

	Autumn Term	Spring Term	Summer Term
Nursery	Children begin to make sense of their own life-story and family's history through spending time with talking about photos and memories e.g. Sharing family photographs from home. Children are encouraged to retell what their parents told them about their life-story and family e.g. Creating pictures of their family.		
Reception	Children comment on images of familiar situations in the past through pictures, stories, artefacts and accounts from the past, explaining similarities and differences e.g. Looking at non-fiction books and images of historical transport, photographs of the village in the past and speaking to elders about their experiences at school. Hands-on experiences deepen children's understanding, such as visiting a local area that has historical importance e.g. Visit to the village Chapel, walking around the village and Small World play based on castles and knights. There is a focus on the lives of both women and men e.g. Discussing the experiences of boys and girls at school in the past and jobs that were historically carried out by either men or women – for example exploring the emergency services within the topic 'What is a Hero?' Images shared are of familiar situations in the past e.g. such as homes, schools, and transport in topics including 'What happens at school?' and 'What's the best way to travel?' Children begin to organise events using basic chronology, recognising that things happened before they were born e.g. When creating artwork about families and understanding that adults were once babies and children. Children compare and contrast characters from stories, including figures from the past through frequent books / images / oral story telling e.g. The use of archaic texts such as Burglar Bill and Mog in class and as part of a wider school reading challenge. Stories feature fictional and non-fictional characters from a range of cultures and times in storytelling e.g. The text 'Small Knight and George and the Royal Chocolate Cake' and non-fiction texts about the monarchy. Common themes from stories, such as bravery, difficult choices and kindness are drawn out and children talk about their experiences with these themes e.g. The Talk Through Stories texts Ruby's Worry, Zog and Cotton Wool Colin. Characters, including those from the past using songs, poems, puppets, role play and other storytelling methods are introduced e.g. When learning the rhyme 'The Grand Old Duke of York', reading traditional tales and signing traditional hymns. ELG Understanding the World – Past and Present Children at the expected level of development will: - 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		

Year 1		Enquiry Question: How have toys and technology changed through time? Unit: Changes within living memory Themes: Culture and pastimes Additional Lesson Gunpowder Plot – events beyond living memory Themes: Beliefs	Enquiry Question: Why do we still remember Grace Darling today? Unit: Grace Darling – lives of significant individuals Themes: Travel and exploration	Enquiry Question: How has transport changed over time? Unit: Travel and Transport – changes within living memory Themes: Travel and exploration Additional Lesson Richard Trevithick – lives of significant individuals Themes: Travel and exploration		Enquiry Question: How do holidays in the past compare to now? Unit: Changes within living memory Themes: Culture and pastimes
Year 2		Enquiry Question: Who were the great monarchs? Unit: Lives of significant individuals Themes: Society	Enquiry Question: How was the Great Fire of London great? Unit: An event beyond living memory Themes: Society		Enquiry Question: Who were the first space explorers? Unit: Lives of significant individuals Themes: Travel and exploration	
Year 3/4	Enquiry Question: What caused the Battle of Hastings and what were its effects? Unit: Vikings and Saxons – Britain’s settlement by Anglo-Saxons and Scots and the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. Themes: Settlements / Conflict			Enquiry Question: How have the way crimes are punished changed over time? Unit: Crime and Punishment in the UK – a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 Themes: Society		

Year 4/5			Enquiry Question: What impact did the industrial revolution have on Cornish tin mining? Unit: A local history study Themes: Society	Enquiry Question: When and why did the Maya disappear? Unit: The Mayas - a non-European society that provides contrasts with British history Themes: Society / Food and Farming	Enquiry Question: Where can we see the influence of Ancient Greece today? Unit: Ancient Greece - a study of Greek life and achievements and their influence on the western world Themes: Culture and pastimes / Society	
Year 6		Enquiry Question: How was the Battle of Britain a turning point in WWII? Unit: World War II - a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 Themes: Conflict		Enquiry Question: What were the Ancient Egyptian's most significant achievements? Unit: The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt Themes: Settlements / Location		

Settlements This is where people come together to live in an area.	Culture and Pastimes Beliefs and behaviours that are traditionally shown by a group of people and activities that you do to pass the time.	Beliefs A firm thought that something is true.	Location The place where something happened or is situated.	Travel and Exploration How and where people have travelled.	Conflict A serious disagreement.	Society A large group of people who live together in an organised way.	Food and Farming Farming is when plants and animals are grown or reared for people to eat.
							
Y3/4 – Autumn 1/2 What caused the Battle of Hastings and what were its effects?	Y1 – Autumn 2 How have toys and technology changed through time?	Y1 – Autumn 2 Gunpowder Plot	Y6 – Spring 2/Summer 1 What were the Ancient Egyptian's most significant achievements?	Y1 – Spring 1 Why do we still remember Grace Darling today?	Y3/4 – Autumn 1/2 What caused the Battle of Hastings and what were its effects?	Y2 – Autumn 2 Who were the great monarchs?	Y4/5 – Spring 2 When and why did the Maya disappear?
Y6 – Spring 2/Summer 1 What were the Ancient Egyptian's most significant achievements?	Y1 – Summer 2 How do holidays in the past compare to now?			Y1 – Spring 2 How has transport changed over time? (Richard Trevithick)	Y6 – Autumn 2 – How was the Battle of Britain a turning point in WWII?	Y2 – Spring 1 How was the Great Fire of London great?	
	Y4/5 – Summer 1 Where can we see the influence of Ancient Greece today?			Y2 – Summer 1 Who were the first space explorers?		Y3/4 – Summer 1 How have the way crimes are punished changed over time?	
						Y4/5 – Spring 1 What impact did the industrial	

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						revolution have on Cornish tin mining?	
						Y4/5 – Summer 1 Where can we see the influence of Ancient Greece today?	

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EYFS – Nursery						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Question	Who am I?	Who keeps us safe?	What would make a good pet?	Are all countries the same?	Are we there yet?	What shall I eat today?
Opportunities	Looking at family photos and baby photos		Learn about dinosaurs	Look at old environment photos compared to now	Exploring old and new transport	Look at how food has changed over time
Vocabulary	today, yesterday, then, now, a long time ago, old, new, next					
Enrichment		Visit from the Emergency Services	Visit from different animals	Walks around the village and a visit to the beach	Visit from different vehicles	Weekly cooking and growing herbs and vegetables

EYFS – Reception						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Question	What happens at school?	What is a hero?	Which animal is the best?	Where do I live?	What's the best way to travel?	What's on my plate?
Builds On		Nursery – Autumn 2 Who keeps us safe?	Nursery – Spring 1 What would make the best pet??	Nursery – Spring 2 All around the world	Nursery – Summer 1 Are we there yet?	Nursery – Summer 2 What shall I eat today?
Questions to Ask	What was it like at school for my parents and grandparents?	Has there always been emergency services? Who are some heroes from the past?	What does extinct mean? Are dinosaurs alive now?	Have people always eaten the same food?	How did people travel in the past? How might we travel in the future?	Was St Dennis the same in the past?
Opportunities	Visit to, or from, older generations to find out about their time at school	Speaking to emergency services about how they used to operate and the equipment they used			Visit to the Bodmin Steam Railway	Walk around the village exploring new and historical features
Linked Texts	<i>Traditional Tales</i> Jack and the Beanstalk Cinderella Little Red Riding Hood Three Little Pigs	<i>Archaic texts</i> Burglar Bill	<i>Archaic texts</i> Elmer <i>Traditional Tales</i> The Little Red Hen	<i>Texts with historical theme</i> George and the Dragon and the Giant Chocolate Cake	<i>Archaic texts</i> Where the Wild Things Are <i>Texts with historical theme</i>	<i>Archaic texts</i> Dogger

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	Princess and the Pea Billy Goats Gruff <i>Texts with historical theme</i> You Can!			<i>Traditional Tales</i> The Enormous Turnip	How to be a Viking	
Provision Texts	My Encyclopaedia of Very Important Dinosaurs, Castles – Find Out, Look Inside a Castle, Mog, George and the Dragon, Lost in the Toy Museum, Toys and Games, Major Glad, Major Dizzy, A Street Through Time					
Vocabulary	today, yesterday, then, next, before, now, before I was born, when parents or grandparents were little, a long time ago, old, new, the past, after, second, minute, hour, day, week, month, year, term					
Critical knowledge, skills and understanding	To investigate and interpret the past Use stories, non-fiction that are read, artefacts and photos and known adults to find out about the recent past. Children able to look at pictures or artefacts and notice what is the same and what is different. Build and overview of world history Children listen to stories from different historical periods and contain historical figures and know they are from the past. Communicate historically Resources and pictures presented and displayed are shown in chronological order, so children begin to understand left to right for ordering. Children can talk about significant events in their lives including their birthday, starting school, moving house etc Children can talk about changes in the natural world around them. Understand chronology Children know that some events happened before they were born, a long time ago, in the past or now. Children use words and phrases linked to time included today, yesterday, last week etc					
Enrichment		Visit from older generations to talk about school experiences.			Visit to Bodmin Steam Railway to travel on a steam train	

Year 1				
	Autumn 2	Spring 1	Spring 2	Summer 2
Topic Question	How have toys changed through time?	How do we keep people safe at sea?	How has transport changed over time?	Where in the world would you travel?
History Unit	Changes within living memory Lesson Guy Fawkes and the Gunpowder Plot – lives of significant individuals	Grace Darling – lives of significant individuals	Travel and Transport – changes within living memory	Changes within living memory
Builds On	New learning	Year 1 – Autumn 1 Guy Fawkes	Reception – Summer 2 What's the best way to travel?	Year 1 – Autumn 2 How have toys changed over time?
Memory Master	What is history? What do you think your parents played with in the past?	Discussion about what makes a hero	Naming forms of transport and what they recognise today	Revisit vocabulary: past, decade, century, similarities, differences, Victorian
Enquiry Question	How have toys and technology changed through time?	Why do we still remember Grace Darling today?	How has transport changed over time?	How do holidays in the past compare to now?
Vocabulary	(Toys) board games console modern old past phone present technology toy video games (Guy Fawkes) bonfire night dynamite effigy gunpowder plot parliament	lighthouse rescue shipwreck storm survivors Victorian	aeroplane horse and cart penny farthing steam locomotive engine steam train transport travel	abroad bathing costume bathing machine holiday pier promenade seaside
Vocabulary	observe – To look carefully at something in order to learn about it artefact – An ornament, tool or other object that is made by a human being, such as tools, coins, clothing, pottery and jewellery represent – To describe something in a certain way, e.g. one might represent things in pictures, writing, diagrams or tables past – Any time before the present (now) present – The period of time we are in now future – The period of time that will come after the present recount – To tell or describe a story or event to people			

	recent - Having happened a short time ago year - The time it takes the Earth to orbit (travel around) the Sun – a year lasts 365 days but every four years it lasts 366 days (called a leap year) decade - A period of time that lasts ten years century - A period of time that lasts one hundred years nation - An individual country or group of countries that share a government civilisation - An organised group of humans with its own culture monarchy - The king or queen and royal family of a country parliament - A group of people who make or change laws law - A set of rules in a county that one must follow otherwise there will be a punishment democracy - A system of government in which the people choose who is in charge or the rules they follow by voting in elections				
Themes	Culture and pastimes (Gunpowder Plot) - Beliefs		Travel and exploration	Travel and exploration	Culture and pastimes
Enquiry Sequence	What toys did our grandparents play with? What technology was used in the past? What toys are played with in modern times? What technology is used today? How are toys and technology the same and different to the past?	What was the Gunpowder Plot?	Who was Grace Darling? What was Grace Darling's life like? Why was Grace Darling important? How is Grace Darling remembered today? What impact did she have on the world?	How do people travel today? How did people travel in the past? Why do we remember Richard Trevithick? How did the Wright Brothers' first flight change the way people travel? How has transport changed from the past to today?	Where did people go on holiday in the past? What did people do at the seaside in the past? Where do people go on holiday now? What do people do at the seaside now? What has changed or stayed the same?
Critical knowledge, skills and understanding	(TOYS) To investigate and interpret the past	(GUY FAWKES) To investigate and interpret the past	To investigate and interpret the past Ask questions such as: What was it like for people?	To investigate and interpret the past Continue to ask questions such as: What was it like for people? What happened? How long ago?	To investigate and interpret the past Continue to ask questions such as: What was it like for people? What happened? How long ago?

	Ask questions such as: How long ago? Observe photos and artefacts to find out about the past.	Ask questions such as: What happened? How long ago? Use clips of pictures, fictional eyewitness accounts and paintings to find out about the past.	Use simple transcripts of letters to find out about the past.	Use photographs and video clips to answer to questions about the past.	Use photographs and video clips to answer to questions about the past.
	Build an overview of world history Begin to describe similarities and differences in artefacts and photographs (e.g. see differences between old and new toys and technology). (Forever Facts) Toys from the past were usually made from wood, metal, paper or china and they were mostly homemade.	Build an overview of world history Role play to describe historical events. Verbally describe a significant person from history. Verbally give reasons for an event. (Forever Facts) - Bonfire Night takes place on 5th November. - On this night, a long time ago, Guy Fawkes tried to blow up the	Build an overview of world history Role play to describe historical events. Describe significant people from the past and know why they are significant. (Forever Facts) - Grace Darling’s father was a lighthouse keeper. They lived in a lighthouse and kept watch. - She rowed out in the stormy sea to save survivors from a shipwreck. She rescued 9 survivors. - This happened a long time ago when the monarch was Queen Victoria.	Build an overview of world history Describe a significant person from history explaining how their actions affected others (e.g. Richard Trevithick and invention of first steam carriage). (Forever Facts) - Horses and carts were used to travel and transport goods to other places until cars were invented. - The steam train changed the way people travelled. Many city people were able to travel to the seaside for the first time. - Richard Trevithick was a Cornish engineer and he built the first steam locomotive over 200 years ago. - The Wright Brothers were the first people to build and fly an aeroplane.	Build an overview of world history Describe similarities and differences in photographs (e.g. of holidays) giving reasons why. (Forever Facts) - In the past, there were no aeroplanes so people could only go on holiday to the British seaside. Today, people can fly abroad to go on holiday. - Bathing machines were used in the Victorian era. They helped women change into their bathing costumes. A horse would then pull it towards the sea and the women would go into the sea without being seen by others. - In Victorian times, people would go into the sea fully clothed.

	• Modern toys are usually made from plastic and are mostly produced in factories. • Before mobiles, people used phones that were connected to walls with wires. • TVs only showed pictures in black and white. Colour TV wasn't invented yet. Games consoles were very simple and only had games that were just a few lines and squares on a screen.	Houses of Parliament. • This is called the Gunpowder Plot and it was not successful. • He did this because he was a Catholic, but at this time, people had to be the same religion as the King or Queen. • The King was James I and he was a Protestant.			
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	Understand chronology Sequence artefacts or photographs in chronological order.	Understand chronology Create a class timeline of events using pictures to order them left to right (no dates).	Understand chronology In groups, place pictures in order on a timeline to show key events and use this to tell the story verbally.	Understand chronology In groups, place pictures in order on a timeline to show key events (e.g. in development of transport). Add labels 'past' and 'present'.	Understand chronology Place pictures in order on a timeline to show key events (e.g. in changes in holidays) explaining why they have been ordered in this way. Add labels 'past' and 'present'.
	Communicate historically Use words and phrases like: old, new, a long time ago Start to understand terms: past, present and future Use the word artefact.	Communicate historically Use the phrase a long time ago to describe when an event happened. Use the phrase 'centuries ago' understanding that a century is 100 years. Children begin to understand what the monarchy and parliament are.	Communicate historically Use the phrase a long time ago to describe when an event happened. Use the phrase 'centuries ago' understanding that a century is 100 years.	Communicate historically Use words and phrases such as years, decades and centuries ago understanding a decade is 10 years. Use time terms such as nowadays and previously.	Communicate historically Use words and phrases such as years, decades and centuries ago understanding a decade is 10 years. Use time terms such as nowadays and previously.
Enrichment	Visit to the Royal Cornwall Museum to learn about toys from the past.		Visit to the National Maritime Museum to take part in a shipwreck workshop.		

Year 2			
	Autumn 2	Spring 1	Summer 1
Topic Question	Who were the great monarchs?	How was the Great Fire of London great?	Is life the same in Space as it is on Earth?
History Unit	Lives of significant individuals	An event beyond living memory	Lives of significant individuals
Builds On	Beliefs – Y1 Autumn 2 – The Gunpowder Plot	Society – Y2 Autumn 1 - Who were the great monarchs?	Travel and Exploration – Y1 Summer 1 – How has transport changed over time?
Memory Master	Complete a quiz about the Gunpowder plot (linked to monarchy).	Explain how similar or different life was under the reign of Queen Victoria compared to King Charles III.	Explain how cars changed over time.
Enquiry Question	Who were the great monarchs?	How was the Great Fire of London great?	Who were the first space explorers?
Vocabulary	Buckingham Palace chronology coronation empire government heir monarch	legacy parliament Prime Minister reign royal tradition	architect eyewitness congested fire hooks diary flammable evidence
Vocabulary	observe – To look carefully at something in order to learn about it artefact – An ornament, tool or other object that is made by a human being, such as tools, coins, clothing, pottery and jewellery represent – To describe something in a certain way, e.g. one might represent things in pictures, writing, diagrams or tables past – Any time before the present (now) present – The period of time we are in now future The period of time that will come after the present recount – To tell or describe a story or event to people recent – Having happened a short time ago year – The time it takes the Earth to orbit (travel around) the Sun – a year lasts 365 days but every four years it lasts 366 days (called a leap year) decade – A period of time that lasts ten years century – A period of time that lasts one hundred years nation – An individual country or group of countries that share a government monarchy – The king or queen and royal family of a country parliament – A group of people who make or change laws law – A set of rules in a county that one must follow otherwise there will be a punishment democracy – A system of government in which the people choose who is in charge or the rules they follow by voting in elections		

Theme	Society	Society	Travel and exploration
Enquiry Sequence	What is a monarch? How is the title of king or queen inherited? Why is Richard III significant? How do Queen Elizabeth I and Queen Victoria compare? How does life under the reign of Queen Victoria compare with life under the reign of King Charles III?	What was Stuart London like? What are the similarities and differences between 1666 and now? How did the fire start and how did it spread? What was the impact of the fire? How was London rebuilt after the fire?	What is an explorer? Why was Neil Armstrong significant? Why is Mae Jemison significant? Why is Helen Sharman significant?
Critical knowledge, skills and understanding	To investigate and interpret the past Continue to ask questions such as: What was it like for people? What happened? How long ago? Use photographs and video clips to answer to questions about the past and to ask simple questions e.g., Who? What? When?	To investigate and interpret the past Use maps, paintings, letters and diary entries to find out about the past and how it was represented. Use these to answer questions and begin to write own questions including thinking about how and why?	To investigate and interpret the past Use newspaper reports and film clips to find out about the past. Use these to answer questions and write own questions. Carry out simple research (e.g. about key events in space travel) using a prepared resource and frame.
	Build an overview of world history Describe a significant person from history and show understanding by pretending to be a character though hot seating. (Forever Facts) - A monarch is the King or Queen of a country. - Queen Elizabeth II, Queen Victoria, William the Conqueror and Richard III are all significant British monarchs. - The next monarch is the eldest son of the reigning monarch, or if there are no sons, the eldest daughter.	Build an overview of world history Describe significant events through pictures and words, explaining what changes occurred because of them. (Forever Facts) - The Great Fire of London started in 1666. - In Stuart London there was no fire brigade - In Stuart London houses were made from timber and were close together so it was easy for the fire to spread. - It was very windy the week of the fire. - The fire started in a bakery on Pudding Lane and the baker was called Thomas Farynor.	Build an overview of world history Describe a significant person from history and show understanding through a simple fact file. Describe significant events through pictures and words, explaining what changes occurred because of them. (Forever Facts) - The first and last time a person walked on the moon was in 1969 by an American astronaut called Neil Armstrong. - Mae Jemison was the first African American woman to become an astronaut

	- Richard III was only King for 2 years and although it is believed he killed the Princes in the Tower, it was never proven. - During Queen Victoria's reign there was a great change in British History called the Industrial revolution which was a time when the manufacturing of goods moved from small shops and homes to large factories. - Queen Victoria reigned for 63 years, and Queen Elizabeth reigned for 70 years so she was the longest reigning monarch. - Charles III is now King.	- King Charles II was king at the time. - Samuel Pepys kept a diary of the events of the fire at the time which is why we know about it now.	Helen Sharman was the first British woman in Space.
	Understand chronology Order key monarchs studied on a timeline (knowing there were others).	Understand chronology Use a timeline to show key events (e.g. that led to the fire and events during it), with labels showing days and times (dates).	Understand chronology Use a timeline to show key events in space travel with some significant dates (e.g. First Moon landing).
	Communicate historically Use words and phrases such as long ago, recently, years, decades to describe the passing of time. Begin to use the phrase last century. Begin to show an understanding of concepts such as monarchy, parliament and democracy	Communicate historically Use words and phrases such as long ago and centuries ago to show passing of time, to explain changes and to compare to today.	Communicate historically Use words and phrases such as long ago, last century, centuries, past and present to show passing of time and understand the word chronology.
Enrichment	Coronation Day	A visit to Trerice.- A National Trust property	A visit to Discovering 42 to complete a rocket workshop

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Year 3/4			
	Autumn 1	Autumn 2	Spring 2
Topic Question	Were the Dark Ages dark?	Where does my food go?	Should all crimes be punished?
History Unit	Britain's settlement by Anglo-Saxons and Scots and the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.		Crime and Punishment in the UK – a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
Builds On	New learning		Society – Y2 – Autumn 2 Who were the great monarchs?
Memory Master	Explain what happened in The Great Fire of London. Mindmap.		Mindmap of the greatest monarchs.
Enquiry Question	What caused the Battle of Hastings and what were its effects?		How have the way crimes are punished changed over time?
Vocabulary	Chieftain colonisation / colonise conquer Danelaw invasion longship monastery raid runes	Saxon Scandinavia settlement trade Viking	capital punishment corporal punishment constable execute felony heresy larceny medieval outlaw pillory poaching stocks transportation treason trial by combat vagrant
Vocabulary	source – The person, place or thing that you get something from evidence – Anything that you see, experience, hear or are told which causes you to believe something is true or has really happened historical source – An item that gives information about the past primary source – First-hand evidence about an event account – A report or description of an event or an experience (primary and secondary) secondary source – Secondary means something that comes after the first (primary) thing enquiry – A question asked in order to get information historical enquiry – A series of questions asked to find out information about the past cause – The thing that makes something happen consequence – Something that occurs because of an event locality – A small area of a country or city overview – A short description, general review or summary of a subject with no detail ancient – Of or from a long time ago (very old), belonging to the distant past (before the end of the Roman Empire)		

	medieval - Relates to, or made in the period of, European history 476 BC–1500 BC culture - The ideas, customs and social behaviour of a society BC - Before Christ AD - Anno Domini social - Relating to society and its organisation ethnic - Relating to a particular racial or cultural group of people society - People living together in an organised group civilisation - An organised group of humans with its own culture	
Themes	Settlements / Conflict	Society
Enquiry Sequence	Who were the Anglo-Saxons and why did they come to Britain? What was life like in Anglo-Saxon Britain? What stayed the same and what was different when the Anglo-Saxons and Scots settled in Britain? What can we learn about the Anglo-Saxons from the things they left behind? How did Christianity spread in Anglo-Saxon England? What was the cause and consequence of the Viking raid on Lindisfarne? How did the Anglo-Saxons respond to the Viking threat? What was life like in areas under Viking rule? How and why did power move between the Anglo-Saxons and Vikings? Why was Edward the Confessor significant?	How were crimes punished 800 years ago and how do we know? What does the legend of Robin Hood tell us about Medieval punishments? How did punishment change between 1500 and 1700? Why did punishments become so bloody in the 18th century? How has the way crimes are punished improved over the last 100 years?
Critical knowledge, skills and understanding	To investigate and interpret the past Use more than one source including artefacts, photos of artefacts etc as evidence to ask questions and research answers to questions about the past. Create own questions to investigate, suggesting suitable sources to research. Understand the difference between a primary and secondary source and suggest a suitable source (based on previous experience). Describe different accounts of an event, explaining reasons why they may differ.	To investigate and interpret the past Use more than one source including artefacts, photos of artefacts etc as evidence to ask questions and research answers to questions about the past. Create own questions to investigate, suggesting suitable sources to research to present a picture (or crime and punishment over time)

		Understand the difference between a primary and secondary source and suggest a suitable source (based on previous experience). Describe different accounts of an event, explaining reasons why they may differ.
	Build an overview of world history Compare times studied with regards to settlements and society. Communicate findings in a range of ways including labelled diagrams, reports, explanations etc. Give reasons why people acted as they did linked to cultural and religious beliefs, explaining what changes occurred because of them and why. (Forever Facts) • The Anglo-Saxon's invaded Britain in around 450AD in search of more arable farmland as much of their farmland in Germany, The Netherlands and Denmark had flooded. • The Anglo-Saxons named many of their villages after their Chieftain (leader of their tribe) and are still used across England today. • Anglo-Saxons were largely Pagans until the Pope in Rome sent over a Christian Monk who convinced the Anglo-Saxon king to convert to Christianity. Christianity has remained the dominant faith in the UK since. • The Vikings, who travelled from Scandinavia, first raided England in 793AD when they attacked Lindisfarne. They were in search of greater wealth which they knew the Anglo-Saxons had. • The Vikings were expert boat builders and sea-farers and travelled across the continent to trade, as well as loot, in their longboats. • The death of Edward the Confessor in 1066 left many different claimants to the throne, leading to the Battle of Hastings when William the Conqueror, from Normandy, became king. This signalled the end of the Anglo-Saxon era.	Build an overview of world history Compare times studied with regards to society. Communicate findings in a range of ways including labelled diagrams, reports, posters, persuasive writing etc. Give reasons why people acted as they did, linked to society and explaining what changes occurred because of them and why. Compare times studied with regards to society. Communicate findings in a range of ways including labelled diagrams, reports, posters, persuasive writing etc. (Forever Facts) • Justice in the Middle Ages depended almost entirely on the community. Their only hope of protection from theft and violence was for everyone in the village to work together. • Medieval justice was loaded in favour of the rich and powerful; if you ran away from justice you would be declared an outlaw and could be killed on sight. • In 18th century there was a massive increase in the number of crimes for which people could be hanged. It was known as the Bloody Code. With no police force to protect their property MPs used the threat of capital punishment which they thought would act as a strong deterrent.

		- In the 19th century, transportation was used as a punishment. - In Victorian times, if a child committed a crime, they were punished in the same way as an adult. - The Metropolitan police was formed by Sir Robert Peel in 1829.
	Communicate historically Use a timeline to place key changes in chronological order with dates and evidence to show these. Continue to learn how to talk about how events lead to others and give reasons for these.	Communicate historically Use a timeline to place key changes in chronological order with dates and evidence to show these. Continue to learn how to talk about how events lead to others and give reasons for these.
	Understand chronology Use appropriate historical vocabulary to communicate, including: dates, the time period, era, change and chronology. Use AD and BC for dates understanding these terms. Able to communicate where this period lies in comparison to learning on other eras Understand the term civilisation. Develop understanding of invasion understanding why Britain would have been an important country to conquer. Use and understand the term conflict and reasons for this (including beliefs).	Understand chronology Use appropriate historical vocabulary to communicate, including: dates, the time period, era, change and chronology.
Enrichment	Visit to The National Maritime Museum for a Viking workshop	Visit to Bodmin Jail Visit to Royal Cornwall Museum

Year 4/5			
	Spring 1	Spring 2	Summer 1
Topic Question	What impact did the Industrial Revolution have on Cornish tin mining?	When and why did the Maya disappear?	Where can we see the influence of Ancient Greece today?
History Unit	A local history study	The Maya - a non-European society that provides contrasts with British history	Ancient Greece - a study of Greek life and achievements and their influence on the western world
Builds On	Society – Y4/5 Spring 2 How have the ways crimes are punished changed over time?	New Learning	Beliefs – Y1 – Autumn 2 The Gunpowder Plot
Memory Master	Mindmap about how crimes were punished over time with a focus on society.	Mindmap of who the Anglo-Saxons were and what life was like in Britain under their rule.	What was the Gunpowder Plot? Explanation.
Enquiry Question	What impact did the Industrial Revolution have on Cornish tin mining?	When and why did the Maya disappear?	Where can we see the influence of Ancient Greece today?
Vocabulary	Industrial Revolution invention manufacture	mining trade	ahau or ahaw batab cenote drought glyph hieroglyph kin
		reservoir quetzal ritual slash and burn stelae trade uinal	Acropolis Athens agora architecture city states democracy empire
			legacy mythology Parthenon Philosophy Sparta
Vocabulary	hypothesis - An idea that may explain a situation that has not yet been proven to be correct – an idea to try something out testable - Able to be tested or tried (by a procedure intended to establish quality and reliability) reliable Likely to be correct culture - The ideas, customs and social behaviour of a society racial - Relating to race diverse - Containing many different elements (this may refer to: gender, race, ethnicity, abilities, beliefs, culture etc) characteristic features - The particular qualities or aspects that make something recognisable analyse - To consider something carefully in order to understand it or reveal something or find something out justify - To show or prove to be right or to be reasonable or necessary propaganda - Often inaccurate information, published or broadcast by a political organisation in order to influence people bias - A tendency to prefer and favour one person or thing culture - The ideas, customs and social behaviour of a society		
Themes	Society	Society, Food and farming	Culture and pastimes, Society

Enquiry Sequence	What stayed the same and what was different in Cornwall after the Industrial Revolution? Why was tin mining significant in Cornwall during the Industrial Revolution? What was life like for a Cornish tin miner in the 1800s? What was the cause and consequence of new inventions and technologies on tin mining in Cornwall? What evidence of tin mining can we still see in Cornwall today?	When and where did the Maya live? How did the landscape of the Maya civilisation affect farming and trade? What do hieroglyphs tell us about society? What achievements are the Maya remembered for? Which were the most significant reasons for the disappearance of the Maya?	When and where was Ancient Greece? What was similar and what was different about life in Athens and Sparta? What was significant about the Ancient Greeks' art, architecture and theatre? Why were the Olympic Games so important to the Ancient Greeks? How did the achievements of the Ancient Greeks influence the modern world?
Critical knowledge, skills and understanding	To investigate and interpret the past Use a range of sources including artefacts including newspapers, non-fiction etc as evidence to ask questions and research answers to questions recognising that no single source gives the full answer to questions about the past. Select sources of evidence giving reasons for choices. Understand the difference between a primary and secondary source and suggest a suitable source. Describe different accounts of an event, explaining reasons why they may differ and giving reasons for which is the most reliable.	To investigate and interpret the past Use a range of sources including artefacts including clips, non-fiction etc as evidence to ask questions and research answers to questions recognising that no single source gives the full answer to questions about the past. Select sources of evidence giving reasons for choices. Understand the difference between a primary and secondary source and suggest a suitable source explaining why.	To investigate and interpret the past Use a range of sources including artefacts including clips, non-fiction etc as evidence to ask questions and research answers to questions recognising that no single source gives the full answer to questions about the past. Select sources of evidence giving reasons for choices. Understand the difference between a primary and secondary source and suggest a suitable source explaining why.
	Build an overview of world history Identify continuity and change in the history of the locality of the school. Identify periods of rapid change in history (with regards to developments transport) and contrast them with times of relatively little change. (Forever Facts) The Industrial Revolution started during Queen Victoria's reign because of the power of steam.	Build an overview of world history Describe the social, ethnic, cultural and religious diversity of past society. Describe the characteristic features of the past (the Maya), including ideas, beliefs, attitudes and experiences of men, women and children. (Forever Facts)	Build an overview of world history Describe the social, ethnic, cultural and religious diversity of past society. Describe the characteristic features of the past (Ancient Greece), including ideas, beliefs, attitudes and experiences of men, women and children. (Forever Facts) The Ancient Greeks civilisation was from 800BC to 146BC.

	- The industry depended on steam, and steam depended on coal. - Steam aided the tin mining process by pumping water, lifting produce and providing other services. - Children worked in the coal mines and factories to earn money for their families. - Cornwall became the most industrialised place in the UK and possibly the world. - Ports in Cornwall were developed due to mining. - Cornwall produced two million tons of tin in the 19th century.	- The Maya lived from approximately 2000 BC to 900 AD in Mesoamerica which is now in Mexico and other parts of Central America. - The Maya invented lots of things including their own calendars, farming methods, writing systems, sports and religion. - They had a writing system using hieroglyphics and there were up to 800 glyphs in their writing system. - The Maya invented the concept of ‘zero’. - They were great builders and build palaces, pyramids, temples and this is impressive because they didn’t have metal tools. - They created stone reservoirs underground to catch water, and store, so they could later use it to water their plants.	- In 700BC, the city states of Athens and Sparta emerge and become major powers in the region. - In 776BC, the first Olympic Games were held as a festival for the Ancient Greek God Zeus. - In 508BC, men were given the chance to vote and this was the beginning of democracy. - In 447 BC, the Parthenon (religious temple the Athenians built for the Greek goddess Athena) was built on the high hill called the Acropolis - Greek scientists, mathematicians and astronomers including Archimedes, Aristotle and Pythagoras made great advancements in a period known as ‘The Age of Science’.
	Understand chronology Use a timeline to place key changes in chronological order with accurate dates and evidence to show these. Explain about how events lead to others and give reasons for these using accurate dates. Describe the main changes in a period of history, using terms such as: social, technological and cultural.	Understand chronology Use a timeline to place key changes in chronological order with accurate dates and evidence to show these. Understand the concepts of continuity and change over time, representing them, along with evidence, on a timeline. Explain about how events lead to others and give reasons for these using accurate dates. Describe the main changes in a period of history, using terms such as: social, cultural and religious	Understand chronology Use a timeline to place key changes in chronological order with accurate dates and evidence to show these. Understand the concepts of continuity and change over time, representing them, along with evidence, on a timeline. Explain about how events lead to others and give reasons for these using accurate dates. Describe the main changes in a period of history, using terms such as: technological and architectural and the impact of these today.
	Communicate historically Use appropriate historical vocabulary to communicate including: dates, chronology, change, century, decade and legacy. Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past	Communicate historically Use appropriate historical vocabulary to communicate including: dates, time period, era, chronology, continuity, change, century, decade and legacy.	Communicate historically Use appropriate historical vocabulary to communicate including: dates, time period, empire, era, chronology, continuity, change, century, decade and legacy.

St Dennis Primary Academy – History Long Term Plan

"History is who we are and why we are the way we are." – David McCullough



		Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past.	Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past.
Enrichment	Visit to Geevor Tin Mine	Royal Cornwall Museum visit and Ancient Greek workshop	

Year 6					
	Autumn 2		Spring 2		Summer 1
Topic Question	How was the Battle of Britain a turning point in WWII?		What were the Ancient Egyptian's most significant achievements?		
History Unit	World War II - 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 Ancient Egypt		
Builds On	Conflict – Y3/4 Autumn 1/2 – What caused the Battle of Hastings and what were its effects?		Location – Y5 Summer 1 – Where can we see the influence of Ancient Greece today?		
Memory Master	Cause and consequence diagram of the Battle of Hastings.		Write one aspect of how Ancient Greece influenced today and revisit chronology of Ancient Egypt and Ancient Greece.		
Future Learning	History KS3 National Curriculum: 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. Pupils should be taught about: - the development of Church, state and society in Medieval Britain 1066-1509 - the development of Church, state and society in Britain 1509-1745 - ideas, political power, industry and empire: Britain, 1745-1901 - challenges for Britain, Europe and the wider world 1901 to the present day - a local history study - the study of an aspect or theme in British history that consolidates and extends pupils' chronological knowledge from before 1066 - at least one study of a significant society or issue in world history and its interconnections with other world developments				
Enquiry Question	How was the Battle of Britain a turning point in WWII?		What were the Ancient Egyptian's most significant achievements?		
Vocabulary	aerial warfare air-raid allies axis Blitz	Home front Luftwaffe Nazi war effort	ancient civilisations cuneiform deity fertile	mummification oracle Pharaoh polytheism shaduf	

	evacuation	hieroglyphics irrigation	ziggurat
Vocabulary	hypothesis – An idea that may explain a situation that has not yet been proven to be correct – an idea to try something out testable – Able to be tested or tried (by a procedure intended to establish quality and reliability) reliable Likely to be correct culture – The ideas, customs and social behaviour of a society racial – Relating to race diverse – Containing many different elements (this may refer to: gender, race, ethnicity, abilities, beliefs, culture etc) characteristic features – The particular qualities or aspects that make something recognisable analyse – To consider something carefully in order to understand it or reveal something or find something out justify – To show or prove to be right or to be reasonable or necessary propaganda – Often inaccurate information, published or broadcast by a political organisation in order to influence people bias – A tendency to prefer and favour one person or thing culture – The ideas, customs and social behaviour of a society		
Themes	Conflict	Settlements, Location	
Enquiry Sequence	What were the main events in WWII? What countries were involved? What were the ‘home front’ and ‘war effort’? What events led to the Battle of Britain? What was the turning point?	What and when were the four ancient civilisations? How was religion similar and different for the four ancient civilisations? How was agriculture similar and different for the four ancient civilisations? How was communication similar and different for the four ancient civilisations? Why was Ancient Egypt established? What was the significance of the Rosetta Stone? Why were the pyramids significant? Why was the Nile significant to the Ancient Egyptians? What were the significant achievements of the Ancient Egyptians?	
Critical knowledge, skills and understanding	To investigate and interpret the past Use a range of sources including artefacts including clips, non-fiction etc as evidence to ask questions and research answers to questions recognising that no single source gives the full answer to questions about the past. Select suitable sources of evidence, giving reasons for choices.	To investigate and interpret the past Use a range of sources including artefacts including clips, non-fiction etc as evidence to ask questions and research answers to questions recognising that no single source gives the full answer to questions about the past. Select suitable sources of evidence, giving reasons for choices. Use sources of information to form testable hypotheses about the past. Seek out and analyse a wide range of evidence in order to justify claims about the past. Understand that no single source of evidence gives the full answer to questions about the past.	

	Use sources of information to form testable hypotheses about the past. Seek out and analyse a wide range of evidence in order to justify claims about the past. Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. Understand that no single source of evidence gives the full answer to questions about the past.	Refine lines of enquiry as appropriate.
	Build an overview of world history Describe the social, ethnic, cultural or religious diversity of past society. Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. (Forever Facts) • Neville Chamberlain was the Prime Minister when war broke out. • World War II began on 3rd September 1939 because Germany invaded Poland. • The Allies were the UK, America, France and Poland who joined forces with one common enemy • The Axis powers were Germany, Japan and Italy who fought together to try to expand their empires by invading other countries. • Over 3.5 million people were evacuated from cities during World War II. • The Battle of Britain was a turning point because it prevented Germany from invading the UK mainland. • World War II ended on 2nd September 1945 when Germany surrendered.	Build an overview of world history Describe the social, ethnic, cultural or religious diversity of past society and link this to society today. Compare to other areas of the world at that time. Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. (Forever Facts) • There are four ancient civilisations: Ancient Sumer, Indus Valley and the Shang dynasty of ancient China. • The Egyptians were great at inventing. They invented medicine, musical instruments, paper, pens, locks, keys, cosmetics and even toothpaste. • To get the most out of the Nile's waters, ancient Egyptian farmers developed a system called basin irrigation. They constructed networks of earthen banks to form basins, and dug channels to direct floodwater water into the basins, where it would sit for a month until the soil was saturated and ready for planting. • Ancient Egyptians identified natural substances with antibiotic properties that could be used to treat infections. In addition, they discovered the anti-inflammatory properties of incense. • The first pyramid is built in 2,640 BC. • The largest pyramid was the Great Pyramid of Giza. • The Rosetta Stone is an ancient carving which helped us to translate hieroglyphics. Some text was written in Ancient Greek which made it possible to translate. • The first people came to live by the Nile in 5000 BC because it provided ancient Egypt with fertile soil and water for irrigation, as well as a means of transporting materials for building projects.
	Understand chronology	Understand chronology

	Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). Identify periods of rapid change in history and contrast them with times of relatively little change. Understand the concepts of continuity and change over time, representing them, along with evidence, on a timeline. Use dates and terms accurately in describing events.	Describe the main changes in a period of history (using terms such as: social, religious and cultural). Understand the concepts of continuity and change over time, representing them, along with evidence, on a timeline. Use dates and terms accurately in describing events and compare those in relation to other civilisations.
	Communicate historically Use appropriate historical vocabulary to communicate, including: dates, chronology continuity, change, century, decade and legacy. Use original ways to present information and ideas.	Communicate historically Use appropriate historical vocabulary to communicate, including: dates, chronology continuity, change, century, decade and legacy. Use original ways to present information and ideas.
Enrichment	Visit to Bodmin Keep	Visit to the Royal Cornwall Museum for Ancient Egyptian workshop