

History Overview  
Key Knowledge, Skills and Vocabulary

Year A

What makes Tywardreath Curriculum unique? A clear focus on local, national and global communities, raising multi-cultural awareness, highlighting aspirational female role models, developing skills for life, celebrating responsible citizens and providing opportunities to debate and reflect.

	EYFS	Year 1 and 2	Year 3 and 4	Year 5 and 6
Autumn 1	<p style="text-align: center;"><b>Marvellous Me!</b> <b>Celebrations</b></p>	<p style="text-align: center;"><b>Amazing Discoveries, Amazing People</b></p>	<p style="text-align: center;"><b>Romans – Helpful Invaders?</b></p>	<p style="text-align: center;"><b>How Mysterious were the Maya?</b></p>
National Curriculum Objectives	<p style="text-align: center;"><u>Development Matters</u></p> <p>To become an <b>Exceptional Explorer</b> who can show curiosity about the world around them, understand some differences between times and places. To become a <b>Compassionate Citizen</b> who know some reasons why Cornwall is special, have an awareness of other people’s cultures and beliefs.</p>	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> <li>- the lives of significant individuals in the past who have contributed to national and international achievements</li> <li>- To learn about our own past from birth to present.</li> <li>- To suggest why we could be significant individuals.</li> </ul>	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> <li>- the Roman Empire and its impact on Britain</li> </ul>	<p>Pupils should be taught about:</p> <p>A non-European society that provides contrasts with British history - Mayan civilization c. AD 900</p>
Key Knowledge	<p>Talk about members of their immediate family and the relationship to them.</p> <ul style="list-style-type: none"> <li>-Name and describe people who are familiar to them</li> <li>-Begin to develop a sense of by being able to compare characters from stories.</li> <li>-Use the language of time when talking about past/present events in their own lives and in the lives of others including people they have learnt about through books.</li> <li>- Find out about key historical events and why and how we celebrate today?</li> </ul>	<ul style="list-style-type: none"> <li>-Learn about our own past and discuss how humans change over time.</li> <li>-Order human changes from baby to elderly.</li> <li>-Discuss what is meant by significant and how / why we can be significant.</li> <li>-Learn about the lives of Isambard Kingdom Brunel (make bridges), Mary Anning (significant female achievements), Mary Seacole (Crimean war /black history). Edith Cavell (helped soldiers escape in WW1)</li> </ul>	<ul style="list-style-type: none"> <li>-Develop a chronologically secure knowledge of the Roman period.</li> <li>-Identify Rome and Italy on maps of Europe and identify the areas and countries which became part of the Roman Empire</li> <li>-To explain the impact Romans had on Britain eg: central heating, hot baths, toilets, straight roads, fast food, public libraries.</li> <li>- Identify significant people in the Roman period (Julius Caesar and Boudicca).</li> </ul>	<p>Learn where and when the Maya built their civilisation</p> <ul style="list-style-type: none"> <li>- Investigate how they lived, their culture and their legacy.</li> <li>- Able to compare their lives to our own in Britain.</li> <li>- Maya numerals, their maths system and consider the Maya calendar and compare it to our own systems.</li> </ul> <p>Ensure we link to Ancient Egypt</p>
Key Skills	<p>Remembrance Day, Christmas Day, Diwali.</p> <ul style="list-style-type: none"> <li>-Ask questions, use different sources to find answers including books.</li> </ul>	<p>Recognise why people did things</p> <ul style="list-style-type: none"> <li>- Recognise why some events happened</li> </ul> <p>Recognise what happened as a result of people’s actions or events</p>	<ul style="list-style-type: none"> <li>- describe and begin to make links between main events, situations and changes within and across different periods and societies.</li> </ul>	<p>Develop increasingly secure chronological knowledge and understanding of Maya history – use greater depth and range of knowledge.</p>

	-Comment on images of familiar situations in the past	- Recognise and make simple observations about who was important in an historical event/account, e.g. talk about important places and who was important and why	- Identify and give reasons for historical events, situations and changes -identify some of the results of historical events, situations and changes	Put events, people, places and artefacts on a time line Use correct terminology to describe events in the past Show understanding of some of the similarities and differences between different periods, eg social, belief local and individual.
<b>Sequence of Learning</b>	Led by children’s interests and AFL. Sequenced to build upon prior knowledge with a clear end point.	Can I recall prior learning and significant people in history? Refer to timeline prior and current learning. Can I say why <b>Mary Anning</b> is significant to us today? Can I say why <b>Mary Seacole</b> is significant and her impact on us? Can I say why <b>Kingdom Brunel</b> is significant and his impact he has had on us? Can I say why <b>Edith Cavell</b> is significant? Can I compare aspects of life (Edith Cavell+ Mary Seacole) hospital, transportation and cameras.	Can I recall prior learning in history? Refer to timeline prior and current learning. Can I begin to investigate the Roman era? (Wow workshop ) Can I understand how the Roman empire began? ( <a href="#">The story of Romulus and Remus</a> ) Can I develop a chronological understanding of the Roman rule and invasion on Britain? Can I develop an understanding of how the Roman empire expanded? Can I begin to explore the significance of Julius Caesar and Boudicca on the Roman period? Can I begin to explain the impact of the Romans on Britain’s way of life?	Can I recall prior learning in history? Refer to timeline prior and current learning. Can I explain where and when the Maya built their civilisation? <b>King Jasawchank’awiil</b> Can I compare and contrast Mayan children’s lives with modern day childhood? Can I explain the religious beliefs of the Maya people? Can I explain how the Maya number system worked and compare it to modern times?
<b>Key Vocabulary</b>	present, past, now, then, yesterday, today, time, day, week, month, year, remember, same, different, similar, castle, king, queen, knight, legend	Centuries, inventor, explorer, engineer, palaeontologist, fossil, significant, skills, ambition, discoveries, inventions.	Empire, invasion, significant, impact, culture, rebellion, Icenii, emperor, Caesar, Boudicca, Romulus, Remus, chronology.	Archaeologists, hieroglyphic , Cacao, astronomy , civilisation, Huipil, Itzamna, Ocarina, Ritual, kin, codices , odex, chronology
	<b>EYFS</b>	<b>Year 1 and 2</b>	<b>Year 3 and 4</b>	<b>Year 5 and 6</b>
<b>Spring 1</b>	<b>Our Wonderful World Let’s Go On An Adventure Spring Term</b>	<b>Lights of London</b>	<b>What did the Anglo-Saxons do for us?</b>	<b>Were the Vikings Victorious ?</b>

<p><b>National Curriculum Objectives</b></p>	<p><b>Development Matters</b> To become an <b>Exceptional Explorer</b> who can show curiosity about the world around them, understand some differences between times and places. To become a <b>Compassionate Citizen</b> who knows some reasons why Cornwall is special, have an awareness of other people’s cultures and beliefs.</p>	<p>Pupils should be taught about: events beyond living memory that are significant nationally or globally -the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods</p>	<p>Pupils should be taught about:  -Britain’s settlement by Anglo-Saxons and Scots</p>	<p>Pupils should be taught about:  -the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p>
<p><b>Key Knowledge</b></p>	<p>Visually represent their own day on a simple timeline (correspond with number 7 work, days of the week) Talk about and understand changes in their own lifetime, by creating a personal timeline.  Describe images of familiar situations in the past using books such as, ‘When we were giants’, ‘Peepo’, Shirley Hughes stories. Understanding how transport has changed through time.  Understand how toys have changed and developed over time</p>	<p>The Great Fire of London. -When and how it started -How the style of housing made the fire spread. -Understand a passing of time – short/long time ago. -Use vocabulary to describe the passage of time (make links to own lives and daily events) -Understanding that events happen in a chronological order. -Order events over time using a timeline. -Create timelines for events in own life, daily timetable of events relevant to us, events in history and events of the fire. -Name, describe and order main events of the fire. -Suggest how we can find out about our own past. How can we find out about events in our families lives without having been there?</p>	<p><u>Britain’s settlement by Anglo Saxons</u> Including: - Anglo saxon culture and village life. -Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire -Scots invasions from Ireland to north Britain (now Scotland) - Who and why was King Alfred the Great.</p>	<p>- Learn where and when the Viking civilisation originated -Explain where and why some Viking raids or attacks took place -Describe in greater detail the influence and actions of some of the main Anglo-Saxon Kings and explain the Viking invasions and Danegeld. -Compare and contrast aspects of Anglo Saxon, Viking and modern everyday life (religion, cultural traditions and crime and punishments) Evaluate the impact and significance of Anglo –Saxon Kings and explain how their actions have shaped British History</p>
<p><b>Key Skills</b></p>		<p>Develop, then demonstrate an awareness of the past, using common words and phrases relating to the passing of time</p>	<p>- Understand abstract terms - Understand change, cause and consequence - Draw contrasts and discuss their significance</p>	<p>Use greater depth and range of knowledge to: <u>Chronology</u>-Develop increasingly secure chronological knowledge and</p>

		<p>Show where places, people and events fit into a broad chronological framework</p> <p>Begin to use dates</p> <p>Ask and begin to answer questions about events</p> <p>e.g. When? What happened? What was it like...? Why? Who was involved?</p> <p>Understand some ways we find out about the past e.g. using artefacts, pictures, stories and websites</p> <p>Recognise why people did things</p> <p>Recognise why some events happened</p> <p>Recognise what happened as a result of people's actions or events</p>	<p>- Narrate and analyse a structured account of an event</p> <p>- Understand the use of evidence in making historical claims</p>	<p>understanding of history, local, British and world</p> <p>-Put events, people, places and artefacts on a timeline</p> <p>-Use correct terminology to describe events in the past <u>Historical Terms</u>- Record knowledge and understanding in a variety of ways, using dates and key terms appropriately</p> <p><u>Continuity and Change</u>-use greater depth of historical knowledge to describe and make links between main events, situations and changes within and across different periods and societies <u>Causes and Consequences</u>- Begin to offer explanations about why people in the past acted as they did</p> <p><u>Significance</u>-Give reasons why some events, people or developments are seen as more significant than others</p>
<b>Sequence of Learning</b>	Led by children's interests and AFL. Sequenced to build upon prior knowledge with a clear end point.	<p><b>Can I recall prior learning in history? Refer to timeline prior and current learning.</b></p> <p>Can I use a timeline to sequence and describe events in my own life?</p> <p>Can I order the events of the Great fire of London?</p> <p>Can I create a timeline about the Great Fire of London?</p> <p>Explaining when, how and why the Great fire of London started/spread and stopped?</p> <p>Can I explain how London changed after the Great fire?</p>	<p><b>Can I recall prior learning in history? Refer to timeline prior and current learning.</b></p> <p>Can I recall key historical facts?</p> <p>Recall key information from workshop.</p> <p><b>Can I describe the Anglo-Saxon invasion on Britain?</b></p> <p><b>Can I describe the Anglo Saxon way of life?</b></p> <p><b>Can I recall key facts about King Alfred the Great? (Significant people)</b></p>	<p><b>Can I recall prior learning in history? Refer to timeline prior and current learning.</b></p> <p>Can I explain when and why the Vikings invaded Britain?</p> <p>Can I explain how some kings in Britain dealt with Viking invaders?(the struggle between 2 cultures)</p> <p>Can I describe how Vikings lived and worked?</p> <p>Can I explain what happened during Viking invasions and what Viking warriors were like?</p> <p>Can I explain how Viking rule ended?</p>

<b>Key Vocabulary</b>	present, past, now, then, yesterday, today, time, day, week, month, year, remember, same, different, similar, castle, king, queen, knight, legend	Timeline, past, present, when we were younger, years, decades, centuries, change, events, retell	Runes, coins, cremation pot, bronze helmet, thatched wooden house, Offa's Dyke, Bayeux tapestry, Sutton Hoo, Invasion, settlement, Christian conversion, axe, sword, lyre, brooch	Saga, runes, longhouse, Odin, Danegeld, Danelaw, pagan, battle, village, Battle of Hastings, King Alfred the Great, King Edward the Confessor, King Ethelred the Unready

	EYFS	Year 1 and 2	Year 3 and 4	Year 5 and 6
Summer 1	The Great Outdoors Let's Go to the Seaside	Do I know the History On My Doorstep?	Who had the Power?	Crime and Punishment - Who Done it?
National Curriculum Objectives	<b>Development Matters</b> To become an <b>Exceptional Explorer</b> who can show curiosity about the world around them, understand some differences between times and places. To become a <b>Compassionate Citizen</b> who know somereasons why Cornwall is special, have an awareness of other people's cultures and beliefs.	Pupils should be taught about: Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. Develop an awareness of the past, using common words and phrases relating to the passing of time. Understand some of the ways in which we find out about the past	Pupils should be taught: A study of an aspect or theme in British History that extends pupils' chronological knowledge beyond 1066 Focus on the Industrial revolution	Pupils should be taught: A study of an aspect or theme in British History that extends pupils' chronological knowledge beyond 1066  Crime and punishment from Anglo-Saxons to present time.
Key Knowledge	Recount an event, orally, pictorial and/or with captions.  Comment on images of familiar situations in the past. Describe features of objects, people, places at different times and make comparisons. Talk about what is the same and different.  Order experiences in relation to themselves and others, including stories.	Focus: Tywardreath village and school.  Describe how our school and village has changed over time.  Discuss change and continuity in an aspect of life – schools in our village.  Know where the people and events they study fit within a chronological framework	Focus: Children will Describe the birth of the industrial revolution Discuss the industrial power and new inventions and link these to significant famous inventions and people Know that child labour in factories happened during this era Trade empire and the global effect of the industrial revolution and how it impacts on our lives now	Learn about the development of the rule of law since 1066 to the present day Describe criminal actions from the past and the evidence used against them Were they treated fairly compared to today's standards? Learn about the different types of criminal courts that people could face from Anglo-Saxon times to present day and undertake re-enactment of trials. Know the significant people/events that influenced the changes in crime and punishment Know how the Police were formed in the eighteenth century and how their job has changed over time.
Key Skills	Talk about key roles people have in society both in the present and past.	Use a wide vocabulary of everyday historical terms (long time ago, recently, years decades, centuries) Identify similarities and differences between ways of life in different periods.	Develop increasingly secure chronological knowledge and understanding of history, local, British and world Put events, people, places and artefacts on a timeline	Use greater depth and range of historical knowledge <u>Show understanding of some of the similarities and differences between different periods</u>

			<p>Use correct terminology to describe events in the past</p> <p>Ask and answer questions about the past, considering aspects of change, cause, similarity and difference and significance</p> <p>Suggest where we might find answers to questions considering a range of sources</p> <p>Understand that knowledge about the past is constructed from a variety of sources</p> <p>Describe some of the similarities and differences between different periods, e.g. social, belief, local, individual</p>	<p>Compare with modern day clothing and influences</p> <p>Significance - Give reasons why some events / people are seen as more significant than others.</p> <p>Describe with greater depth and begin to make links between main events, situations and changes within and across different periods and societies.</p> <p>Devise ask and answer more complex questions about the past considering key concepts in history</p> <p>Select sources independently and give reasons for choices. Analyse a range of source material to promote evidence about the past.</p>
<b>Sequence of Learning</b>	Led by children's interests and AFL. Sequenced to build upon prior knowledge with a clear end point.	<p><b>Can I recall prior learning in history? Refer to timeline prior and current learning.</b></p> <p>Can I describe the meaning of past?</p> <p>Can I use a range of words relating to the passage of time?</p> <p>Can I use a simple timeline to order and sequence events?</p> <p>How do we find out about the past?</p> <p>Can I begin to explain how has our village changed over time?</p> <p>Can I begin to explain how has school changed over time?</p>	<p><b>Can I recall prior learning in history? Refer to timeline prior and current learning.</b></p> <p><i>Can I begin to explain the change in Britain because of the industrial revolution?</i></p> <p><i>Can I create a timeline of significant events during the industrial revolution?</i></p> <p><i>Can I find out about significant inventions of the industrial revolution?</i></p> <p><i>Can I begin to understand their impact on Britain?</i></p> <p><i>Can I discuss the positive and negative impacts of the industrial revolution on Britain?</i></p>	<p><b>Can I recall prior learning in history? Refer to timeline prior and current learning.</b></p> <p>Can I describe how the rule of law changed from 1066 until present day?</p> <p>Can I describe the crimes and punishments of criminals and say whether they were treated fairly?</p> <p>Can I describe the different types of criminal courts through these periods?</p> <p>Can I describe the significant events that changed the crime and punishment system over time?</p>
<b>Key Vocabulary</b>	present, past, now, then, yesterday, today, time, day, week, month, year, remember, same, different, similar, castle, king, queen, knight, legend	Past, Change, Passage of time, Chronology, Timeline, Compare, Present, Same, Different	Industry, factories, steam engine, elevator, inventions, dynamite, revolution, system, machinery	Probation, suspended sentences, reformation, protection, deterrence, retribution, reparation, psychological