

Over-arching Aims of the History Curriculum

The our curriculum for history aims to ensure that all pupils:

- know and understand the history of these islands as a coherent, chronological narrative, 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 and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts: understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales

Year	1	2	3	4	5	6
All encompassing Concepts	Similarities and Differences					
	Chronology	Chronology	Chronology	Chronology	Chronology	Chronology
	Legacy	Legacy	Legacy	Legacy	Legacy	Legacy
		Technological Development				
		Source and Evidence				

		Crime and Punishment	Crime and Punishment	Crime and Punishment	Crime and Punishment	Crime and Punishment
Theme Specific Concepts	Monarchy Government Empire Democracy	Parliament Government Monarchy Rebellion Opposition	Civilisation Community Settlement Society Monarchy Tyranny Oppression Culture	Civilisation Community Settlement Society Monarchy Tyranny Oppression Opposition Democracy Rebellion Empire Invasion Government	Civilisation Community Settlement Society Monarchy Tyranny Oppression Opposition Democracy Rebellion Empire Invasion Culture Government Parliament	Civilisation Community Settlement Society Monarchy Tyranny Oppression Opposition Democracy Rebellion Empire Culture Government Parliament Revolution
NC Knowledge	An event beyond living memory Space – First Man on the Moon (Significant individual – Neil Armstrong) <i>Who was the first man on the moon?</i> Changes within living memory The Royal Family (Significant individual – Queen Elizabeth II) <i>What changes has Queen Elizabeth II seen?</i> Geography link: study of London as a capital	An event beyond living memory The Gun Powder Plot (Significant individual – Guy Fawkes) <i>What is firework night really about?</i> Changes within living memory Flight through the ages (Significant individuals – The Wright Brothers and Amelia Earhart) <i>Who were the pioneers of early flight?</i>	Changes in Britain from the Stone Age to the Iron Age Specific place – Stonehenge Tribal kingdoms <i>How did Britain change between the Stone and Iron ages?</i> Achievements of the earliest civilisations – Ancient Egypt <i>What made the Ancient Egyptian civilisation so great?</i> Geography link: use the River Nile to study • human	Britain’s settlement by Anglo-Saxons and Scots <i>How did life change for individuals during Anglo-Saxon times?</i> The Viking and Anglo-Saxon Struggle for the Kingdom of England to the time of Edward the Confessor <i>How did people resist Viking invasion?</i> Ancient Greece – a study of Greek life and achievements and their influence on	The Roman Empire and its impact on Britain <i>How did the Roman Empire impact on life today in Britain?</i> A study of an aspect or theme in British History that extends pupil chronological knowledge beyond 1066 – World War II <i>How did World War II impact on communities?</i> Geography link: study Britain’s axis and	A non-European Society that provides contrast with British History – The Mayan Civilisation <i>Was the Mayan Civilisation better than British civilisation?</i> • Geography link: understand geographical similarities and differences through the study of human and physical geography of a region within

	<p>city. NC link: 'name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas'</p> <p>Local history The Castle <i>Why does Launceston have a castle?</i> Geography link:</p> <ul style="list-style-type: none"> • use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key • use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of 	<p>Local History St. Piran <i>Who was St Piran?</i></p>	<p>geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <p>Local History <i>Cornish Mining</i> <i>What happened to the Cornish Mines?</i> Geography link: use KS2 geographical skills and fieldwork during this theme.</p>	<p>the western world. <i>What is the legacy of the Ancient Greek civilisation?</i> Geography link:</p> <ul style="list-style-type: none"> • understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country <p>Local History Farming/local settlement <i>How has farming changed in Cornwall over the years?</i> Geography link: use KS2 geographical skills and fieldwork during this theme.</p>	<p>allies.</p> <ul style="list-style-type: none"> • locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America <p>Local History WWII, Airfield and Evacuees <i>How did World War II impact on our local community?</i> Geography link: use KS2 geographical skills and fieldwork during this theme.</p>	<p>North or South America</p> <ul style="list-style-type: none"> • human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water <p>A study of an aspect or theme in British History that extends pupil chronological knowledge beyond 1066 – Changing power of Monarchs using case studies – Queen Victoria <i>How did Queen Victoria enable the growth British Empire and how does this compare to the Roman Empire?</i></p> <p>Local History Transport/Recreation <i>Why did the seaside</i></p>
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	features and routes on a map					<i>become popular during the Victorian times?</i> Geography link: use KS2 geographical skills and fieldwork during this theme.
Links to other subjects (English/Maths – all)	Science Geography	Science DT	Science DT Art Geography	Geography Science DT Art	Science Geography PSHE	Geography Science DT
Links to capabilities	Confidence and Agency Resilience and Determination Creativity	Resilience and Determination Creativity Relationships and Leadership	Planning and Problem Solving Resilience and Determination Creativity	Managing feelings Resilience and Determination Confidence and Agency Planning and problem solving Creativity	Managing feelings Resilience and determination Communication Relationships and leadership Creativity	Communication Relationships and leadership Planning and Problem solving Resilience and determination Creativity
Links to literacy texts						
Enrichment opportunities	Trip to the Castle Space films/visitor	St Piran's Parade	Visit to a Cornish Tin Mine Ancient Egypt Day	Making a Viking ship/Anglo Saxon home Ancient Greeks Day Farm Trip	Romans Day Trip to Davidstowe Airfield	Victorian School Day Trip to a seaside town
Addition events throughout the year to study	Remembrance Historical Events (Political, Royal, Sporting etc.) Local Religious					

Year group specific skills progression, s-plans, theme concepts and vocabulary mats should be used in planning to teach these themes and create knowledge organisers and quizzes.