

## History Planning Overview

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		Rolling Programme 1			Rolling Programme 2		
Stage		Autumn	Spring	Summer	Autumn	Spring	Summer
EYFS	<b>Context Development matters- Comment on images of familiar situations in the past. Compare and contrasts characters from stories, including figures from the past.</b>	<p><i>Reception always share a summary of what they have done during the weekend on a Monday morning. Similarly, after every school holiday, Reception split into small groups and individually share what they did during their time off school. On Friday afternoons, children are given the opportunity to share what plans they have for the weekend. Staff also encourage discussions before school events such as school trips and Forest School days. Incidentally, children speak to class friends and members of staff about past or present events in their own lives or the lives of family members.</i></p>					
		<p><b>My School, My grounds, My village</b>  <b>Passage of time –</b>                      Looking at pictures, stories and artefacts and accounts from the past.                      Look at homes have changes kitchens, bedrooms and bathrooms. spot changes and discuss.                      Read <b>Dogger</b></p>	<p>Look at old forms of transport can children spot differences and explain. Old fire engines , police cars,etc</p> <p><b>Changes through the seasons</b>                      Discuss Winter what do the children notice provide opportunities for exploring. Frozen bubbles link to science. Animal homes how are they affected by the seasons?</p>	<p><b>– Stories from the past</b>                      Look at pirates/smugglers from the past. Factual and non fictional characters.                      Draw common themes from the stories. Bravery &amp; difficult choices.                      Introduce characters from the past using puppets.                      King of Prussia , Prussia Cove.</p>	<p><b>Family History</b>                      Children bring in pictures of their family and discuss. Chn draw a family tree who lives in their home.Can they tell you other family members cousins Aunties and Uncles.                      Royal Family, <b>The Queen Traditions</b>                      Christmas, Diwali ,Hanukka.  <b>Seasons</b> Autumn and winter                      How do the season affect what we do?</p>	<p><b>Places of local importance</b>                      Clock tower.Where is it can they find in pictures and simple maps.                      Discuss the building and why it is there what was its use in the past.                      Visit the Church which Church was built first and why? link to Easter celebrations.</p>	<p><b>Historical importance of the local area.</b>                      Walk down to the village and look at the harbour.Why was the harbour so important in the past? look at old photos and compare. Look at boats then and now what are the differences.                      Fishing boats and Recreational boats.</p> <p><b>Recognise that events happened before they were born.</b>                      Brothers and sister being born,Christmas, birthdays etc.</p>

	<b>Core Concepts</b>	<b>Change, continuity &amp; development</b> <b>Chronological understanding</b>		<b>Change, continuity &amp; development</b> <b>Chronological understanding</b>	<b>Change, continuity &amp; development</b> <b>Chronological understanding</b>		<b>Change, continuity &amp; development</b> <b>Chronological understanding</b>
KS1	<b>Context</b>	<b>'Great &amp; Ghastly Events'</b> - Include The Great Fire of London, Remembrance, GunPowder Plot	<b>Famous Queens</b> Queen Elizabeth I Queen Victoria Queen Elizabeth II	<b>Famous People</b> Henry Trengrouse Richard Trevithick Neil Armstrong Christopher Columbus Florence Nightingale Mary Seacole Edith Cavell	<b>Toys today and in the past</b>	<b>Changes in Time</b>	<b>Cracking Ideas History of communication</b>
	<b>Core Concepts</b> <b>Knowledge concepts</b>	<b>Interpretations</b> Use artefacts , pictures stories. <b>Cause and consequence</b> Describe historical events. Describe significant people from the past. <b>Chronological understanding</b> Place events and artefacts in order on a time line. <b>Change, continuity &amp; development</b> Show an understanding of the	<b>Change, continuity &amp; development</b> Show an understanding of the concept of nation and nation's history <b>Cause and consequence</b> Describe historical events. Describe significant people from the past. <b>Chronological understanding</b> Place events and artefacts in order on a time line.	<b>Cause and consequence</b> Describe historical events. Describe significant people from the past. Recognise that there are reasons why people in the past acted as they did. <b>Chronological understanding</b> Place events and artefacts in order on a time line. <b>Change, continuity &amp; development</b> Show an understanding of the	<b>Interpretations</b> Observe or handle evidence to ask questions and find answers to questions about the past. (toys from the past) <b>Chronological understanding</b> Recount changes that have occurred in their own lives. Place events and artefacts in order on a time line. <b>Society</b>	<b>Interpretations</b> Use artefacts, pictures, stories, online sources and databases to find out about the past. <b>Chronological understanding</b> Place events and artefacts in order on a time line. <b>Society settlement</b>	<b>Interpretations</b> Observe or handle evidence to ask questions and find answers to questions about the past. <b>Chronological understanding</b> Place events and artifacts in order on a time line. <b>Cause and consequence</b> Describe historical events. Describe significant people from the past. Recognise that there are reasons why

		<p>concept of nation and nation's history</p> <p><b>Monarchy</b> Capital Citizens</p>	<p><b>Monarchy</b> Capital Citizens</p>	<p>concept of nation and nation's history. Describe significant people.</p> <p><b>Conflict</b> Reformer / Reformation Healthcare Treatment Medicine</p>	<b>Past time</b>	<b>Conflict</b>	<p>people in the past acted as they did.</p> <p><b>Significance and diversity</b> Describe historical events. Describe significant people from the past. Recognise that there are reasons why people in the past acted as they did.</p> <p><b>Society</b></p>
LKS2	<b>Context</b>	<p><b>Ancient Egyptians</b> (CQ History)</p>	<p><b>Anglo Saxons</b> (Connected History) Who were the Anglo-Saxons and how do we know what was important to them?</p>	<p><b>Vikings</b> (Connected History) What did the Vikings want and how did Alfred help to stop them getting it?</p>	<b>Stone to Steel</b> (Connected History)	<b>Roman Empire</b> (Connected History)	<b>Local Cornish History</b> (Sense of Place – Lost your Tongue and the Pilchard Industry)

	<p><b>Core Concepts Knowledge concepts</b></p>	<p><b>Change, continuity &amp; development</b></p> <p>Explain why the Ancient Egyptians were able to settle near the Nile. What is irrigation and why was it important to the Ancient Egyptians.</p> <p><b>Significance and diversity</b></p> <p>Explain what makes the Ancient Egyptians significant Why is the Rosetta Stone such an important artefact? Use multiple sources of evidence to explain the social and cultural diversity of ancient Egypt.</p> <p>Why was Tutankhamun's tomb a significant discovery and what historical understanding has been learnt since the find?</p>	<p><b>Interpretations</b></p> <p>The abandonment of Britain by the Romans Interpret both primary and secondary sources of evidence</p> <p><b>Cause and consequence</b></p> <p>Emperor Honorius situation &amp; motives in ad 410</p> <p><b>Change, continuity &amp; development</b></p> <p>why Anglo-Saxon settlers created village communities in the countryside rather than living in the towns that the Romans had vacated</p> <p><b>Significance and diversity</b></p> <p>From paganism to Christianity – the conversion of Britain and changes to society and physical structures</p>	<p><b>Cause and consequence</b></p> <p>Why was Lidisfarne attacked in 793?</p> <p><b>Significance and diversity</b></p> <p>Describe why 'Vikings' is not, in fact, the correct name for these people and explain who the attackers really were</p> <p><b>Interpretations</b></p> <p>What are the likely feelings of the people of the Kingdom of Northumbria? Interpret a range of source evidence to explain why most Viking Norsemen travelled to Britain.</p> <p><b>Chronological understanding</b></p> <p>Identify and describe the distribution of those areas of Britain settled by Viking Norsemen</p>	<p><b>Change, continuity &amp; development</b></p> <p>Key changes that occurred in Britain towards the end of the Neolithic period</p> <p>Describe the process of smelting bronze from copper and tin that heralded the end of the Stone Age in Britain;</p> <p>Identify and describe the common features of the archaeological remains of Iron Age hill forts found around Britain today;</p> <p>Describe the main features of an Iron Age roundhouse and identify and suggest reasons for the purpose of artefacts found within them;</p> <p><b>Interpretations</b></p> <p>Identify and describe the likely use of a range of</p>	<p>How did the arrival of the Romans change Britain?</p> <p><b>Chronological understanding</b></p> <p>Sequence the expansion of the Roman Empire</p> <p><b>Change, continuity &amp; development</b></p> <p>Understand the term Empire. How far did the Roman Empire extend at the time of the invasion of Britain?</p> <p><b>Cause and consequence</b></p> <p>What motivated Emperor Claudius to invade and occupy Britain</p> <p><b>Interpretations &amp; Cause and consequence</b></p> <p>Boudicca evidence studies Comparisons of armies Distinguishing between historical</p>	<p><b>Chronological understanding Significance and diversity</b></p> <p>Sequence significant events in Cornish History and locate Dolly's life.</p> <p><b>Cause &amp; Consequence Change, continuity &amp; development</b></p> <p>Explain the job roles in the 18<sup>th</sup> Century Pilchard industry in Porthleven.</p> <p>Identify places of work in the 18<sup>th</sup> century fishing industry in Porthleven and how the buildings are used, have changed over time.</p> <p>Compare fishing, fish processing from the 18<sup>th</sup> Century with present day, and identify reasons for changes.</p> <p><b>Significance and diversity</b></p>
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UKS2	<b>Context</b>	<b>Local Cornish History:</b> Cornish Heroes (Sense of Place)	<b>Maya</b> (CQ History)	<b>World War 2 – Battle of Britain &amp; D-Day</b> (Connected History)	<b>Ancient Greece</b> (CQ History)	<b>Shang Dynasty</b> (Connected History)  How did a pile of dragon bones help to solve an Ancient Chinese mystery?	<b>British Empire</b> (Connected History)

	<p><b>Core Concepts</b> <b>Knowledge concepts</b></p>	<p><b>Significance and diversity</b> Local History Who was An Gof? Look at sources to show how An Gof is on signs/statues and look at who he is.</p> <p><b>Cause and consequence</b> Why was An Gof angry and what did he do? Look at tax issues in Cornwall at time of uprising.</p> <p>What happened at Blackheath and what legacy did he leave behind? Discuss the march and events at Blackheath - how did the king's army triumph? What happened after the battle.</p> <p><b>Monarchy</b> <b>Conflict</b> <b>Society</b> <b>Rebellion</b> <b>Uprising</b> <b>Taxation</b></p>	<p><b>Chronological understanding &amp; Change, continuity &amp; development</b> Explain using historical language the changes that took place between 1800 BCE and 900CE in Maya civilisation.</p> <p><b>Interpretations</b> Compare and contrast two different Mesoamerican civilisations</p> <p><b>Significance and diversity</b> Explain what makes the Maya a significant Ancient civilisation</p> <p>Compare and contrast Mayan culture with Aztec culture.</p> <p>Why were scribes significant and well respected people?</p>	<p><b>Interpretations</b> Evaluate a range of primary and secondary sources to explain why Britain faced the risk of an invasion in June 1940 and reach a judgment about how serious that threat was;</p> <p>Interpret numerical and written evidence to explain and justify why Hitler needed to defeat the British Royal Air Force before launching an invasion of Britain in 1940;</p> <p>Identify, describe, explain and evaluate the relative importance of the factors that contributed to Britain winning the Battle of Britain in 1940 and make a judgment as to which of these they feel were most significant;</p>	<p><b>Chronological understanding</b> Provide a chronology of important events in Ancient Greek history. How do they compare to another civilisation you know about?</p> <p>Explain with the use of evidence that Ancient Greek city states fought each other regularly.</p> <p>Give an overview of the Trojan War and the Siege of Troy.</p> <p><b>Interpretations</b> Was the Trojan War a myth or an historical event?</p> <p>What can be learnt about Greek culture from observing pottery artefacts?</p> <p>Using historical resources compare similarities and differences between Ancient Greek</p>	<p><b>Significance</b> Describe and explain the historical significance of the bones bought by Wang Yirong in a market in Peking (now Beijing) in 1899;</p> <p>Explain the significance of oracle bones to Shang rulers and reach a judgment regarding how they might have been used, justifying their decision;</p> <p><b>Interpretations &amp; Significance and diversity</b> Identify, describe and compare and contrast the lives of people in different sections of Shang society and explain why our understanding of the Shang people as a whole is a very limited one;</p>	<p><b>Significance &amp; diversity</b> Identify and describe the extent of the British Empire in 1921 and explain what it meant to be a colony;</p> <p>Describe and explain the main reasons why Britain wanted an empire and evaluate and justify their choice of those factors that they consider were most significant;</p> <p>Explain Britain's and Cornwall's involvement in the slave trade and conditions slaves had to endure.</p> <p>Evaluate the impact of writing by Africans and people of African descent in the abolition of the slave trade. <a href="https://www.bl.uk/ro-mantics-and-victorians/articles/british-slave-narratives">https://www.bl.uk/ro-mantics-and-victorians/articles/british-slave-narratives</a></p>
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