

History Overview
Key Knowledge, Skills and Vocabulary

Year B

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	Marvellous Me! Celebrations	Explorers Through Time	Who you going to call?	A Child's War
National Curriculum Objectives	<p><u>Development Matters</u></p> <p>To become an Exceptional Explorer who can show curiosity about the world around them, understand some differences between times and places.</p> <p>To become a Compassionate Citizen 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:</p> <ul style="list-style-type: none"> -the lives of significant individuals who have contributed to national and international achievements, some should be used to compare aspects of life in different periods. 	<p><u>Technology and Communication</u></p> <p>Pupils should be taught about:</p> <ul style="list-style-type: none"> -a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. 	<p><u>World War II</u></p> <p>Pupils should be taught about:</p> <ul style="list-style-type: none"> -a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
Key Knowledge	<p>Talk about members of their immediate family and the relationship to them.</p> <ul style="list-style-type: none"> -Name and describe people who are familiar to them -Begin to develop a sense of by being able to compare characters from stories. -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. -Find out about key historical events and why and how we celebrate 	<ul style="list-style-type: none"> -Name some famous explorers (e.g. Richard Lander, Neil Armstrong, Matthew Henson and Jane Goodall, Bessie Coleman) -Describe why they are famous using Dawsons model (E.g. Matthew Henson was one of the first men to reach the North Pole but this achievement was overlooked because he was black.) -Richard and John Lander were local explorers who discovered that the River Niger flows into the Atlantic. Neil Armstrong first man on the moon 	<ul style="list-style-type: none"> -Know about forms of communication and describe the timeline from the Stone Age to Modern Age (E.g. storytelling, rune stones, cave paintings, hieroglyphs, pigeons, phones, mobile phones, messages using email etc.) -Describe what the future of communication and technology may look like -(links to Online Safety) 	<ul style="list-style-type: none"> -Offer reasons to explain why the war started -Explore the significance of key events -Know about some of the countries and key individuals involved -Recall some details about key events -Describe what evacuation and rationing were (impact on life of children) how it directly affected our families and people in our local community of Tywardreath -Describe what the Holocaust was and who suffered as a result

	<p>today? Remembrance Day, Christmas Day, Diwali.</p> <ul style="list-style-type: none"> -Ask questions, use different sources to find answers including books. -Comment on images of familiar situations in the past 	<ul style="list-style-type: none"> -Jane Goodall first person to observe chimps using tools and making the link between shared ancestry - early conservationist. -Bessie Coleman – first African-American woman and Native American to hold a pilot license -Suggest reasons for our own significance - What makes us special and individual? -Know about significant changes that have happened in our lifetime (e.g. changing class in school, birth of a baby, death of a grandparent,) -Describe a significant person in their own life who is important to them or has had an influence on them and made a change to their lives (eg: parent who has taught them to ride a bike, grandparent who has taught them to bake, friend who has taught them to play a game) 		<ul style="list-style-type: none"> -Explain how and why the changing role of women was significant to the war effort
<p>Key Skills</p>		<ul style="list-style-type: none"> -Develop then demonstrate an awareness of the past. -Use common words and phrases relating to the passage of time. -Develop the use of historical terms eg a long time ago, recently. -Recognise and make simple observations about who was important in an historical event. 	<ul style="list-style-type: none"> -Ask and answer questions about the past, considering aspects of change, cause, similarity and difference and significance -Suggest where we might find answers to questions considering a range of sources -Identify and begin to describe historically significant people and events in situations -Identify and give reasons for historical events, situations and changes 	<ul style="list-style-type: none"> -Use greater depth and range of knowledge to develop increasingly secure chronological knowledge and understanding of history, local, British and world -Put events, people, places and artefacts on a timeline - Analyse a range of source material to promote evidence about the past -Use correct terminology to describe events in the past -Analyse a range of source material to promote evidence about the past

			<ul style="list-style-type: none"> -Identify some of the results of historical events, situations and changes -Describe and begin to make links between main events, situations and changes within and across different periods and societies 	<ul style="list-style-type: none"> -Begin to offer explanations about why people in the past acted as they did -Give reasons why some events, people or developments are seen as more significant than others -Understand that the past is represented in different ways and give reasons for this
Sequence of Learning	Led by children's interests and AFL. Sequenced to build upon prior knowledge with a clear end point.	<p>Can I recall prior learning in history? Refer to timeline prior and current learning.</p> <p>Can I describe a significant person in my life and the influence they have on me?</p> <p>Can I discuss Dawson's model? Can I explore the achievements of a significant explorer using Dawsons model?</p> <p>Can I compare life in 1909 and 1969? (NA and MH)</p> <p>Significant People: Neil Armstrong Jane Goodall Richard Lander Matthew Henson</p>	<p>Can I recall prior learning in history? Refer to timeline prior and current learning.</p> <p>Can I explain how cave paintings were early forms of communication? Can I explain how hieroglyphics were an early form of communication? Can I explain how Morse code is used to communicate? Significant person – Samuel Morse</p> <p>Can I describe the chronology of the telephone as means of communication? Significant event Alexander Graham bell</p> <p>Can I consider what future communication might look like?</p>	<p>Can I recall prior learning in history? Refer to timeline prior and current learning.</p> <p>WOW DAY Event covering preparation for war, id cards, gas masks, propaganda, artefacts, first aid, bombs, the Blitz and army life</p> <p>Can I explain and sequence key events that happened during WW2? Can I explore what life was like as an evacuee? Can I explore the role of women in the war? Can I explain how the holocaust changed the way we think and live today? VE Day – celebration of sharing of facts and achievements of those in WW2</p> <p>Significant people - Winston Churchill, Anne Frank, Adolf Hitler</p>
Key Vocabulary	present, past, now, then, yesterday, today, time, day, week, month, year, remember, same, different, similar, castle, king, queen, knight, legend	Significant individual, achievement, important, influence, long time ago, recently, in the past, explorer, adventurer, North Pole, Inuit, conservation, Atlantic Ocean	Technology, storytelling, cave paintings, hieroglyphs, morse code, phones, mobile phones, messages using email	Winston Churchill, Adolf Hitler, Nazi, Gestapo officer, swastika, Anne Frank, Star of David, Blitz, Victoria Cross, evacuee, anderson shelter, air raid shelter, ration book, gas mask, propaganda

	EYFS	Year 1 and 2	Year 3 and 4	Year 5 and 6
Spring 1	Our Wonderful World Let's Go On An Adventure Spring Term	Traps, Trams or Trains?	Davy Shines the Light?	Ancient Egyptians – the original farmers?
National Curriculum Objectives	<u>Development Matters</u> To become an Exceptional Explorer who can show curiosity about the world around them, understand some differences between times and places. To become a Compassionate Citizen who knows some reasons why Cornwall is special, have an awareness of other people's cultures and beliefs.	<u>Transport Over Time</u> Pupils should be taught about: -changes within living memory. Where appropriate these should be used to reveal aspects of changes in national life.	<u>Mining in Cornwall</u> Pupils should be taught about: -a local history study	Pupils should be taught about: the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt
Key Knowledge	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	-Know that transport has changed over time (e.g. from the use of horse and traps to the invention of cars, trains and aeroplanes) -Order the changes in transport over time, when they were invented and used. -Know about some of the significant individuals involved in the development of transport eg: George Stephenson – trains and the impact on peoples' lives in the 19 th Century Richard Trevithick developed steam engine used by miners.	-Know about the history of mining in Cornwall (when and why it started, what tin is used for, -Know about the working conditions in a tin mine -Know about Humphry Davy's role in the development of electric lighting and the miners' safety lamp. -Understand the differences between mining for tin and mining for china clay (e.g. tin is dug out, china clay is blasted and 'washed' out of the rock) The voyage of the Mystery – Cornish miners to Australia (gold mining) link to Y1/2 Geography -Know when and why it started and what tin is used for -Know about the local ports that relate to the transportation of china clay today -Visit to Geevor mine	- Know when and where the first civilisations appeared including: Ancient Sumer, The Indus valley, The Shang Dynasty of Ancient China and Ancient Egypt. -Know the achievements of Ancient Egypt e.g mathematics, the calendar, irrigation and farming systems, construction, medicines, paper and ink, clocks -Raise questions when confronted with an artefact in order to understand more about this ancient civilisation -Know about their culture including pharaoh's, their gods, farming, architecture and pottery. -Know about the use of hieroglyphs as a form of communication and recording. -Know about the process of mummification and why it was carried out

<p>Key Skills</p>		<ul style="list-style-type: none"> -Develop then demonstrate an awareness of the past and use common words and phrases relating to the passage of time. -Understand ways to find out about the past. -Discuss changes in an aspect of life eg transport – trains (local link). -Identify similarities and differences between ways of life in different periods. 	<ul style="list-style-type: none"> -Develop use of appropriate subject terminology - Be aware that different versions of the past may exist and begin to suggest reasons for this -Identify and give reasons for historical events, situations and changes -Identify some of the results of historical events, situations and changes - Identify and begin to describe historically significant people and events in situations 	<ul style="list-style-type: none"> -Understand that the past is represented and interpreted in different ways and give reasons for this -Give reasons why some events, people or developments are seen as more significant than others - Construct and organise response by selecting and organising relevant historical data - Record knowledge and understanding in a variety of ways, using dates and key terms appropriately
<p>Sequence of Learning</p>	<p>Led by children’s interests and AFL. Sequenced to build upon prior knowledge with a clear end point.</p>	<p>Can I recall prior learning in history? Refer to timeline prior and current learning.</p> <p>Can I name different types of transport? Can I describe how trains have changed over time? Can I order trains over time? Can I describe what George Stevenson, Richard Trevithick invented?</p>	<p>Can I recall prior learning in history? Refer to timeline prior and current learning.</p> <p>Can I sequence events? Can I explain mining in Cornwall? Can I describe the peak of mining in Cornwall? Can I describe the life of a miner? Can I describe the equipment involved in mining? Can I explain how the mining of china clay has changed over time? Humphry Davy</p>	<p>Can I recall prior learning in history? Refer to timeline prior and current learning.</p> <p>Can I sequence events - when and where the earliest civilisations appeared? Shang Dynasty – Indus Valley – Ancient Sumner Can I use a range of sources to explore life in Ancient Egypt? (with a focus on farming) Can I explore the achievements of the Ancient Egyptians? (hierarchy) Can I explore Egyptian architecture? (focus on pyramids, tombs, decorations) Can I compare and contrast the religious views?</p>

Key Vocabulary	present, past, now, then, yesterday, today, time, day, week, month, year, remember, same, different, similar, castle, king, queen, knight, legend	Past, time, history changes over time, transport, similarities, differences, compare, contrast.	Bal, sten, battery lamp, cage, carbide lamp, engine house, hand barrow, gun powder, man-engine, mine-captain,	Afterlife, amulet, atef, ankh, annexe, burial chamber, canopic jar, embalming, mummification, hieroglyphics, Nile, pharaoh, pyramid, sarcophagus, scarab, Tutankhamen , papyrus, sphinx, underworld, tomb, Howard Carter

	EYFS	Year 1 and 2	Year 3 and 4	Year 5 and 6
Summer 1	The Great Outdoors Let's Go to the Seaside	The Unsinkable Ship?	What did the Greeks ever do for us!	Stone Age - Carving the way forward?
National Curriculum Objectives	Development Matters To become an Exceptional Explorer who can show curiosity about the world around them, understand some differences between times and places. To become a Compassionate Citizen who knows some reasons why Cornwall is special, have an awareness of other people's cultures and beliefs.	<u>The Sinking of the Titanic</u> Pupils should be taught about: -events beyond living memory that are significant nationally.	Pupils should be taught about: -Ancient Greece – a study of Greek life and achievements and their influence on the western world.	Pupils should be taught about: -changes in Britain from the <u>Stone Age to the Iron Age</u>
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.	-Know that the Titanic was a huge passenger steam ship -Know that the Titanic was built in 1909 in Belfast, Ireland -Know that the first voyage was from Southampton, England to New York, America. -Know why the Titanic sank -Know what changes were influenced by the sinking of the Titanic (e.g. all ships must now carry enough life boats, SOS signals were adopted as a universal distress signal, all ships travelling to America follow a southerly route to avoid the ice) RNLI local links	Know when the Ancient Greek people lived and order some events from the time on a timeline. -Explain how and why the Greek Empire was so successful -Explain how the political system worked and compare with our system in the UK -Know about the Battle of Marathon and the Trojan War -Know about some Ancient Greek gods and some features of Greek myths.	-Know where the Stone Age gets its name. -Know what humans needed for survival during the Stone Age -Know which tools were crucial to the survival of early man. -Explain how Skara Brae was discovered and describe some of the items found there -Explain why children worked in copper mines – link to Cornish mines -Know why Iron Age people wanted to protect their homes.
Key Skills	Talk about key roles people have in society both in the present and past.	-Show where places, people and events fit into a broad chronological framework -Begin to use dates -Ask and begin to answer questions about events e.g. When? What happened? What was it like...? Why? Who was involved?	-Develop increasingly secure chronological knowledge and understanding of history, local, British and world -Put events, people, places and artefacts on a timeline -Use correct terminology to describe events in the past	Use greater depth and range of knowledge to develop increasingly secure chronological knowledge and understanding of history, local, British and world -Put events, people, places and artefacts on a timeline -Use correct terminology to describe events in the past

		<ul style="list-style-type: none"> -Understand some ways we find out about the past e.g. using artefacts, pictures, stories and websites -Choose and use parts of stories and other sources to show understanding of events -Communicate understanding of the past in a variety of ways. -Identify different ways that the past is represented, e.g. fictional accounts, illustrations, films, song, museum displays 	<ul style="list-style-type: none"> -Develop use of appropriate subject terminology - Describe and begin to make links between main events, situations and changes within and across different periods and societies -Identify and begin to describe historically significant people and events in situations e.g. Alexander the Great 	<ul style="list-style-type: none"> -Devise, ask and answer more complex questions about the past, considering key concepts in history -Use greater depth of historical knowledge to describe and begin to make links between main events, situations and changes within and across different periods and societies - Show understanding of some of the similarities and differences between different periods
Sequence of Learning	Led by children's interests and AFL. Sequenced to build upon prior knowledge with a clear end point.	<p>Can I recall prior learning in history? Refer to timeline prior and current learning.</p> <p>Can I sequence events in time order? Can I answer questions about the Titanic? Can I talk about the different people on board and why they were sailing to America? Can I explain why the Titanic sank? Can I explain the changes that were made to other passenger liners because of the sinking of the Titanic? Can I explain the role of the RNLI through history?</p>	<p>Can I recall prior learning in history? Refer to timeline prior and current learning.</p> <p>Can I sequence events from Ancient Greece? Can I explain why the Greek Empire was so successful? Can I describe the Trojan war? Can I explain Greek mythology? Can I recall information about Alexander the Great?</p>	<p>Can I recall prior learning in history? Refer to timeline prior and current learning.</p> <p>Can I identify and sequence significant events? Can I explore what stone age civilisation needed to survive? Can I understand what was found at Skara Brea and why it is important? Can I understand what copper mining meant to children of the bronze age? Can I explain how and why iron age civilisations protected their homes?</p>
Key Vocabulary	present, past, now, then, yesterday, today, time, day, week, month, year, remember, same, different, similar, castle, king, queen, knight, legend	Past, present, change, significant, event, Titanic, unsinkable, timeline, chronological, voyage,	Greek Empire, Pythagoras, nobleman, Parthenon, tunic, fibulas, Alexander the Great , slave, helmet, soldier, Olympics, Theseus and minotaur Icarus and Dedalus	Bronze, alloy, bone marrow, earthwork, Celt, sacrifice, tribe, iron, cave painting, spears, Skara Brae, fur pelt, Neolithic Man, Neolithic Woman, hammerstone, jewellery