>What clues did prehistoric people leave behind?</p> <p>Why is Cornwall a special place? Why don't we all live in castles?</p>		<p>What if my time machine broke down in Ancient Egypt?</p> <p>Are you a thinker or an athlete?</p>		<p>What did the Ancient Romans ever do for us?</p>	
NC statement	<p>Changes in Britain from the Stone age to the Iron Age</p> <p>A local History study</p>		<p>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> <p>Ancient Greece – a study of Greek life and achievements and their influence on the western world</p>		<p>the Roman Empire and its impact on Britain</p>	
Enrichment-trip/visitor/Wow Day	<p>Stone age Wow Day</p>		<p>Royal Cornwall Museum Trip and workshop</p>		<p>Ancient Roman wow day</p>	

	Pendennis Castle trip and workshop		Ancient Greek wow day			
	Black History Month					
Milestone 2	<u>Investigate and Interpret the past</u>	<u>Build an overview of world history</u>	<u>Understand Chronology</u>	<u>Communicate historically</u>		
Milestone Coverage All milestone 2 coverage to be completed in BOTH year 3 and year 4 except where specifically highlighted	<p>Use evidence to ask questions and find answers to questions about the past.</p> <p>Suggest suitable sources of evidence for historical enquiries.</p> <p>Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</p> <p>Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.</p> <p>Suggest causes and consequences of some of the main events and changes in history</p>	<p>Describe changes that have happened in the locality throughout history.</p> <p>Give a broad overview of life in Britain</p> <p>Compare some of the times studied with those of other areas of interest around the world.</p> <p>Describe the social, ethnic, cultural or religious diversity of past society.</p> <p>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p>	<p>Place events, artefacts and historical figures on a timeline using dates.</p> <p>Understand the concept of change over time, representing this, along with evidence, on a timeline.</p> <p>Use dates and terms to describe events.</p>	<p>Use appropriate historical vocabulary to communicate, including:</p> <ul style="list-style-type: none"> • dates • time period • era • change • chronology. <p>Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.</p>		





<p>Knowledge category symbols</p>				
<p>Continuous Provision</p>	<p>Students study different time periods chronologically through KS2. Each theme provides links to Writing and Art</p> <p>Artefacts & Pictures -Keep historical artefacts/pictures in classroom to encourage historical questioning. Does not have to be related to topics.</p> <p>Books -Keep a range of books from different time periods in class library</p> <p>Today in History -Talk about events that happened this day in the past.</p> <p>Timeline -Keep an ongoing timeline display in classroom. Place events mentioned throughout the year on timeline. Include vocab like a long time ago, recently, when my parents were young</p> <p>Topic Boxes -Make topic boxes for each topic that children can revisit during the year</p> <p>Inspiring People -Tell stories about local and global inspiring people.</p> <p>Little People, Big Dreams books</p>			



History curriculum overview – Year 5 and Year 6

	AUT 1	AUT 2	SPR 1	SPR 2	SUM 1	SUM 2
Enquiry Question	WW2 – Would you have survived?	Were they really the Vicious Vikings?	Are there other universes out there? What did the Saxons ever do for us?		Y6 local history	
NC statement	a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor	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. Britain's settlement by Anglo-Saxons and Scots			
Enrichment-trip/visitor/ Wow Day	Bert Biscoe local history WW2 walking tour Trip to telegraph museum Black History Month	Viking wow day	Visitor from spaceport Cornwall (Science not History)			

Milestone 3	<u>Investigate and interpret the past</u>	<u>Build an overview of world History</u>	<u>Understand chronology</u>	<u>Communicate historically</u>
<p>Milestone Coverage</p> <p>All milestone 3 coverage to be completed in BOTH Year 5 and Year 6 except where specifically highlighted</p>	<p>Use sources of evidence to deduce information about the past.</p> <p>Select suitable sources of evidence, giving reasons for choices.</p> <p>Use sources of information to form testable hypotheses about the past.</p> <p>Seek out and analyse a wide range of evidence in order to justify claims about the past.</p> <p>Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.</p> <p>Understand that no single source of evidence gives the full answer to questions about the past.</p> <p>Refine lines of enquiry as appropriate.</p>	<p>Identify continuity and change in the history of the locality of the school.</p> <p>Give a broad overview of life in Britain and some major events from the rest of the world.</p> <p>Compare some of the times studied with those of the other areas of interest around the world.</p> <p>Describe the social, ethnic, cultural or religious diversity of past society.</p> <p>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p>	<p>Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).</p> <p>Identify periods of rapid change in history and contrast them with times of relatively little change.</p> <p>Understand the concepts of continuity and change over time, representing them, along with evidence, on a timeline.</p> <p>Use dates and terms accurately in describing events.</p>	<p>Use appropriate historical vocabulary to communicate, including:</p> <ul style="list-style-type: none"> • dates • time period • era • chronology • continuity • change • century • decade • legacy. <p>Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past.</p> <p>Use original ways to present information and ideas.</p>

Knowledge category symbols				
Continuous Provision	<p>Students study different time periods chronologically through KS2. Each theme provides links to Writing and Art</p> <p>Artefacts & Pictures -Keep historical artefacts/pictures in classroom to encourage historical questioning. Does not have to be related to topics.</p> <p>Books -Keep a range of books from different time periods in class library</p> <p>Today in History -Talk about events that happened this day in the past.</p> <p>Timeline -Keep an ongoing timeline display in classroom. Place events mentioned throughout the year on timeline. Include vocab like a long time ago, recently, when my parents were young</p> <p>Topic Boxes -Make topic boxes for each topic that children can revisit during the year</p> <p>Inspiring People -Tell stories about local and global inspiring people.</p> <p>Little People, Big Dreams books</p>			

KS3 History	<p>Subject content: Pupils should extend and deepen their chronologically secure knowledge and understanding of British, local and world history, so that it provides a well-informed context for wider learning. Pupils should identify significant events, make connections, draw contrasts, and analyse trends within periods and over long arcs of time. They should use historical terms and concepts in increasingly sophisticated ways. They should pursue historically valid enquiries including some they have framed themselves, and create relevant, structured and evidentially supported accounts in response. They should understand how different types of historical sources are used rigorously to make historical claims and discern how and why contrasting arguments and interpretations of the past have been constructed. In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to</p>
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