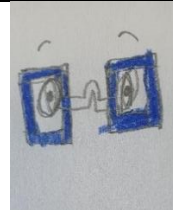
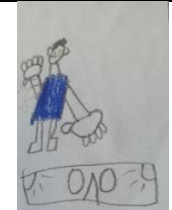


History Curriculum

Upton Cross Academy



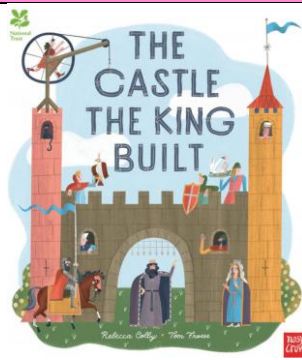
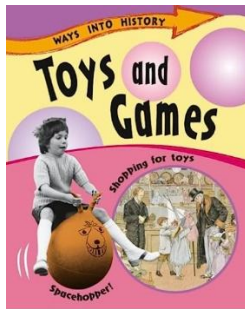
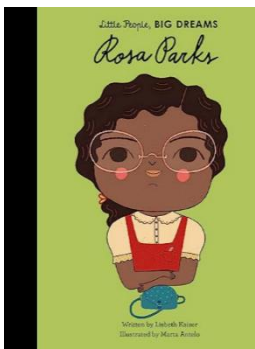
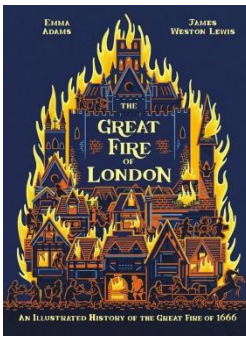
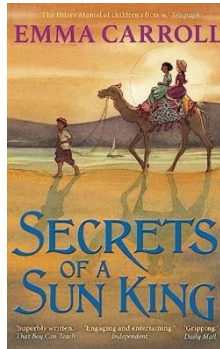
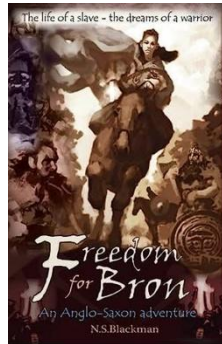
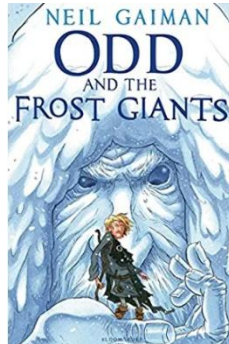
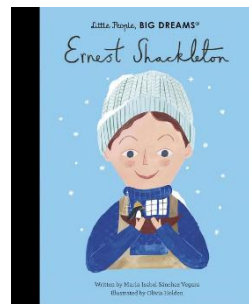
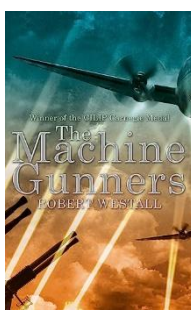
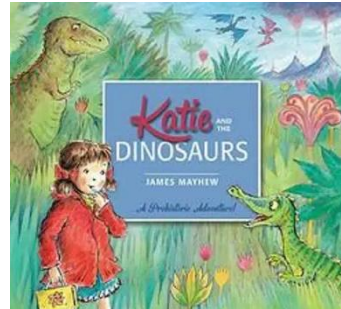
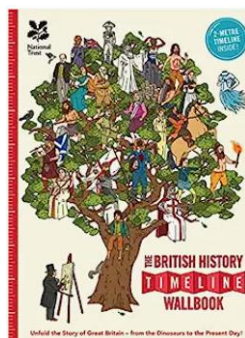
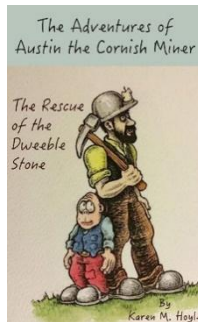
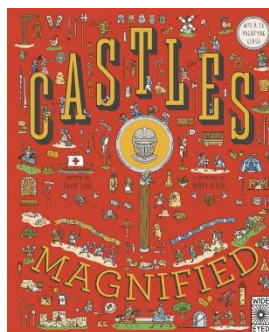
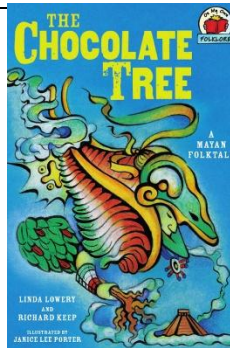
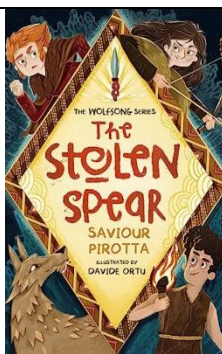
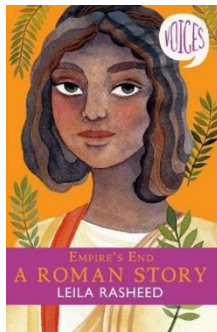
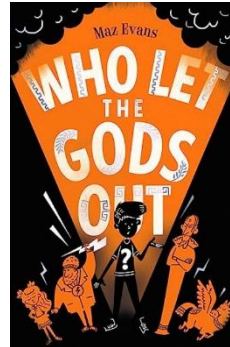
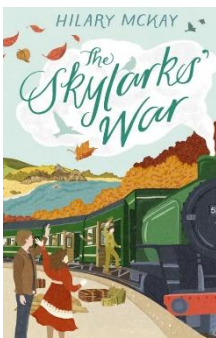
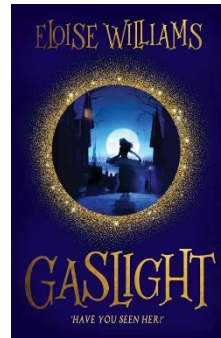
‘Inspiring and achieving success for all!’

Characteristics of Learning								
								
Be curious	Be resilient	Be critical	Be independent	Be ready	Be focused	Be proud	Be resourceful	Be creative

Level Expected at the End of EYFS		
EYFS Understanding the World – Past and Present 3 and 4 year olds: - Begin to make sense of their own life story and family’s history. - Show interest in different occupations.	Reception: - Talk about members of their immediate family and community. - Name and describe people who are familiar to them. - Comment on images of familiar situations in the past. - Compare and contrast characters from stories, including figures from the past.	ELG: - 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.
Pupils will have the opportunity to talk about photos and memories from past events. Pupils will be encouraged to retell what their parents told them about their life story and members of their family. Pupils will be encouraged to share information about family life, giving pupils time to ask questions or make comments about what they have heard. Pupils will have examples from real life and from books, highlighting that there are many different families. Different people will be invited in to class from a range of occupations, such plumbers, farmers, vets, authors, members of the emergency services etc. Vocabulary linked to these occupations will be introduced and children will be encouraged to use them in their discussions and in their play. Pupils will be able to share their experiences of people in their community. Eg the local librarian, the local shopkeeper etc. Pupils will be presented with pictures, stories, artefacts and accounts from the past, explaining similarities and differences. To deepen the children’s understanding, hands-on experience will be offered, such as visiting a local area that has historical importance. In Upton Cross we have the Church and war memorial which can offer opportunities for more in-depth discussion. Pupils will have opportunities to begin to organise events using basic chronology, recognising that some things happened before they were born. Pupils will have plenty of opportunities to share text, images and to tell oral stories that will help them to develop an understanding of the past and present. This will include a range of fictional and non-fictional characters from a range of cultures and times in storytelling. In addition to storytelling, pupils will have exposure from the past using songs, poems, puppets, role play etc.		

Key Stage 1 National Curriculum expectations	Key Stage 2 National Curriculum expectations
Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented. Pupils should be taught about: - changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life; - 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]; - 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]; - significant historical events, people and places in their own locality.	Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources Pupils should be taught about: - changes in Britain from the Stone Age to the Iron Age; - the Roman Empire and its impact on Britain; - Britain’s settlement by Anglo-Saxons and Scots; - the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor; - a local history study; - a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066; - 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; - Ancient Greece – a study of Greek life and achievements and their influence on the western world; - 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.

Concepts					
Society and Community		Exploration and Invasion		Power	Legacy and Impact
Second Order Concepts and themes					
Chronology	Evidence and Interpretation	Cause and Consequence	Change and Continuity	Similarity and Difference	Historical Significance
Changes in technology (KS1) Trade, civilisation, industry Cornish Mining (KS1) Trade, civilisation, industry Technology over time (KS1) Civilisation, industry, trade Stone Age to Iron Age in Britain (LKS2) Migration, settlement, trade, civilisation, industry Crime and Punishment (UKS2) Empire, monarchy, civilisation, rebellion Local History Study (UKS2) Trade, civilisation, industry		Kings, Queens and Castles (KS1) Trade, empire, monarchy Roman Britain (LKS2) Civilisation, trade, settlement, empire, monarchy, rebellion Anglo Saxons (LKS2) Migration, trade, monarchy, settlement, rebellion Vikings (LKS2) Migration, trade, monarchy, settlement, rebellion WW2 and the Battle of Britain (UKS2) Empire, monarchy, civilisation, rebellion		Kings, Queens and Castles (KS1) Trade, empire, monarchy Ancient Egyptian Civilisation (LKS2) Civilisation, trade, settlement, empire, monarchy, rebellion Roman Britain (LKS2) Civilisation, trade, settlement, empire, monarchy, rebellion Victorians (UKS2) Monarchy, trade, industry, empire	The Great Fire of London (KS1) Monarchy and civilisation Activists (KS1) Civilisation and industry Mayans (LKS2) Civilisation, trade, settlement, empire, monarchy Ancient Greece (UKS2) Civilisation, trade, settlement, empire, monarchy Sir Ernest Shackleton (UKS2) Migration and trade

Suggested Books for our History units							
Stara Class	Henwood Class		Plusha Class		Caradon Class		
EYFS	Y1	Y2	Y3	Y4	Y5	Y6	
		 	  	  			
		 	  	  			

History Curriculum Plan – Cycle A									
	Henwood Class			Plusha Class			Caradon Class		
	Y1		Y2	Y3		Y4	Y5		Y6
	Autumn	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring	Summer
Intent and theme	Toys and games First introduction to changes within families. Personal study looking at changes in toys through families. Front loading for mining with museum link.	Significant individuals Activists Rosa Parks and Emily Hobhouse Introduction to black history.	Great Fire of London London Geography study in year 6 Links with London school	Egyptians To extend chronological knowledge and contrast world History with Stone-Iron Age.	Anglo Saxons and Scots Learning how eras can tie together and the concept of invasion and conflict. Taught fluidly to teach how the power of Britain changed.	Vikings Learning how eras can tie together and the concept of invasion and conflict. Taught fluidly to teach how the power of Britain changed.	Ernest Shackleton British history Significant individuals Children familiar with Ernest Shackleton.	Blitz WW2 The children study a modern historical event of significance. London study in Year 6 and London.	Crime and Punishment (1066) Study beyond 1066
Related/suggested Texts	Ways into history: toys and games By Sally Hewitt	Rosa Parks By Little People Big Dreams	The Great Fire of London By Emma Adams & James Weston Lewis	The Secrets of the Sun King by Emma Carroll	Freedom for Bron by NS Blackman	Odd and the Frost giants By Neil Gaiman	Ernest Shackleton by Little People, (Big Dreams)	The Machine Gunners By Robert Westall	Black Powder By Ally Sherrick
Prior knowledge	Knowledge that things are different between then and now. Knowledge of their family and community.	Compare characters from stories. Talk about figures from the past.	Talk about stories from the past.	Beginning to place dates chronologically. An awareness of events beyond living memory. Understand where we can learn about the past from sources. (If completed year B will be aware of Stone age dates in Britain)	Place dates chronologically. An awareness of events beyond living memory. Understand where we can learn about the past from sources (B curriculum knowledge of the Romans)	Place dates chronologically. An awareness of events beyond living memory. Understand where we can learn about the past from sources (B curriculum knowledge of the Romans)	Arctic study in KS1 Geography	Is that significant events can chance an area. To use sources to learn about a time period. Where London is on a map. Other significant changes to the London landscape in the Great fire of London.	The dates of the Roman era The power struggle in the Roman empire. Understand class systems and drive for power. Understand the concept of continuity and change over time.
Composite	How has technology changed over time?	What legacy did Rosa Parks leave behind?	How did the Great fire of London impact the city?	How did people live in Ancient Egypt?	How did England change during the settlement of the Anglo-Saxons?	Were all Viking vicious attackers?	Was it worth the risk?	Why is the battle of Britain a significant part of British history?	When was the worst time to be a criminal?
Components	How can we find out about the past? How has technology changed how we write? How has technology changed in schools? Who are the important inventors in the history of technology?	What is an activist? Who was Rosa Parks? What is the timeline of Rosa Parks life? How did Rosa Parks change the nation? Who was Emily Hobhouse? What are the similarities and differences of the lives of Rosa Parks and Emily Hobhouse?	What was London like in 1666? What happened on 2 nd September 1666? How did the fire spread? What was the impact on the city? Who was Samuel Pepys? How did the fire impact the future?	Who were the Ancient Egyptians? What was life like in Ancient Egypt? What is the ancient Egyptian ritual of mummification? Can I understand how evidence can give us different answers about the past? How does Egyptian writing compare to modern-day writing? What were the powers of different Egyptian gods?	Why did the Anglo-Saxons settle in Britain? How was Anglo-Saxon Britain ruled? What was a typical Anglo-Saxon village and explain what everyday life was like? Who was Edward the Confessor? How have the Anglo-Saxons influenced Britain?	Who were the Vikings? Why did they carry out raids in Anglo-Saxon England? Why do people think Vikings were vicious? Are they correct? Where did the Vikings settle? What were the key aspects of Viking life?	Who was Ernest Shackleton? What is an expedition? How do we know about the expeditions of Ernest Shackleton? What sources do we have to help us? What legacy did Ernest Shackleton leave?	How did Hitler come to power and become the leader of Germany? How did the Second World War begin? How did Britain react to the outbreak of World War II? How did the Second World War impact the South West? What was the Battle of Britain?	What is crime and punishment? What was crime and punishment like in Roman Britain? What was crime and punishment like in the Anglo-Saxon period? What was crime and punishment like in the Victorian period? What is crime and punishment like today compared with the past?
Oracy sentence stems	It is similar because ... It is different because ... Why has ... changed? 	It is similar because ... It is different because ... It is important because ... 	It is important because ... How has this event impacted on us? 	I agree/disagree with this source because ... There is evidence to suggest that ... 	During this time, ... remained the same/different, therefore ... A further key event was ... 	There is evidence to suggest that ... This reminds me of ... 	In my opinion ... A further key event was ... 	There is evidence to suggest that ... To some extent, the event of ... caused ... 	Based on ..., I conclude that ... There is evidence to suggest that ... 

Assessment Checkpoints	To understand what <i>present</i> and <i>past</i> means To understand changes in transport that have occurred in living memory	To understand and describe the achievements of Rosa Parks To understand and describe why Emily Hobhouse is a significant individual To place key dates in chronological order To explain how the lives of Rosa Parks and Emily Hobhouse have contributed to national and international achievements To understand the impact of Rosa Park’s and Emily Hobhouse’s achievements	To understand the Great Fire of London is an event which occurred beyond living memory To know when the Great Fire of London happened To understand and describe the significance and impact of the Great Fire of London To explain who Samuel Pepys was and why he is remembered	What is a pharaoh? What is a dynasty? Name a significant pharaoh for the Egyptian dynasties. What achievements did the Ancient Egyptians have?	To place key dates in chronological order To understand and describe why the Anglo-Saxons settled in Britain To understand and describe how Anglo-Saxon Britain was ruled To explain who Edward the Confessor was and why he is remembered	Recall chronological dates from Viking Britain. The Viking conquests in Britain. Recall places around the world in which the Vikings settled.	To understand and describe the achievements of Ernest Shackleton To understand and describe the impact of Ernest Shackleton's achievements and the legacy he left To place key dates in chronological order	When was WW2? Why was there a second World War? When was the Battle of Britain?	How has crime and punishment in Britain changed over time?
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History Curriculum Plan – Cycle B									
	Henwood Class			Plusha Class			Caradon Class		
	Y1		Y2	Y3		Y4	Y5		Y6
	Autumn	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring	Summer
Intent and theme	My family timeline First introduction to changes within families. Personal study looking at family trees and timelines.	Mining Bodmin mines nearby and the moor. Old mine shaft – safety of local environment	Kings, Queens and Castles Local castle nearby - Disadvantaged pupils Cultural capital visit.	Autumn stone age to iron age To extend children’s chronology to a prehistoric study. The hurlers at Minions (Bronze Age) Castle-an Dinas hill fort using English heritage funding.	Mayans Contrast to the Iron age and to build children’s world history knowledge. Links back to ks1 castles topic.	Summer Romans Links to the angle Saxons and Viking to develop a strong understanding of invasion. Roman army workshop	Ancient Greece Greece links to a Geography topic in Year 6. Book link with Gods to the Vikings.	Local study - Celts Local history Links to Stone Age	Victorians (Power) Links to Kings, Queens and Castles topic from KS1.
Related/suggested Texts	British History - Timeline Wallbook By Christopher LLOYD	The adventures of Austin the Cornish miner by Karen M	Castles By David Long	The Stolen Spear By Saviour Pirotta	The Chocolate Tree By Linda Lowery & Richard Keep	A Roman Story By Leila Rasheed	Who let the Gods out? By Maz Evans	The Skylarks’ War By	Gaslight By Eloise Williams
Prior knowledge	Talk about the lives of people around them and their role in society. Know similarities and differences between the past and now, drawing on experiences and what has been read in class.	Know some similarities and differences between things in the past and now.	Fairy tales and stories castles. Talk about the lives of people around them and their role in society. Know similarities and differences between the past and now, drawing on experiences and what has been read in class. Understand the past through settings, characters and events in books and storytelling.	Beginning to place dates chronologically. An awareness of events beyond living memory. Understand where we can learn about the past from sources.	Understanding of history beyond living memory. Knowledge of an ancient civilization. Understand BCE or CE.	(Year A Knowledge of the Anglo Saxons and Scots, Vikings) Places dates in chronological Compare and contrast difference in lives of the past.	Knowledge of the Ancient Egyptians and the Mayans. Different features of society How societies can develop over time. How societies can impact the modern world.	Knowledge of the Stone Age	Queen Victoria from Kings, Queens and castles topic in KS1.
Composite	How have childhoods changed?	Why is mining important to Cornwall?	Where did Kings and Queens live through time?	How did life change in Britain from the Stone age to the Iron Age?	What legacy did the Mayans leave on the modern world?	How did the Roman’s conquer Britain?	How did the Ancient Greeks change the modern world?	What legacy did the Celts leave in Cornwall?	How did Britain gain power during the reign of Queen Victoria?
	What experiences do I have as a child today? How is school different now compared to long ago? What did children in the past do in their free time? How is my childhood the same or different from children in the past? How will childhoods be different in the future?	What is a mine? Where are there mines? What was it like to work in a Cornish mine? Who was William Crago? How is my life similar or different to the lives of a child in the mines?	What is a castle? What are the different types of castles? Why were castles built? Who lived in castles? Who was Queen Victoria? Who was Queen Elizabeth I?	What are the three periods of the Stone Age? What was life like in the Stone Age? Who were the Beaker People? How did the Bronze Age move into the Iron Age? What was life like in the South West of England during the Stone Age? How did life change and improve from the Stone age?	Where and when did the Maya live? How do we know about the Maya? What was successful about the Mayan civilisation? How were the Maya ruled? How does the Ancient Mayan society compare to the same period in British history?	Understand the concept of invasion. Place the Romans era on a timeline. Understand the Roman invasion. Identify the motives behind the Roman invasion. What is Hadrian’s wall? Discuss what life was like before and after the invasion. Understand the fall of the Roman empire.	Where in the world is Greece? What was life like in early Greece? What influence did the Greeks have on the arts? What influence did the Greeks have on architecture? What were the greatest achievements of Ancient Greece?	Where did the Celts settle in Cornwall? How did the Celtic people live? What happened when Celtic tribes clashed? How did Celtic times compare to the Stone Age?	Who was Queen Victoria? What was life like in Victorian times? How was life different for Victorian children? What was the British Empire? What were the main changes that took place during this time?
Assessment Checkpoints	What has changed in Britain since my grandparents were young?	Why was mining important in Cornwall?	What were the achievements of Queen Elizabeth I? What were the achievements of Queen Victoria?	When was the Stone Age, Bronze Age and Iron Age? What changes occurred in Britain from the Stone Age to the Iron Age?	Locate ancient Mayan civilizations on map. What achievements did the Ancient Mayans have? How does the Ancient Mayan society compare to the same period in British history?	When was the Roman era? Why did the Romans invade Britain? Why did the Roman empire fall?	When was the era of Ancient Greece? What influences did the Ancient Greeks have on modern Britain?	Celtic times in chronological order What historical evidence do we have?	When was the Victorian era? Why was the Victorian era significant?

Chronology						
Stara Class	Henwood Class		Plusha Class		Caradon Class	
EYFS	Y1	Y2	Y3	Y4	Y5	Y6
3-4 - Understanding the World - Begin to make sense of their own life story and family's history. Reception - Understanding the World - Compare and contrast characters from stories, including figures from the past. - Comment on images of familiar situations in the past. ELG – Understanding the World (Past and Present) - 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.	Skill: Recount changes that have occurred in own lifetime. Label timelines with words such as: past, present, older and newer. Knowledge: Sequencing words, such as first, next, finally, then and after that, can be used to order information chronologically. A timeline is a display of events, people or objects in chronological order. A timeline can show different periods of time, from a few years to millions of years.	Skill: Place events, including explorative, people and some artefacts on a timeline. Create a family tree with members of my own family. Knowledge: Sequencing words, such as first, next, finally, then and after that, can be used to order information chronologically. A timeline is a display of events, people or objects in chronological order. A timeline can show different periods of time, from a few years to millions of years. A family tree is a chart that shows all the people in a family over many generations and their relationship to one another.	Skill: Use BCE. Place ages in order of time and understand the meaning of their names. Place artefacts within their correct age. Knowledge: Historical terms to describe periods of time include decade, century, millennia, era, AD, BC, CE and BCE.	Skill: Use BCE and CE. Place events, artefacts and historical figures on a timeline using dates. Knowledge: BCE means <i>Before Common Era</i>. CE means <i>Common Era</i>. Dates and events can be sequenced on a timeline using BCE or CE. CE dates become larger the closer they get to the present day. BCE dates become larger the further away they get from the present day.	Skill: Describe the main changes in a period of history. Use dates and terms when describing events. Knowledge: Key changes and events of historical periods can be placed on a timeline, such as the dates of changes in leadership, key battles and invasions, achievements, scientific developments and deaths.	Skill: Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). Use dates and terms accurately in describing events and people. Knowledge: Timelines demonstrate the chronology and links between key civilisations, events and significant inventions in world history.

Evidence and Interpretation						
Stara Class	Henwood Class		Plusha Class		Caradon Class	
EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Reception – Understanding the World - Comment on images of familiar situations in the past. ELG – Understanding the World (Past and Present) - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.	Skill: Look at sources and ask questions. Observe or handle some evidence to ask questions about the past. Knowledge: Historical artefacts are objects that were made and used in the past. The shape and material of the object can give clues about when and how it was made and used. Historical sources include artefacts, written accounts, photographs and paintings.	Skill: Begin to explain why evidence can be trusted (such as Samuel Pepys Diary). Observe or handle evidence to ask questions and find answers to questions about the past. Use evidence of explorers lives to ask questions about the past. Knowledge: Artefacts are objects and things made by people rather than natural objects. They provide evidence about the past. Examples include coins, buildings, written texts or ruins.	Skill: Explain how we find prehistoric evidence. Begin to discuss the reliability of sources. Suggest suitable sources for historical enquiry. Knowledge: To study prehistorical life, we need to look at artefacts that have been excavated by archaeologists and evidence that remains on the landscape. Interviews, diaries, letters, journals, speeches, autobiographies, artefacts, photographs and witness statements are historical source materials. However, some historical source materials are more reliable than others. England has 9 regions, London, the North East, North West, Yorkshire, East Midlands, West Midlands, South East, South West and East of England.	Skill: Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. Observe evidence to ask about the past and come to conclusions based on what I've seen. Knowledge: A primary source is a document or artefact, which provides direct, first-hand evidence of an event, person or time in the past. Primary sources contain the life experiences, thoughts, opinions and beliefs of their writers or creators, which can affect the information included and the way that people and events have been depicted. Historical artefacts can reveal much about the object's use or owner. For example, highly decorated artefacts made of precious materials and created by highly skilled craftsmen suggest the owner was wealthy and important, whereas simple objects made of readily available materials suggest the owner was poor and unimportant.	Skill: Use sources of evidence to deduce Information. Explain that no single source of evidence gives the full answer to questions about the past. Analyse a wide range of evidence in order to justify claims about the past. Knowledge: Using a range of historical sources and artefacts can reveal a clearer and more accurate picture about a historical event or person. Sources of historical information can have varying degrees of accuracy, depending on who wrote them, when they were written and the perspective of the writer. The Ancient Greeks became known for their perfection in art. Greek Painting. Written record shows that the Greeks enjoyed painting and that it was one of their most important types of art. However, very few of their paintings have survived as they were painted on wood panels or walls which have since been destroyed. Many of the original Greek sculptures were painted in bright colours and often included elements other than stone such as metal and ivory. The painting of pottery was considered a high art form. The artists often signed their work. The most famous of the Greek sculptors was Phidias. He was the artistic director of the Parthenon. The Greeks used the lost-wax process to make bronze statues. This made it easy to make multiple copies of a statue.	Skill: Use sources of information to form testable hypotheses about the past. Discuss whether the evidence is reliable and explain why. Use sources of information to form conclusions about the past. Refine lines of enquiry as appropriate. Knowledge: Sources of historical information should be read critically to prove or disprove a historically valid idea by setting the report into the historical context in which it was written, understanding the background and ideologies of the writer or creator and knowing if the source was written at the time of the event (primary evidence) or after the event (secondary evidence). Questions can be used to evaluate the usefulness of a historical source. Examples include 'Who created the source? Why was the source created? Does the source contain any bias? When was the source created? Is the source similar to others made at the same time? Does the source contain any information that is untrue?'

Cause and Consequence						
Stara Class	Henwood Class		Plusha Class		Caradon Class	
EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Reception - Understanding the World - Compare and contrast characters from stories, including figures from the past. ELG – Understanding the World (Past and Present) - 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.	Skill: Discuss causes that lead to changes (toys and games). Begin to explain why monarchs built castles and what the consequences of these actions were. Knowledge: Things change over time due to changes in technology, inventions, society, use of materials, land use and new ideas about how things should be done A monarch is a king or queen who rules a country.	Skill: Discuss the causes of exploring and what we found out from exploration. Explain the causes of the Great Fire of London and what the consequences were. Knowledge: Explorers have changed our knowledge and understanding of the world. The Great Fire of London started in September 1666. It changed how we view fire and fire safety.	Skill: Suggest and evaluate causes and consequences of the main events within prehistory such as agriculture, mining and migration, and use evidence to support my answers. Suggest the causes and consequences of some of the main events and changes in Britain when the Romans invaded. Knowledge: Communities created permanent settlements made up of a number of families, farmed to produce food, made and used pottery, developed tools and weapons and created burial mounds and monuments. The influences of Roman civilisation on Britain include the building of roads, houses and villas with technology, such as underfloor heating; the building of forts and fortified towns; the use of language and numbers in the form of Roman numerals and the spread of Christianity. The Vikings were a civilisation who travelled and conquered different parts of the world.	Skill: Evaluate causes and consequences of some of the main events within Ancient Egypt and use evidence to support my answers. Describe causes of events and their consequences in Ancient Maya, and use multiple sources of evidence to support my answers. Describe causes of invasion in Britain and what the consequences were and use multiple sources of evidence to support my answers. Knowledge: The characteristics of ancient civilisations include cities, government, language, writing, customs, numerical systems, calendars, architecture, art, religion, inventions and social structures, all of which have influenced the world over the last 5000 years. The cause of the Roman invasion of Britain was to gain land, slaves and precious metals, after conquering many other countries to the east of Rome. The consequence of invasion was conflict with the Celtic tribes that lived in Britain. Over time, many people became Romanised, living in Roman towns and taking on aspects of Roman culture, such as religion and language. However, people in the west of Britain retained their Celtic culture. Anglo-Saxons and Scots from Ireland invaded Britain to fight and capture land and goods because the Romans had left. Anglo-Saxons also wanted to find farmland after flooding in Scandinavia. They wanted to make new homes and settlements and eventually settled in kingdoms, first across the south-east and eastern England and then across the whole country.	Skill: Describe the social causes of crime and punishment. Describe the consequences of crimes and use evidence to support my answers. Knowledge: Crime and punishment has changed over time, and so have the consequences of crime. When the Romans invaded Britain, they had established laws which they brought with them. During Victorian times, the prison system became more organised and professional.	Skill: Describe some of the causes and consequences of World War 2 and use evidence to support my answers. Suggest causes and consequences of some of the main events and changes in Greece. Knowledge: Hitler invaded Poland on September 1st 1939. Britain and France declared war on Germany two days later. World War 2 lasted from 1939-1945. From the 8th Century BCE, Greek city-states began to form. Ancient Greeks contributed to changes in art and architecture. They also had many achievements which were, political, philosophical, artistic, and scientific.

Change and Continuity						
Stara Class	Henwood Class		Plusha Class		Caradon Class	
EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Reception – Understanding the World - Compare and contrast characters from stories, including figures from the past. ELG – Understanding the World (Past and Present) - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.	Skill: Describe changes and historical events Say which toys have stayed the same and which toys have changed overtime. Knowledge: Significant historical events include those that cause great change for large numbers of people. A range of toys have changed over time because of technology, packaging, design and manufacturing.	Skill: Describe changes over a period of time. Describe what changed after the Great Fire of London and how these changes have continued through to the 21st century. Knowledge: Life has changed over time due to changes in technology, inventions, society, use of materials, land use and new ideas about how things should be done. The Great Fire of London started in September 1666. It changed how we view fire and fire safety.	Skill: Explain the concept of change over a long period of history and represent this with evidence. Explain what changed and what continued over time when the Anglo-Saxons, Scots and Vikings settled in Britain. Examine what changes occurred and what stayed the same, during a period of time. Knowledge: Aspects of history that can change over time include rule and government, jobs, health, art and culture, everyday life and technology. Anglo-Saxons and Scots from Ireland invaded Britain to fight and capture land and goods because the Romans had left. Anglo-Saxons also wanted to find farmland after flooding in Scandinavia. They wanted to make new homes and settlements and eventually settled in kingdoms, first across the south-east and eastern England and then across the whole country. Over time, the Anglo-Saxons defeated the remaining Viking rulers and the Vikings in England agreed to be ruled by an Anglo-Saxon king.	Skill: Explain the concepts of continuity and change over time Begin to explain the concept of change over time, when the Romans arrived in Britain. Knowledge: Aspects of history that can change over time include rule and government, jobs, health, art and culture, everyday life and technology. The Romans introduced urban living and road networks, cleanliness in the form of running water and bath houses and new beliefs in Roman gods and goddesses, and later, Christianity.	Skill: Explain the concepts of change and continuity over time. Analyse why these changed happened using terms such as: social, religious, political, cultural and technological. Knowledge: Continuity is the concept that aspects of life, such as rule and government, everyday life, settlements and beliefs, stay the same over time. Change is the concept that these aspects either progress and become bigger, better or more important, or decline and become smaller, worse or less important. Everyday life, including culture, language, settlements, trade and belief systems could change during different periods due to invasion, natural disasters or changes in leadership. However, some aspects of everyday life could continue, for example, if invaders respected and adopted a country's culture and language. The four most common systems of Greek government were: - Democracy - rule by the people (male citizens). - Monarchy - rule by an individual who had inherited his role. - Oligarchy - rule by a select group of individuals. - Tyranny - rule by an individual who had seized power by unconstitutional means	Skill: Explain the concept of change over a long period of history and represent this with evidence. Identify periods of rapid change in history. Knowledge: Continuity is the concept that aspects of life, such as rule and government, everyday life, settlements and beliefs, stay the same over time. Change is the concept that these aspects either progress and become bigger, better or more important, or decline and become smaller, worse or less important. Everyday life, including culture, language, settlements, trade and belief systems could change during different periods due to invasion, natural disasters or changes in leadership. However, some aspects of everyday life could continue, for example, if invaders respected and adopted a country's culture and language.

Similarity and Difference						
Stara Class	Henwood Class		Plusha Class		Caradon Class	
EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Reception – Understanding the World - Compare and contrast characters from stories, including figures from the past. ELG – Understanding the World (Past and Present) - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.	Skill: Compare toys using pictures from the past and present. Compare the similarities and differences between different castles. Compare experiences of parents and grandparents childhood with own. Knowledge: A range of toys have changed over time because of technology, packaging, design and manufacturing. Kings and Queens live in castles. They have several similarities and differences, including, size, location and use.	Skill: Use pictures and stories to find out about the past and compare different explorations. Identify some of the different ways the past has been represented. Use artefacts and diary entries to compare similarities and differences. Compare family tree examples. Knowledge: Historical sources include artefacts, written accounts, photographs and paintings. Artefacts are objects and things made by people rather than natural objects. They provide evidence about the past. Examples include coins, buildings, written texts or ruins. A family tree is a chart that shows all the people in a family over many generations and their relationship to one another.	Skill: Describe similarities and differences between the Stone Age, Bronze Age and Iron Age. Begin to describe some of the social, ethnic, cultural and religious diversity of the past. Knowledge: Life in the Stone Age was mainly nomadic. The Stone age was when early humans used tools from stone. It is known as pre-history. The Stone Age had three periods Palaeolithic (‘old Stone Age), Mesolithic (‘middle Stone Age) and Neolithic (‘new’ Stone Age). Palaeolithic- 800,000 BC-10,500 BC Mesolithic- 10,500 BC-4,000 BC Neolithic- 4,000 BC-2,500 BC Stone Age life is defined by the use of stone for making tools and weapons and the transition from the hunter-gatherer lifestyle to farming. The Bronze Age started at different times around the world. The Bronze Age started when the Beaker People arrived from Europe. They brought with them new ways of making metal. Bronze Age people lived in settlements, which was a group of round houses. Houses were made from wattle (sticks) and daub (mud) or dry stone. Settlements traded resources like copper and tin. Burials were important to Bronze Age people - they placed stone circles where burials took place. Metals, including bronze, were used to make tools, weapons and objects. There was a social hierarchy. Bronze is much easier to shape than stone, bone and antler, so people did all they could to find the tin and copper ore so they could create bronze. It took a lot of effort to make bronze, and over time the copper and tin deposits started to run out with so much ore taken from the mines. Whilst creating bronze, people developed the skill and technology to bring their fire to a high temperature. This meant that the temperatures would reach high enough to melt iron found in iron ore. Iron Age life is defined by the use of metals, including iron, to make stronger, more effective tools and weapons and fine, decorative objects. Farming became more efficient, and religion was an important part of life. Stonehenge is a prehistoric monument in Wiltshire, England. Archaeologists believe that Stonehenge was built around 3000 – 2000 BCE. It is one of the world’s most famous prehistoric monuments.	Skill: Compare the similarities and differences between the new and old kingdoms of Ancient Egypt and use evidence in my answer. Begin to describe different accounts of a historical event, explaining some of the reasons why the account may differ (Boudicca). Knowledge: There were several similarities and differences between the Old Kingdom and the New Kingdom in Ancient Egypt. Some of these include trade, the monarchy and the army. A primary source is a document or artefact, which provides direct, first-hand evidence of an event, person or time in the past. Primary sources contain the life experiences, thoughts, opinions and beliefs of their writers or creators, which can affect the information included and the way that people and events have been depicted.	Skill: Compare similarities and differences in crime and punishments over time. Compare the main changes in a period of history with the present day. Knowledge: Key aspects of British history include the rise, fall and actions of the monarchy; improvements in technology; exploration; disease; the lives of the rich and poor and changes in everyday life. Ancient Greece was a civilization belonging to a period of Greek history from the Greek Dark Ages of the 12th–9th centuries BC to 600 AD. The Celts were a warrior-based society. They lived in clans that formed a part of a larger tribe. Often tribes would fight against each other.	Skill: Compare and contrast key people/events/ artefacts in history. Use appropriate vocabulary to compare the similarities and differences between civilisations and cultures. Knowledge: Aspects of history that can be compared and contrasted include rulers and monarchs, everyday life, homes and work, technology and innovation. The characteristics of past civilisations include cities, rule and government, forms of writing, numerical systems, calendars, architecture, art, religion, inventions and set social structures. The characteristics of ancient civilisations include cities, government, language, writing, customs, numerical systems, calendars, architecture, art, religion, inventions and social structures, all of which have influenced the world over the last 5000 years. Greek Architecture was intertwined with their art. A big part of their architecture was their columns. The Greek columns have been used in western architecture for the past 2500 years. In Greek Architecture there were three main types of columns that were used: The Doric, Ionic, and Corinthian.

Historical Significance						
Stara Class	Henwood Class		Plusha Class		Caradon Class	
EYFS	Y1	Y2	Y3	Y4	Y5	Y6
3- 4 – Understanding the World - Begin to make sense of their own life story and family's history. - Show interest in different occupations. Reception – Understanding the World - Talk about members of their immediate family and community. - Name and describe people who are familiar to them. - Comment on images of familiar situations in the past. - Compare and contrast characters from stories, including figures from the past. ELG – 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.	Skill: Name a significant toy from the past. Begin to talk about key events of a significant king/queen or castle. Knowledge: There have been a number of significant toys through the ages. Some have been adapted and changed over time. A king or queen could be significant because of things that happened during their reign. A significant queen could be Queen Elizabeth II as she was the longest reigning monarch of Britain.	Skill: Name a monarch. Describe significant people from the past and explain why they are important. Knowledge: A monarch is a king or queen who rules a country. A person who is historically significant has made big changes in their lifetime, has been a good or bad role model, were known in their lifetime, made people's lives better or worse or changed the way people think. Important individual achievements include great discoveries and actions that have helped many people.	Skill: Suggest suitable sources of evidence to find out about significant people/events and explain the impact they had on society, using evidence to prove my discussion. Knowledge: Interviews, diaries, letters, journals, speeches, autobiographies, artefacts, photographs and witness statements are historical source materials. However, some historical source materials are more reliable than others. The causes of a significant event are the things that make the event happen and directly lead up to the event. The consequences of a significant event happen after the event and can be short-term, such as people being killed in a battle, or longterm, such as the change in language and society after an invasion.	Skill: Suggest suitable sources of evidence for historical enquiries. Discuss the importance of people and events in time and the significant impact they had on British archaeological thought. Suggest suitable sources of evidence to find out about and discuss the importance of people and events in time. Knowledge: Interviews, diaries, letters, journals, speeches, autobiographies, artefacts, photographs and witness statements are historical source materials. However, some historical source materials are more reliable than others. Significant events or people in the past have caused great change over time. They have influenced how people live today because they have formed countries and boundaries; created buildings and objects that are still used today; helped to improve health, knowledge and understanding through scientific research and discovery and provided inspiration for the way people should live.	Skill: Describe the social, ethnic, cultural or religious diversity of past society. Knowledge: Common aspects of history, such as leadership, belief, lifestyle and significant events, are features of different historical time periods. Many of these threads have features in common, such as the invasion of a country by a leader and an army, but may also have differences, such as the success of an invasion. The characteristics of past civilisations include cities, rule and government, forms of writing, numerical systems, calendars, architecture, art, religion, inventions and set social structures. The <i>Ancient Olympic Games</i> were a sporting event held every four years at the sacred site of Olympia, in the western Peloponnese, in honour of Zeus, the supreme god of the Greek religion. The games, held from 776 BCE to 393 CE, involved participants and spectators from all over Greece and even beyond. The Olympic Games were the most important cultural event in ancient Greece, and they ran for 293 consecutive Olympiads. So important were the Games in the ancient world that they were even used as a basis for the calendar.	Skill: Describe the characteristic features of the past, including ideas and beliefs. Describe the social and cultural significance of a past society. Describe the social and cultural significance of the Olympic Games. Knowledge: Common aspects of history, such as leadership, belief, lifestyle and significant events, are features of different historical time periods. Many of these threads have features in common, such as the invasion of a country by a leader and an army, but may also have differences, such as the success of an invasion. Sir Ernest Shackleton led three British expeditions to the Antarctic. During one expedition, his ship, Endurance, became trapped in ice. He was knighted by Edward VII. Sources of historical information can have varying degrees of accuracy, depending on who wrote them, when they were written and the perspective of the writer. Beliefs can prompt an individual to take action, such as to fight for change, fight wars, oppress or free individuals or groups of people, create temples and tombs or protest against injustice.

EYFS Vocabulary

today	yesterday	tomorrow	the present	the past	the future	day	week	month	long ago	old	new	parent	grandparent
great grandparent	clue	memory	lifetime	calendar	who?	what?	remember	recent	year				

Year 1 Vocabulary

modern	century	historians	detective	artefact	inventions	brave	diary	date order	drawing	period	explorers	grandparents' time	homes
houses	letters	long ago	materials	modern	moon landing	plastic	remembers	rescue	rocket	secret	mining	tin	significant

Year 2 Vocabulary

opinion	investigate	research	ancient	different	chronological order	decade	encounter	era	evidence	experts	impact	important	living memory
mechanical	memorial	memories	newspapers	photograph	pioneer	Samuel Pepys	William Crago	Rosa Parks	Mala Yousafzai	monarch	castle	king	queen

Year 3 Vocabulary

era	artefact	scribe	pharaoh	hierarchy	hieroglyphics	Egyptologist	chamber	pyramid	chariot	invade	empire	polytheistic	temple
obelisk	society	trade	deities	Mesoamerica	plaza	polytheists	Mayan	merchant	erosion	demise	drought	civilisation	architecture
primary source	secondary source	Palaeolithic	Mesolithic	Neolithic									

Year 4 Vocabulary

[illegible]

Year 5 Vocabulary

[illegible]

Year 6 Vocabulary

[illegible]

History SEND Strategies	
	Here is how we will help:
Attention Deficit Hyperactivity Disorder	- All adults supporting the child within the classroom will have a good understanding of how best to support the child using a non-confrontational approach - Any rules/expectations will be consistently implemented - Seating arrangements will be considered carefully to minimise distractions within the history session ‘Time out’ or ‘help cards’ can be used to ensure the child is able to communicate that they need to use their breakout space - Instructions and key information will be given clearly so the child understands what is being asked of them and how they will achieve their learning goal - Children will be given the correct preparation before the lesson so they know what will be happening and what to expect prior to the history session
Anxiety	- Before the lesson, there will be a discussion between the adult and child so that the child can choose their preference for where they would like to sit - Children will be given the necessary preparation prior to the lesson so that they know what to expect within the lesson. Any new vocabulary will also be shared with the child before the lesson - Any changes that will be made to the seating plan or organisation of the lesson will be shared with the child before the lesson - Children will be able to use a ‘help card’ if they feel that they need support within the classroom
Autism Spectrum Disorder	- Adults who have a positive, supportive, trusting relationship with the child will be available to support during the lesson - Learning will be adapted so that it is accessible to the child - Seating arrangements will be agreed with the child prior to the lesson and any changes to the organisation of the lesson or classroom will be shared with the child through a social script. Use of visuals - Preparation for what is coming will be provided with the use of visuals - Time will be given for the child to process new information and instructions with the support of visual cues - Planned and unplanned sensory breaks will be used and there will be a breakout space available throughout the lesson - Any group activities will be thought out carefully and children can work independently if the child finds the social expectations of group work tricky or difficult
Dyscalculia	- The use of an individual whiteboard will be used to ensure the child is not expected to copy from the shared whiteboard - Adults will ensure that questioning is adapted to support the child’s understanding
Dyslexia	- Adults will ensure font size is 12 or above and any printed resources will be on pastel coloured paper, avoiding black font on white paper - Numbered points or bullet points will be used rather than large paragraphs of writing/information - Children will be able to use a ruler or their finger to follow writing/text when reading - Text boxes or borders will be used to highlight important information - The use of pictures, diagrams, clear sub-titles and ‘colour-coded text’ will be used to break up large sections of information - Text to speech technology will be used if necessary
Dyspraxia	- Children will be provided with a large working space with an accessible route into and out of the classroom - Instructions will be written clearly for the child, using different colours for each line - Visual timelines of the lesson will be provided with a tick list of activities/expectations so that the child is aware of how to reach the learning goal - Time will be provided for the child to move around the room, complete tasks within the lesson, process information and pack up and leave the session early if needed
Hearing Impairment	- Adults will discretely check that the child is wearing their hearing aid - A discussion will take place between the adult and the child so that the child is able to choose where they sit/where is best for them to access the learning within the classroom environment - Background noise will be minimised, and the classroom will be a quiet and calm environment - Questions asked by other children will be repeated clearly so that the child is aware of any key information being shared - Adults will face the child when talking, children will sit closely to the front having clear vision of all aspects of the lessons - Children will be provided with key vocabulary specific to history with technical terms explained
Toileting Issues	- Allowances and provision needed when completing fieldwork away from school building/trips - Allow rest time if needed
Cognition and learning challenges	- Visual aids and word-mats to help with vocabulary - Demonstrate how to use equipment each time it is used for consistency and processing - Break down tasks into manageable chunks and demonstrate each step as required - Writing support for extended writing including examples of text and scaffolded frame - Step by step instructions - Group and partner work to help stay on task and provide peer support
Speech, Language & Communication Needs	- Visual aids and word-mats to help with vocabulary - Demonstrate how to use equipment each time it is used for consistency and processing - Break down tasks into manageable chunks and demonstrate each step as required - Writing support for extended writing including examples of text and scaffolded frame - Step by step instructions with understandable vocabulary - Group and partner work to help stay on task and provide peer support
Tourette Syndrome	- Adults will have an understanding of how to individually support the child with tics to ensure that they feel safe and respected - Adults will support the child to ensure they feel supported in participating within the lesson however they feel comfortable - Children will be provided with a tick list/structure to completing and activity that supports their attention span and helps with the planning and organisation of the activity
Experienced Trauma	The PACE approach will be used by all adults supporting the child within the lesson – playfulness, acceptance, curiosity and empathy

	- Adults will carefully check through the content of the lesson to ensure they are considering the child’s context and background before the lesson takes place. If necessary, lessons will be adapted with this information in mind to avoid triggers and to ensure the child feels safe and secure - Children will be provided with a safe and familiar break out space if they need it throughout the lesson - The use of a ‘help card’ will be available at all times - Adults supporting the child will have a good understanding of how best to support the child with their emotions
Visual Impairment	- A thicker/darker pencil will be provided to support the child with reading their own writing - Children will be given enlarged images, pictures and diagrams - If the child needs a typoscope when reading information, this will be accessible whenever necessary - Resources will be provided in the correct font size rather than enlarged to ensure sharpness and contrast is as clear as possible