

History Curriculum Two Year Rolling Programme St Winnow 2022

Aims

- Establish a coherent, chronological narrative of British history from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.
- Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind.
- Gain a historical understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'.
- Gain a 'historical perspective' by placing their growing knowledge into different contexts and understanding connections between local, regional, national and international history and between cultural, economic, military, political, religious and social history.

Skills

- Develop a historical perspective by:
 - I. Learning to ask perceptive enquiry questions
 - II. Think critically
 - III. Weigh evidence (primary and secondary) and begin to be able to identify bias
 - IV. Sift arguments and begin to develop perspective and judgement
- Use historical methods, including examining historical claims and events; examine contrasting arguments and different interpretations of the past.
- Create structured accounts as written narrative using narrative and developing analyses by making connections, drawing contrasts and frame valid historical questions.
- Learn to use a historically grounded understanding of key terms and concepts including: continual change, cause and consequence, similarity/difference and significance and use this understanding to create historically-valid questions.

Reception/Foundation				
	History Focus/Enquiry Question	Content	Skills	NC Coverage
Aut 1	Who was Guy Fawkes?	The Gunpowder plot.	Recognise and describe a special time or event. Sequence a few events using language relating to time.	
Aut 2	How were toys different in the past?	Comparing toys from the past to those in the present.	Identify and describe some similarities and differences.	
Spring 1				
Spring 2	How was farming different in the past?	Comparing farms from the past to those in the present.	Identify and describe some similarities and differences.	
Sum 1	Who were the pirates? Was there	Identify some famous pirates and what they did.	Sequence a few events using	

	a mermaid in Zennor?	Explore the story of the Cornish story – the Mermaid of Zennor.	language relating to time. Speculate why things happen and give explanations about simple cause and effect.	
Sum 2				

KS1 (Year 1)				
	History Focus/Enquiry Question	Content	Skills	NC Coverage
Aut 1				
Aut 2	Who was Guy Fawkes?	Gunpowder Plot/Bonfire Night	Develop an awareness of the past and know where the people and events they study fit within a chronological framework. Recall some significant people from history and events beyond living memory.	Events beyond living memory that are significant nationally or globally.
Spring 1				
Spring 2	Famous for more than 5 minutes?	Van Gogh and Lowry	Recall some significant people from history and events beyond living memory. Make comparisons by identifying similarities and differences between life and in different historical periods.	The lives of significant individuals in the past who have contributed to national and international achievements.
Sum 1	History of the seaside	Lifeboats /History of the Seaside	Make comparisons by identifying similarities and differences between life and in different historical periods.	Changes within living memory and events beyond living memory.
Sum 2				

KS1 (Year 2)				
	Historical focus/Enquiry Question	Content		NC Coverage
Aut 1	Nurturing Nurses	The lives of Florence Nightingale and Mary Seacole.	Recall some significant people from history and events beyond living memory. Develop an awareness of the past and know where the people and events they study fit within a chronological framework.	The lives of significant individuals in the past who have contributed to national and international achievements.
Aut 2	What happened during the Great Fire of London?	Events and consequences of the Great Fire of London	Develop an awareness of the past and know where the people and events they study fit within a chronological framework.	Events beyond living memory that are significant nationally or globally.
Spring 1				

Spring 2				
Sum 1	How have holidays changed?	The history of holidays/swimming/leisure etc.	Make comparisons by identifying similarities and differences between life and in different historical periods. Show an understanding of how we know about the past. Describe changes in living memory using historical vocabulary.	Changes within living memory and events beyond living memory.
Sum 2				

LKS2 (Year 1)				
	Historical focus/Enquiry question	Content	Skills	NC Coverage
Aut 1				
Aut 2	The Norman Conquest	The Viking and Anglo Saxon struggle for the kingdom of England to the time of Edward the Confessor.	Use the appropriate historical vocabulary to describe change, cause, similarity and difference when discussing significant historical periods, events or people.	Britain's settlement by Anglo-Saxons and Scots.
Spring 1	Cornish Heritage	History of mining in Cornwall and Cornish heritage.	Develop a chronologically secure knowledge and understanding of British, local and world history, noting connections, contrasts and trends over time.	A local history study.
Spring 2				
Summer 1	Cavemen	Changes in Britain from the Stone Age to the Iron Age.	Understand how our knowledge of the past is constructed from a range of sources.	Changes in Britain from the Stone Age to the Iron Age,
Summer 2	Ancient Greece	A study of Greek life, achievements and their influences on the western world.	Construct informed responses that involve thoughtful selection and organisation of historical information.	A study of Greek life and achievements and their influence on the western world.

LKS2 (Year 2)				
	Historical focus/Enquiry question	Content	Skills	NC Coverage
Aut 1	Real life superheroes What makes someone a real life superhero?	Exploring Real Life Heroes and their achievements: <ul style="list-style-type: none"> • Nelson Mandela • Rosa Parks • Tim Peake • Florence Nightingale • Tim Berners-Lee • Alexander Graham Bell 	Use the appropriate historical vocabulary to describe change, cause, similarity and difference when discussing significant historical periods, events or people.	A study of an aspect or theme in British/world history that extends pupils' chronological knowledge beyond 1066.

Aut 2	What did the Romans do for us in Britain? Rome: Democracy or Dictatorship?	The Roman Empire by AD42 and the power of its army.	Construct informed responses that involve thoughtful selection and organisation of historical information.	The Roman Empire and its impact on Britain.
Spring 1	Why were the Mayans so successful? Why was cacao important to the Mayans?	A study of the Mayans, history of the cocoa bean, chocolate and the importance of Fairtrade.	Develop a chronologically secure knowledge and understanding of British, local and world history, noting connections, contrasts and trends over time.	A non-European society that provides contrasts with British history.
Spring 2				
Summer 1	History of the circus	A study of the history of the circus. Comparing circus experiences from the past to the present.	Develop a chronologically secure knowledge and understanding of British, local and world history, noting connections, contrasts and trends over time.	A study of an aspect or theme in British/world history that extends pupils' chronological knowledge beyond 1066.
Summer 2	Riotous royalty Who was William the Conqueror? Why did King Henry VIII marry so many times?	Study of William Conqueror and Henry VIII and his wives.	Construct informed responses that involve thoughtful selection and organisation of historical information.	A study of an aspect or theme in British/world history that extends pupils' chronological knowledge beyond 1066.

UKS2 (Year 1)				
	Historical Focus/enquiry question	Content	Skills	NC Coverage
Autumn 1	Myths and Magic – fact or fiction?	Exploring and researching the myths and legends of Cornwall as well as the social and economic history of the area.	Develop a chronologically secure knowledge and understanding of British, local and world history, noting connections, contrasts and trends over time.	A local history study.
Aut 2	What impact did World War 2 have on people's lives in Cornwall?	A study of World War II – the cause and consequences of the conflict.	Use the appropriate historical vocabulary to describe change, cause, similarity and difference when discussing significant historical periods, events or people.	A study of an aspect or theme in British/world history that extends pupils' chronological knowledge beyond 1066.
Spring 1	Why were the Tudors so influential?	A study of the Tudor era; its monarchs, the reformation and the family's influence on the people of England.	Develop a chronologically secure knowledge and understanding of British, local and world history, noting connections, contrasts and trends over time.	A study of an aspect or theme in British/world history that extends pupils' chronological knowledge beyond 1066.
Spring 2				
Sum 1	What can we learn from Ancient Egypt?	A study of Ancient Egypt and the achievements of this great civilisation.	Construct informed responses that involve thoughtful selection and organisation of historical information.	The achievements of the earliest civilisations and a depth study of one of them.

Sum 2	How did life change during the Victorian times?	Exploring workhouses, schools, working children, the life of the poor. Who helped the suffering? How did changing laws help those who suffered?	Use the appropriate historical vocabulary to describe change, cause, similarity and difference when discussing significant historical periods, events or people.	A study of an aspect or theme in British/world history that extends pupils' chronological knowledge beyond 1066.
UKS2 (Year 2)				
	Historical focus/enquiry question	Content	Skills	NC Coverage
Autumn 1	In History, who dared to be different?	A study of individuals who dared to be different. An exploration of diversity and difference: Harriet Tubman, Rosa Parks, Martin Luther King, Malcolm X, Emmeline Pankhurst, Alan Turing, Helen Keller.	Use the appropriate historical vocabulary to describe change, cause, similarity and difference when discussing significant historical periods, events or people.	A study of an aspect or theme in British/world history that extends pupils' chronological knowledge beyond 1066.
Autumn 2	What impact did World War I have on Britain?	A study of World War I and its impact on Britain.	Construct informed responses that involve thoughtful selection and organisation of historical information.	A study of an aspect or theme in British/world history that extends pupils' chronological knowledge beyond 1066.
Spring 1	Why was the Middle East such an influential place?	A study of early Islamic civilisation and the significant developments in education, medicine, trade and money there. Comparison to the Dark Ages in England.	Develop a chronologically secure knowledge and understanding of British, local and world history, noting connections, contrasts and trends over time.	A non-European society that provides contrasts with British history.
Spring 2	Crime and Punishment	A study of crime and punishments from the Anglo-Saxons to the present.	Use the appropriate historical vocabulary to describe change, cause, similarity and difference when discussing significant historical periods, events or people.	A study of an aspect or theme in British/world history that extends pupils' chronological knowledge beyond 1066.
Summer 1	Space Race!	A study of the race between the U.S.A and the U.S.S.R to get man into space. Explore the 'hidden figures' behind this achievement.	Use the appropriate historical vocabulary to describe change, cause, similarity and difference when discussing significant historical periods, events or people.	A study of an aspect or theme in British/world history that extends pupils' chronological knowledge beyond 1066.
Summer 2	Food Glorious Food	A study of how food and the diet of our nation has changed over time.	Develop a chronologically secure knowledge and understanding of British, local and world history, noting connections, contrasts and trends over time.	A study of an aspect or theme in British/world history that extends pupils' chronological knowledge beyond 1066.

Rational and key historical focus:

KS1

- The key aims are to begin to develop an understanding of the past and to introduce historical concepts, vocabulary and context.
- It is important in their history lessons, that KS1 children are learning to understand the concept of 'the past' including how things change and stay the same. Studying key events in history helps the children begin to see diversity across relationships and groups, different opinions

and outcomes on society e.g. Great Fire of London or Gunpowder Plot. Children are able to identify similarities and differences between past and present.

- They can study historical figures comparing them to another figure from a different period in history. KS1 children can begin to look at examples of evidence, including videos, photos or artefacts to inform discussions and help formulate opinions and ideas.

KS2

- Learners in upper KS2 study both world wars and the ancient history topics of Ancient Egypt and Islamic civilisation are more suited to this age group due to the focus on more mature and complex content.
- Focusing on early history and subsequent earlier historical periods supports chronological progression and gives a secure historical grounding for LKS2 children. This also gives different historical period knowledge as a basis for comparison throughout KS2 e.g. comparison between Vikings or Egyptians and Islamic civilisation or Romans and Saxons.

General

- Timelines are present in each class. Teachers refer to this timeline when teaching and it provides a context for prior learning and for the other topics covered in another class.
- Enquiry based discussion questions should be encouraged when looking at a historical period or concept. Overarching questions and statements are a good way to open discussion
- Evidence can be used for discussions and to help with debate and forming opinions – photographs, artefacts, videos, songs, pictures, portraits etc. provide opportunities for children to look at the idea of a 'primary' and 'secondary' source and further up the school, they can begin to learn to identify bias, propaganda and why these may be used.
- Inclusion and diversity are present throughout the curriculum. This can be looking at a balance of ages, race, gender and disability when studying people, events and periods. BAME history should be included into topics e.g. the lives of significant people may include Harriet Tubman, Rosa Parks and Martin Luther King and the history of the Moon Landing would include learning about the African American women who contributed to the calculations of trajectory and inputted data. Other examples of inclusion and diversity would be learning about the life of Helen Keller and Malala Yousafzai, as well as the role of women during the war and in Britain.
- Progression can be seen through the history curriculum by linking periods of studies with common elements. For example, the study of crime and punishment can pick up aspects of a range of periods including Anglo Saxon, Viking, Tudor and Victorian. Comparative studies of significant people in KS1 or different cultures or civilizations in KS2 provided links to support the chronology and progression of understanding historical concepts such as change and continuity.
- Enrichment could involve visits to local monuments, historical sites and museums to support access to primary sources and embed questioning and investigating skills
- Learners create work that reflects the use of historical skills in their writing. Tools like the double page spread can be used to support retention and recollection of content as well as empowering learners to conduct their own research.