

HISTORY

Objectives and historical knowledge and skills coverage

Objectives

Historical knowledge and skills

Year 1

Autumn-Hidden treasures of Lifton

How has Lifton changed over time?

What would it be like to be a child in Lifton 100 years ago?

What makes Lifton special now and in the past?

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life

Spring- Great fire of London (linked to English).

Why did London Burn?

What was London like in 1666?

What did we learn from the Great fire of London?

How do we know about the fire of London?

- events beyond living memory that are significant

Chronology sequence events or object in chronological order
Range and depth of historical knowledge begin to describe similarities and differences in artefacts - why people did things in the past use a range of sources to find out characteristic features of the past.

Interpretations in History begin to identify different ways to represent the past (e.g. photos, stories, adults talking about the past) (photos, websites).

Historical enquiry sort artefacts "then" and "now" use as wide a range of sources as possible speaking and listening (links to literacy) to ask and answer questions related to different sources and objects.

Organisation and communication Time lines (3D with objects/ sequential pictures) drawing drama/role play writing (reports, labelling, simple recount) ICT.

nationally or globally (for example, the Great Fire of London)

Summer Castles, Kings and Queens

How has Launceston castle changed?

Why was Launceston castle built where it was?

What are the key features you would build on your castle?

- 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 1
- historical places in their own locality

Year 2

Autumn - History around the world

Why were explorers considered brave? Why do we commemorate exploration and explorers? Why do we know more about some explorers than others?

Space exploration - Apollo 11 - polar exploration - Matthew Henson and Felicity Aston - and local explorers - Scott and Francis Drake)

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life- e.g. Space explorers

Chronology sequence artefacts closer together in time sequence events sequence photos etc from different periods of their life describe memories of key events in lives.

Range and depth of historical knowledge find out about people and events in other times collections of artefacts - confidently describe similarities and differences - develop empathy and understanding.

Interpretations in History- compare pictures or photographs of people or events in the past able to identify different ways to represent the past.

Historical enquiry- use a source - why, what, who, how, where to ask questions and find answers sequence a collection of artefacts. Use of time lines discuss the effectiveness of a source.

Spring - Future history makers

What could we learn from people who are trying to make the world a better place?

Greta Thurnberg,

Jadev Payeng,

Malala Yousafzai

Nelson Mandela

- the lives of significant individuals in the past who have contributed to national and international achievements.

Summer Wonderful Women who changed the world.

Why were these women significant?

What contributions did these women make to science/medicine?

Why do we celebrate the achievements of these women?

Mary Anning

Marie Curie

Mary Seacole

Florence Nightingale

- 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

Organisation and communication- Class display/ museum annotated photographs, ICT.

- significant historical events, people and places in their own locality.

Year 3

Autumn- Angry Earth and Dinosaurs

When did the dinosaurs walk the earth?

How do we know they existed?

Who and what were the significant people/discoveries?

What happened to the dinosaurs?

What does prehistory mean?

Which animals are ancestors of dinosaurs?

Prehistoric history/ chronological order/ ancient civilisations/ how do we know they existed?

Spring- Ancient Ancestors-Stone Age and Iron Age

When was the Stone/Bronze/Iron Age?

How did hunter gatherers survive the stone age?

What was Skara Brae? What sources tell us about the Stone Age? Why was Stone Henge built?

How did Britain change from the Stone Age to the Bronze Age? How did people live during the stone Age? What was it like in an Iron Age Hill Fort

- changes in Britain from the Stone Age to the Iron Age
- This could include: late Neolithic hunter gatherers and early farmers, for example, Skara Brae

Chronology place the time studied on a time line sequence events or artefacts use dates related to the passing of time.

Range and depth of historical knowledge find out about everyday lives of people in time studied compare with our life today identify reasons for and results of people's actions understand why people may have had to do something. Study change through the lives of significant individual.

Interpretations in History identify and give reasons for different ways in which the past is represented, distinguish between different sources and evaluate their usefulness, look at representations of the period - art, museum, cartoons, etc.

Historical enquiry- use a range of sources to find out about a period, observe small details - artefacts, pictures select and record information relevant to the study begin to use the library, e-learning for research ask and answer questions.

Organisation and communication- communicate knowledge and understanding in a variety of ways - discussions, pictures, writing, annotations, drama etc.

- Bronze Age religion, technology and travel, for example, Stonehenge
- Iron Age hill forts: tribal kingdoms, farming, art and culture

Summer- Inventive Victorians (Industrial Revolution)

What would it have been like as a Victorian child living here? How did Lord Shaftesbury improve the lives of Victorian children? What was the industrial revolution? Good v bad (railways)? Which famous inventions came from the Victorians ?

- a local history study
- Examples a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)

Year 4

Autumn - The Ancient Egyptians

Who was Tutankhamun? Who was Howard Carter? What are hieroglyphs? Why did they mummify bodies?

- 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 Egypt;

Chronology place events from period studied on a time line use terms related to the period and begin to date events understand more complex terms e.g. BC/AD.

Range and depth of historical knowledge use evidence to reconstruct life in time studied, identify key features and events, look for links and effects in time studied and offer a reasonable explanation for some events. Develop a broad understanding of ancient civilisation.

Interpretations in History look at the evidence available begin to evaluate the usefulness of different sources, use of text books

Spring- Who were the Romans and what were they famous for?

Who was Julius Caesar? Who were the Celts? Who was Boudicca? What Gods/Goddesses did they believe in? What impact did the Roman Empire have on Britain?

- the Roman Empire and its impact on Britain

Summer- Anglo Saxons and Scots

Where did the Anglo Saxons and Scots come from? Why did they invade Britain? What was their religion? What do Anglo Saxon names mean?

- Britain's settlement by Anglo-Saxons and Scots

Year 5/6

Autumn - Victorious Vikings

Were the Vikings always victorious and vicious? Who were the Anglo Saxon invaders? Why did they want to settle in Britain? Who was Alfred the Great? Were the Vikings victorious or vicious? Erik the Red, why was he called this? How have recent excavations changed our view of the Vikings?

- the Viking and Anglo-

and historical knowledge.

Historical enquiry use evidence to build up a picture of a past event, choose relevant material to present a picture of one aspect of life in time past, ask a variety of questions use the library, e-learning for research.

Organisation and communication select data and organise it into a data file to answer historical questions know the period in which the study is set display findings in a variety of ways work independently and in groups.

Chronology Y5 place current study on time line in relation to other studies know and sequence key events of time studied use relevant terms and periods labels relate current studies to previous studies make comparisons between different times in history.

Y6 place current study on time line in relation to other studies, use relevant dates and terms sequence up to ten events on a time line.

Range and depth of historical knowledge Y5 study different aspects of life of different people - differences between men and women, examine causes and results of great events and the impact on people compare life in early and late times studied, compare an aspect of life with the same aspect in another period Study an

Saxon struggle for the Kingdom of England to the time of Edward the Confessor

Spring - Marvellous Mayans

Why are we learning about the Mayans? Why did the Mayan empire grow? How different were the rich and the poor? If the Mayan civilisation were so civilised, why did they still carry out human sacrifice? Why did the Mayan empire decline? Did Cadbury really invent chocolate?

- a non-European society that provides contrasts with British history one study chosen From: Benin/ Maya

Summer - Crime and Punishment - Suffragettes

How do we know what punishment was like 800 years ago? What does the legend of Robin Hood tell us about medieval justice? How did crime and punishment change between 1500-1750? Why did punishment become so bloody in the 18th Century? Why did so much change happen in the 19th Century? Has the way we catch and punish criminals improved over the last 100 years?

- a study of an aspect or theme in British history that extends pupils' chronological

ancient civilization in detail (e.g. Benin, Mayans).

Y6 find about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings, compare beliefs and behaviour with another period studied, write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation know key dates, characters and events of time studied. Compare and contrast ancient civilisations.

Interpretations in History Y5 compare accounts of events from different sources. Fact or fiction- offer some reasons for different versions of events.

Y6 link sources and work out how conclusions were arrived at consider ways of checking the accuracy of interpretations - fact or fiction and opinion, be aware that different evidence will lead to different conclusions, confident use of the library etc. for research.

Historical enquiry Y5 begin to identify primary and secondary sources, use evidence to build up a picture of life in time studied, select relevant sections of information confident use of library, e-learning, research.

Y6 recognise primary and secondary sources; use a range of sources to find out about an aspect of time past. Suggest omissions and the means of finding out, bring knowledge gathering from several sources together in a fluent account.

Organisation and communication Y5 fit events into a display sorted by theme time, use appropriate terms, matching dates to people and events, record and communicate knowledge in different forms, work independently and in groups showing initiative.

Y6 select aspect of study to make a display use a variety of ways

knowledge beyond 1066 | changes in an aspect of social history, such as crime and punishment from the

- Anglo-Saxons to the present or leisure and entertainment in the 20th Century

to communicate knowledge and understanding including extended writing plan and carry out individual investigation.

Vocabulary-put in link from vocab ninja

- Ancient Greece needs to be slotted into KS2 for September 2022