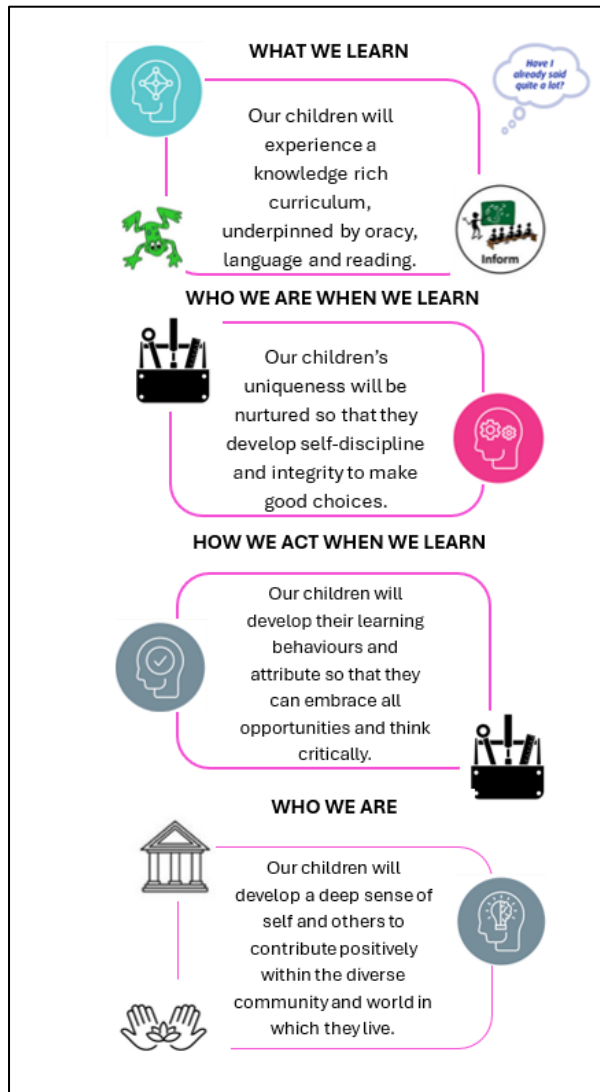


Lifton HISTORY Overview 2024-2025



Our curriculum has been deliberately designed to be ambitious and meet the needs of our children as well as the National Curriculum expectations. Subjects have been planned to immerse the children within their familiar local context before expanding their knowledge nationally and across the world.

Our curriculum design is rooted in developing our pupils as learners under **4 key principles**:

- Developing learners' learning
- Developing learners' character
- Developing learning behaviour
- Developing learners' moral compass

Curriculum intent for History:

As historians, our children will be encouraged to question their understanding of the past, inspiring a curiosity to learn more about the society in which we live and those of the wider world. Children will critically examine sources and evidence, establishing clear and coherent narratives through civilizations, empires and communities across both Britain and globally. With this knowledge, they will be informed to critically evaluate and explore change, making connections, identifying contrasts and trends over time and recognising how the past impacts upon the present and our futures.



LIFTON
COMMUNITY ACADEMY

Substantive Knowledge Content

	Autumn 1	Autumn 2	Spring 1 Temporary class restructure R/1/2	Spring 2	Summer 1	Summer 2
EYFS Year 1 Year 2		Understanding the world Myself, my family				Understanding the world Understanding how we can learn about the past Local History How did the railway transform life for ordinary people in Lifton/ Launceston? <i>Sir Goldsworthy Gurney</i> NC: 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 NC: significant historical events, people and places in their own locality
		Toys and family tree What were the toys like in my grandmother's day? NC: changes within living memory – where appropriate, these should be used to reveal aspects of change in national life		Understanding the world Understanding how we can learn about the past Florence Nightingale How did their actions lead to change? NC: 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		
		First aeroplane flight Who made the first successful aeroplane? NC: events beyond living memory that are significant nationally or globally				
Year 3/4		Iron Age Hill Forts How does the art and culture from the Iron		The Romans What was the impact of the Roman invasion on Britain?		Anglo-Saxons What was the impact of the Anglo-Saxon invasions on Britain?

		<p>Age tell us about how they lived?</p> <p>NC: Britain from Stoneage to the iron age.</p>		<p>The successful invasion by Claudius and conquest, including Hadrian's Wall</p> <p>NC: the Roman Empire and its impact on Britain.</p>		<p>Settlements and kingdoms: place names and village life</p> <p>NC: Britain's settlements by Anglo-Saxons and Scots</p>
Year 5		<p>Ancient Greece</p> <p>What did the Ancient Greeks contribute to modern life and how did they influence the western world?</p> <p>NC: a study of Greek life and achievements and their influence on the western world</p>		<p>Viking Raids and Invasion</p> <p>How successful was the Viking invasion?</p> <p>NC: The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p>		<p>Benin Civilisation</p> <p>What can we tell about Benin society based on images and artefacts?</p> <p>NC: a non-European society that provides contrasts with British history –Benin (West Africa) c. AD 900-1300</p>
Year 6		<p>WWII</p> <p>What was the impact on the people of Plymouth?</p> <p>NC: a local history study</p> <p>NC: a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality</p>		<p>Social History – Women's Rights</p> <p>How did women get the vote in Britain?</p> <p>NC: a significant turning point in British history</p>		<p>Crime and Punishment – How did crime and punishment change over time?</p> <p>NC: a study of an aspect or theme in British history the Anglo-Saxons to the present</p>

Disciplinary/Interdisciplinary Knowledge overview

Year	Chronology	Range and Depth	Interpretation	Enquiry	Organisation & Communication
1	<p>I can sequence events or objects in my life, in chronological order</p> <p>I can sequence 3 or 4 artefacts from different periods of time</p>	<p>I can begin to describe similarities and differences</p> <p>I can use a range of sources to find out characteristic features of the past</p>	<p>I can describe memories of key events in my life</p> <p>I can begin to identify different ways to represent the past (i.e. photos, stories, adults)</p>	<p>I can sort 3 or 4 artefacts into 'then' and 'now'.</p> <p>I can ask and answer questions related to different sources and objects. I.e. What happened? What was it like?</p> <p>I can use as wide a range of sources as possible.</p>	<p>I can create timelines (3D with objects/sequential pictures)</p>
2	<p>I can label timelines with an increasingly broader vocabulary of everyday historical terms</p> <p>I can sequence artefacts closer together in time, sequence events, photos etc</p>	<p>I can find out about people and events in other times and identify differences in their lives</p> <p>I can confidently describe similarities and differences between artefacts and photos</p> <p>I can describe key events and when they happened in time</p> <p>I can compare 2 sources of a past event</p>	<p>I can develop empathy and understanding (Hot seating, speaking and Listening)</p> <p>I can compare pictures or photographs of people or events in the past</p> <p>I can identify different ways to represent the past</p>	<p>I can begin to discuss the effectiveness (reliability) of sources</p> <p>I can use timelines</p> <p>I can use a source - why, what, who, how, where - to ask questions and find answers</p>	<p>I can annotate photos</p>

<p>3 & 4</p>	<p>I can place the time studied on a timeline</p> <p>I can place events from the period studied on a timeline.</p> <p>I can use terms related to the period and begin to date events</p> <p>I can understand more complex terms i.e. BC/AD</p>	<p>I can find out about everyday lives of people in time studies and use evidence to reconstruct life in the time studied</p> <p>I can compare with our life today</p> <p>I can identify reasons for and results of people's actions</p> <p>I understand why people may have had to do something</p> <p>I can identify key features and events and look for links and effects in time studied</p>	<p>I can distinguish between different sources and evaluate their usefulness</p> <p>I can identify and give reasons for different ways in which the past is represented.</p>	<p>I can use a range of sources to find out about a period</p> <p>I can observe small details in artefacts and pictures</p> <p>I can select and record information relevant to the study</p> <p>I can begin to use the library/e-learning for research and ask and answer questions</p> <p>I can choose relevant material to present a picture of one aspect of life in time past</p>	<p>I can communicate knowledge and understanding in a variety of ways - discussions, pictures, writing, annotations, drama.</p> <p>I can work independently and in groups</p>
<p>5 & 6</p>	<p>I can place current study on a timeline in relation to other studies</p> <p>I can relate current studies to previous studies</p> <p>I can make comparisons between different times in History.</p> <p>I can use relevant terms and periods</p>	<p>I can examine causes and results of great events and the impact on people</p> <p>I can compare life in early and late times studied</p> <p>I can study different aspects of life of different people i.e. men and women</p> <p>I can compare an aspect of life with the same aspect in another</p>	<p>I can compare accounts of events from different sources and consider what may be fact and what may be fiction</p> <p>I can link sources and work out how conclusions were arrived at.</p> <p>I can consider ways of checking the accuracy of interpretations - fact, fiction or opinion</p>	<p>I can use evidence/ a range of sources to build up a picture of life in time studied</p> <p>I can select relevant sections of information</p> <p>I can recognise primary and secondary sources</p> <p>I can suggest omissions and the means of finding out</p>	<p>I can record and communicate knowledge in different forms</p> <p>I can work independently and in groups showing initiative</p> <p>I can use a variety of ways to communicate knowledge and understanding, including extended writing</p> <p>I can plan and carry out</p>

	<p>I can sequence up to 10 events on a timeline</p>	<p>period including looking at beliefs and behaviours</p> <p>I can write another explanation of a past event in terms of cause and effect, using evidence to support and illustrate my explanation</p> <p>I know key dates, characters and events of the time studied</p> <p>I can find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings.</p>	<p>I am aware that different evidence will lead to different conclusions</p> <p>I can confidently conduct research</p>	<p>I can gather knowledge from a range of sources and bring it together in a fluent account</p>	<p>individual investigations</p>
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