

Intent of the history curriculum

Stick	Link	Build		Use
Recall of people, dates and concurrent events	Teaching chronology	Progression of chronological knowledge	Progression of knowledge of people, places and events	How the past shapes the future

We recognise that a good grasp of historical knowledge enables people to gain a more comprehensive understanding of the complex political, economic and cultural world we live in today. Historical knowledge provides richness to conversation, explanations to events and fascination to those who learn about it. We understand that history is a narrative. It's a narrative told by different people with different viewpoints and that fact and opinion are often mixed together for us to consider, test, judge and enjoy learning. The intention of our history curriculum is to ensure that all our children develop an energetic curiosity about the past, ask questions, be inspired and build knowledge of the key people and events throughout time. We want our children to recognise that they are part of history and that lessons can be learned from the past. We intend them to interrogate and look at the past with a critical eye, with an awareness that historical events will always be open to interpretation.

We have developed a history narrative that has carefully chosen people, events and eras to learn about. History teaching at Ladock intends to focus on children's understanding of chronology from the early years to Year 6. Vocabulary progression is planned carefully and timeline resources are consistent to support learning throughout the school. We intend to build memory by returning to past teaching, highlighting concurrent cultures and events and helping children build their historical narrative. We have chosen to teach children about relevant historical events like the RNLI 1907: Suevic Rescue and the importance of the Tin Mining industry to shape their understanding of Cornwall's place in history. These alongside a broader chronology of British history and world history.

Implementation

Teaching Principles	Teaching Approaches
<ul style="list-style-type: none"> ● That the agreed timeline resources are used to support the teaching of chronology through the key stages ● That history is taught as a narrative that is retold in many ways ● That a range of sources of evidence are presented to children ● That planning using knowledge organisers helps teachers organise intended outcomes and well sequenced lessons that build knowledge. 	<ul style="list-style-type: none"> ● Teaching of vocabulary and key facts are done through retrieval / recall pedagogy ● Lessons begin with chronology recall including concurrent events / eras ● Concurrent events and cultures are highlighted using timelines ● Specific vocabulary, dates and names are taught and tested ● That chronological vocabulary is used consistently ● The use of artefacts in lessons to bring history alive ● Visits to relevant sites locally and nationally is key to children developing understanding and making links between today and the past.

History Long Term Plan

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Keyne Class Year 1 and 2	Year A	A local study Significant people Richard Trevithick and Humphrey Davy		Conflict and Disaster Significant events beyond living memory – Great Fire of London		Exploration Significant Individuals – Explorers.	
	Year B	Society and Community Changes within Living Memory – Toys		Empire and Power Significant Individuals – Monarchy	Exploration Significant Events – Space exploration		Society and Community A local study – Comparing the school since the Victorian Age.
Ladoca Class Year 3 and 4	Year A	Society and Community Britain during Stone Age to Iron Age		Empire and Power The Romans – Their impact on Britain	Exploration and Invasion Invaders and Settlers – Anglo Saxons and Vikings.		A local study Significant Local Events and industry RNLI/ China Clay Mining
	Year B	Society and Community Non European civilisation - Ancient Maya			Empire and Power Historical events before 1066 - Ancient Greece		Empire and Power The power of Monarchs - The Tudors.
Blaise Class Year 5 and 6	Year A	Conflict and Disaster Significant Turning Point in British History. World War 2		Society and Community/Empire and Power Early Civilisations - Egyptians			
	Year B	Society and Community Changes in Social History – The Victorians.		Empire and Power The Space Race			

Year A

Keyne Class – Year 1 and 2

	A local study – Significant people Richard Trevithick and Humphrey Davy	A study of people in our local community: <ul style="list-style-type: none">- To find out who Richard Trevithick was- To find out how we remember Richard Trevithick- To find out who Humphry Davy was- To find out how we remember Humphry Davy- To compare Richard Trevithick and Humphry Davy
	Significant events beyond living memory - Great Fire of London	A study of Significant events beyond living memory <ul style="list-style-type: none">-To compare past and present London-To explain how people living now is different to how people lived in 1666-To order the events of the Great Fire of London-To explain how we know about the Great Fire of London-To explain how London changed after the Great Fire-To describe London before, during and after the Great Fire
	Significant Individuals – Ibn Battuta Amelia Earhart Matthew Henson	A study of Significant Individuals <ul style="list-style-type: none">-to explain what an explorer is-to recall facts about Ibn Battuta-To sequence events from Amelia Earhart’s life-to explore the achievements of Matthew Henson-to compare Felicity Aston with Matthew Henson
Ladoca Class – Year 3 and 4		
	Britain during Stone Age to Iron Age	A study of Changes in Britain from the Stone Age to Iron Age <ul style="list-style-type: none">- To understand what prehistory means?- To know how hunter gatherers survive in the Stone Age?- To know what kind of sources tell us about the Stone Age?- To find out about Skara Brae?- To find out how the Bronze Age replaced the Stone Age?- To know what grave goods tell us about the Bronze Age?- To know what life was like in an Iron Age fort?
	The Romans – Their impact on Britain	A study of how the Roman Empire Impacted on Britain. <ul style="list-style-type: none">- To know how early Rome grew to become the Roman Empire.- To understand how Britons resisted occupation,- To know how the Roman Empire gained control over Britain.- To know what Roman life was like in our local area.
	Invaders and Settlers – Anglo Saxons and Vikings.	A study of changes in England during the settlement of the Anglo-Saxons and Vikings <ul style="list-style-type: none">- To know the key events led to England being unprotected in the 5th century?

		<ul style="list-style-type: none"> - To understand how Anglo-Saxon England was ruled after the settlement of the Angles, Jutes and Saxons? - To discover how Anglo-Saxon life changed after the arrival of the Vikings?
	<p>Significant Local Events and industry RNLI/ China Clay Mining</p>	<p>A study of the changing scene of industry in the local area.</p> <ul style="list-style-type: none"> - China mining in Cornwall in the past and the effect this had on Cornwall - Roles, processes and experiences of miners - Chronology of mining in Cornish history - Modern tin mining in Cornwall - The impact of the RNLI in the local area and tourist industry. - Significant events in Cornwall related to the RNLI.
<p>Blaise Class – Year 5 and 6</p>		
	<p>Significant Turning Point in British History. World War 2</p>	<p>A study of a theme in British history to extend chronological knowledge beyond 1066.</p> <ul style="list-style-type: none"> - Why did Britain go to war in 1939? - Why was it necessary for children to be evacuated and what was evacuation really like? - How was Britain able to stand firm against the German threat? - How did people manage to carry on normal life during the war and how do we know? - Why is it so difficult to be sure what life in the Home Front was really like? - What was VE Day really like? - The British Empire - Remembrance Day: A local history study of Private Caff, WWI - Anne Frank - VE Day - Post war Christmas
	<p>Early Civilisations - Egyptians</p>	<p>A study of the achievements of Early Civilisations.</p> <ul style="list-style-type: none"> - To place the Ancient Egyptians on a timeline of other ancient civilisations and British history; to research a significant event or ancient civilisation. - To appreciate where the Ancient Egyptian Civilisation was located and how it was composed; to label a map - to understand that Ancient Egyptians wrote in Hieroglyphs and simplified versions (demotic and hieratic scripts); to appreciate that once hieroglyphs were translated Egyptologists were able to find out a lot more about the Ancient Egyptians. - To understand who the pharaohs were and place pharaohs and dynasties on a timeline; to research a well-known pharaoh and write a fact file about them. To understand the mummification process; to recognise that the Ancient Egyptians buried their dead to enable them to reach the afterlife - To understand that the Ancient Egyptians worshipped many different gods and goddesses; to create a fact file about some of the gods and goddesses.

Year B

Keyne Class – Year 1 and 2

	Changes within Living Memory – Toys	A study of how things have changed in living memory. <ul style="list-style-type: none">-To find out about toys today-To find out about toys in the past-To compare similar toys from different times-To compare Victorian toys with modern toys-To recognise how toys have changed over time-To use words relating to the passing of time
	Significant Individuals – Monarchy	A study of monarchy and comparing significant queens. <ul style="list-style-type: none">-To understand what a monarch is and what makes a good monarch-To find out about some important British monarchs-To find out about my own family history-To understand how we know about the life and death of Richard III-To compare the lives of Elizabeth I and Queen Victoria
	Significant Events – Space exploration	A study of a significant event. <ul style="list-style-type: none">-To find out about the first animals in space-To find out about the first humans in space- To find out about the first Moon landing-To compare significant British astronauts
	A local study – Comparing the school since the Victorian Age.	A study of our own locality <ul style="list-style-type: none">- To name significant historical places in Cornwall- To name significant historical places in Ladock- To find out what life was like at Ladock school 50 years ago- To find out what life was like at Ladock school 50 years ago- To find out what life was like at Ladock school in the Victorian times- To describe how Ladock has changed over time

Ladoca Class – Year 3 and 4

	Non European civilisation - Ancient Maya	A contrasting study of a non European society. <ul style="list-style-type: none">- What was the Maya Civilization?- How did the landscape of the Maya area affect trade?- How did Maya settlers survive and thrive in the rainforest?- What do Maya ruins tell us about city-states?- Did the Maya invent football?- Why was maize so important to the Maya people?
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	Historical events before 1066 - Ancient Greece	<p>A study of the achievements of the Ancient Greeks.</p> <ul style="list-style-type: none"> - How did early Greece begin and what was it like there? - What was life like in the city-states of Greece? - How did Alexander the Great expand Greek power and influence?
	The power of Monarchs - The Tudors.	<p>A study of how monarchs can change the direction of a country.</p> <ul style="list-style-type: none"> - To understand how the Tudors came to rule over Britain. - To use different sources of evidence to understand the character of Henry VIII - To know who Henry VIII's wives were and what changes happened in England as result. - To find out about the succession of power during Tudor times. - To understand how portraits sent messages to the people of England. - To find out about Tudor Explorations.

Blaise Class – Year 5 and 6

	Changes in Social History – The Victorians.	<p>A study of how Britain changed during the Victorian Era.</p> <ul style="list-style-type: none"> - Significant British monarchs timeline. - Queen Victoria: a powerful and popular Queen. - Significant Victorian Inventions, and how they improved the lives of Victorian's. - Anna Atkins: a Victorian botanist and the first person to publish a book of photography. - To find out what the Industrial Revolution was; to explain how Victorian Britain was changed by the Industrial Revolution. - Charles Darwin: A study of the famous Victorian scientist and his Theory of Evolution, the Industrial Revolution and the peppered moth. - To consider if the Victorians development of the railways made it easier to commit crimes; to consider police methods of investigating crimes and whether the crime matched the punishment. - To develop an awareness that many children did not attend school during the early Victorian period; to explore some of the jobs working class children had and what it would have been like. - to learn how the work of the social reformers, Lord Shaftsbury improved work and education for working class children. - To investigate the work of local social reformer, Cannon Wise, in developing Ladock School. - To consider what a typical day at school would be like for a Victorian child; to look at a case study of a Victorian child who attended Ladock School. - A Christmas Carol: A Victorian Christmas
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	The Space Race	
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Progression of historical vocabulary

	Chronological words and phrases	Enquiry	Knowledge and Interpretation
KS1			
Year 1	As previous vocabulary + Long ago, Before I was born, Changes to now, present, modern day	Questions, find out, evidence, collect, history, information, research, artefacts, investigate, historians	find out, explain, facts, reasons, events and actions
Year 2	As previous vocabulary + Stayed the same, in order, a long time ago, recently, years, in my lifetime, in my parent's/carers' lifetime, primary source, impact	Questions, wonder, find out collect, points of view, opinion, historical, information, research, sources of information, artefacts, objects, historians, investigate	find out, explain, reasons, events, causes, consequences, impact, affected, actions
KS2			
Year 3	As previous vocabulary + chronology, past, before, now, then, present, period, decade, century, Long ago, Before I was born, changes to now, stayed the same, time scale, interval, BCE/CE	Evidence to support, suggests, recognise, compare, contrast	Reason, summarise, conclusion, diversity
Year 4	As previous vocabulary + , period, era, concurrent, during this time, previously, compared to	suitable sources, accurate, research, compare and contrast	present, evidence, broad, describe, characteristics, features, accounts, consequences
Year 5	As previous vocabulary + context, the duration of, continuing on from	evidence, explore, sources, research, devise, enquire, compare, contrast and contradict, support, propaganda, hypothesis	consider, construct, appreciate, awareness, continuity, connections
Year 6	As previous vocabulary + The narrative of history	change, cause, effect, similarities, differences, analyse	justify, hypothesis, test, challenge, deduce, selective, refine, appropriate

How do we measure the impact?

Recall of previously taught knowledge	Quizzes during the teaching block	Application of knowledge through writing
Marking and Feedback during lessons	Questioning during lessons	Testing of knowledge.