

# History Curriculum

## **Vision**

'A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time' – N.C 2014

Penpol pupils are curious, creative and courageous learners. Through the teaching of History, pupils develop their curiosity about the world they live in and understand their place in History. They understand the importance of diversity and make judgements about why and how events in both their lives and in History took place. Teaching of History creates respectful, tolerant and inquisitive pupils ready to face challenges in an ever-changing world.

## **Curriculum Intent: Why do we teach History at Penpol School?**

At Penpol School, we want History to inspire pupils' curiosity about their place in the world, the past in Britain and the wider world. We want History to help pupils to understand the diversity of human experience which is particularly important in a Cornish school. Pupils are provided with opportunities to empathise with others, through the teaching of History, encouraged to argue a point and reach their own conclusions using the available evidence. The History curriculum allows pupils to develop skills relevant to other areas of the curriculum and their own lives and the History focus of the Autumn term and throughout the rest of the academic year in discrete block teaching enables these cross curricular links to be made. The curriculum is designed to ensure pupils receive an understanding of British, local and world history in a vocabulary rich way. Pupils' chronological knowledge is developed as they move through school and timelines in classrooms ensure pupils are able to place periods studied in their place in time.

## **Implementation: How is History taught at Penpol School?**

History is taught from Years 1 to 6 as a cross curricular subject, with the Autumn term in particular having a History focus, but also covered in discrete blocks throughout the year. Pupils in EYFS are introduced to History through sharing stories, talking about memories and adult led inputs as part of the 'Understanding the World' curriculum (as revised in 2020/21) Key knowledge, vocabulary and skills are mapped across the school to ensure pupils' learning builds as they progress from EYFS to Year 6.

Planning is informed by, and aligned with, the National Curriculum and a topic-based approach explores key questions asked by pupils at the beginning of the topic. Pupils are encouraged to take ownership of their learning, with links to home learning provided for each topic. Experience days/visitors bring the teaching of History alive (e.g. Guy Fawkes, a Roman centurion and a Greek Museum Day).

### Impact: What will we see from the teaching of History?

By the end of year 6, pupils will have a chronological understanding of British history from the Stone Age to the present day. They will be able to make comparisons and connections between different time periods and their own lives. They understand the importance of using sources to argue their case and have a greater understanding of diversity. Alongside an understanding of world history, pupils will also have an understanding of how our local heritage is developed. The curriculum will ensure continuity and progression across the key stages with a focus on skills and deepening knowledge and understanding. It will encourage enquiry, inference alongside the ability to use high-level vocabulary, questioning skills and communication.

### Key concepts - Pupils will have an understanding of:

Chronology  
Cause and consequence  
Diversity  
Interpretation  
Communication

### History Coverage Map





	Autumn (History Focus)		Spring (Science Focus)		Summer (Geography Focus)	
EYFS	<b>Magical Me</b>  Pupils talk about their families and important events in their lives	<b>Festivals</b>  Pupils look at different festivals and learn about others' beliefs	<b>Weather</b>	<b>Growing</b>	<b>Under the Sea/All Around the World</b>  Talk about different customs/ways of life in other countries. How did people use to travel?	<b>Holidays</b>  Pupils share stories about holidays past and present. Adult led inputs explore how holidays have changed in living memory.

	Autumn (History Focus)	Spring (Science Focus)	Summer (Geography Focus)
Year 1	<p>London's Burning</p> <p>Pupils learn about what happened during the Great fire of London and focus on how being a firefighter has changed since the GFOL. Pupils learn about Samuel Pepys and have a visit from him for a day.</p>	<p>Digging For Dinosaurs</p> <p>Pupils explore what they already know about dinosaurs. Look at Mary Anning and compare life during dinosaurs with modern life. Look at extinction of dinosaurs and of animals.</p>	<p>Are We There Yet?</p> <p>St George's Day Look at local area and recognise landmarks and features. Explore the history of flight, Amelia Earhart, seaside holidays now and then.</p>
Year 2	<p>Castles</p> <p>Pupils will become aware of local castles and their history. They will be able to explain why castles were built and describe specific parts of a castle. Pupils will become aware of who Guy Fawkes was and understand the Gunpowder plot. Pupils will explore the uses of The Tower of London over time.</p>	<p>Bees Knees</p>	<p>Commotion In the Ocean</p> <p>Blackbeard (Edward Teach) Horrible histories pirates Boat superstitions Link to English work - Smuggling</p>

	Autumn (History Focus)	Spring (Science Focus)	Summer (Geography Focus)
Year 3	<p>Walk Like an Egyptian</p> <p>Pupils learn about the achievements of Ancient Egypt, describe ancient customs and what life was like. Talk about why the Nile was important, create pyramids and canopic jars.</p>	<p>Mine Craft</p> <p>Explore the history of Hayle. Who were the first settlers in Hayle? Was it a good place to live? Compare Hayle past and present (old and new pictures) Who was</p>	<p>Raving Rainforests</p> <p>Geography focus</p>

		John Harvey? Visit to Geevor. Visit to Hayle Heritage Centre	Deforestation – how have rainforests changed. Art link – traditional and indigenous rainforest art.
Year 4	<p>Rampaging Romans</p> <p>Who were the Romans? Where did they come from? What did they do for us? Roman Day</p>	<p>Magic Matters</p> <p>Vikings Trip to Chysauster to look at settlements Viking Houses</p>	Africa
Year 5	<p>Who Let the Gods Out?</p> <p>How do we know how people in the Stone Age lived? (Autumn 1) The Ancient Greeks (Autumn 2) Greek museum</p>	<p>May the Force Be With You</p> <p>The Space Race</p>	Protect the Future
Year 6	<p>Wartime Britain</p> <p>Pupils will understand the sacrifice of British soldiers and the British public during the hardship of war.</p>	<p>Light It Up</p> <p>Discover the importance of the discovery of electricity and the world's new need for renewable energy.</p>	The World Is My Oyster

### Progression of Skills/ History Concepts

				
<b>Year 1</b>	<p>Use a timeline to develop chronological language eg past, present, older, newer</p> <p>Describe significant people from the past</p> <p>Describe and discuss historical events beyond living memory</p> <p>Develop understanding of changes within living memory eg toys, homes, transport</p>	<p>Ask some questions about the past</p>	<p>Use artefacts, pictures, stories and online sources to find out about the past</p> <p>Be introduced to different representations of the past and discuss similarities and differences</p>	<p>Use historical vocabulary eg past, present, long ago, timeline</p>
<b>Year 2</b>	<p>Describe and understand the significance of historical events beyond living memory (nationally or globally)</p> <p>Describe key people from the past who have contributed to national and international achievements and understand their significance</p> <p>Place key dates/eras on a timeline to develop chronological language and to identify</p>	<p>Ask wide range of questions about the past using parts of stories and sources</p>	<p>Use range of artefacts, pictures, stories and online sources to answer historical questions</p> <p>Understand different representations of the past by drawing comparisons</p>	<p>Use a wider range of historical vocabulary eg recently, decade, century, source, pioneer</p>

	<p>similarities and difference between ways of life in different periods</p> <p>Know about changes within living memory and how they affected changes in national life eg toys, homes, transport</p> <p>Know about local historical events, people and places</p>			
<b>Year 3</b>	<p>Compare different eras considering similarities and differences</p> <p>Order key dates on a timeline to demonstrate chronology of British and world history</p> <p>Examine in depth an aspect of local history from a period beyond 1066</p>	<p>Begin to understand how knowledge of the past is constructed from a range of sources</p> <p>Develop understanding of how and why the past is represented in different ways</p> <p>Select key information from a range of sources to answer an historical question</p>	<p>Understand what types of question are historically-valid and identify how to find the answer</p>	<p>Develop a range of historical vocabulary eg artefact, chronology, invade, settle</p>
<b>Year 4</b>	<p>Extend chronological understanding by exploring a theme over time eg leisure, entertainment</p> <p>Understand how Britain has influenced and been influenced by the wider world</p>	<p>Regularly generate and answer a range of historically-valid questions about similarities and differences</p>	<p>Understand how knowledge of the past is constructed from a range of sources</p> <p>Understand how and why the past is represented in different ways and explain this</p> <p>Select and organise relevant information from a wider range</p>	<p>Develop a range of historical vocabulary eg civilisation, chronology, ancient, legacy</p>

	Order key dates on a timeline to demonstrate chronology of British and world history		of sources to answer a historical question	
<b>Year 5</b>	<p>Explore trends, looking at continuity/change and similarity /difference/significance</p> <p>Examine different aspects of history eg social, cultural, political and religious</p> <p>Gain historical perspective by making connections between local, national and international history</p> <p>Examine in depth an aspect of local history from a period beyond 1066</p> <p>Extend chronological understanding by exploring a theme over time eg crime and punishment</p>	Address and devise a wide range of historically-valid questions about change and cause	<p>Understand how knowledge of the past is constructed from a range of sources</p> <p>Understand how evidence is used rigorously to make historical claims</p> <p>Discern how/why contrasting arguments and interpretations of the past exist by weighing evidence and sifting arguments eg propaganda</p> <p>Construct informed responses that involve thoughtful selection and organisation of relevant historical information</p>	Use and apply a range of historical vocabulary eg civilisation, propaganda, economy, political
<b>Year 6</b>	<p>Establish clear narratives within and across periods by using secure chronological understanding</p> <p>Examine in depth an aspect of local history from a period beyond 1066</p>	Address and devise a wide range of historically-valid questions about change, cause, impact and significance	<p>Construct informed responses that involve thoughtful selection and organisation of relevant historical information</p> <p>Develop perspective and judgement by weighing evidence and sifting arguments eg propaganda</p>	Develop and apply a range of historical vocabulary eg influential, narratives, perspective

	<p>Analyse trends, looking at continuity/change and similarity /difference/significance and use them to make connections and draw contrasts</p> <p>Examine different aspects of history eg social, cultural, political and religious, in different contexts</p> <p>Gain historical perspective by making connections between local, national and international history</p>		<p>Explain why contrasting arguments and interpretations of the past exist</p>	
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#### Attainment Targets by End of Phase

<b>EYFS</b>	<p>Understanding the World/Past and Present</p> <ul style="list-style-type: none"> <li>• Talk about the lives of people around them and their roles in society.</li> <li>• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>• Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul>
<b>KS 1</b>	<p>Pupils should develop an awareness of the past, using chronological vocabulary. Pupils should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p> <p>Pupils should be taught about:</p> <ul style="list-style-type: none"> <li>• changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</li> <li>• events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]</li> </ul>

	<ul style="list-style-type: none"> <li>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 [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]</li> <li>significant historical events, people and places in their own locality.</li> </ul>
<b>KS2</b>	<p>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.</p> <p>In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.</p> <p>Pupils should be taught about:</p> <ul style="list-style-type: none"> <li>changes in Britain from the Stone Age to the Iron Age</li> </ul> <p><b>Examples (non-statutory)</b></p> <p>This could include:</p> <ul style="list-style-type: none"> <li>-late Neolithic hunter-gatherers and early farmers, for example, Skara Brae</li> <li>-Bronze Age religion, technology and travel, for example, Stonehenge</li> <li>-Iron Age hill forts: tribal kingdoms, farming, art and culture <ul style="list-style-type: none"> <li>the Roman Empire and its impact on Britain</li> </ul> </li> </ul> <p><b>Examples (non-statutory)</b></p> <p>This could include:</p> <ul style="list-style-type: none"> <li>Julius Caesar's attempted invasion in 55-54 BC</li> <li>the Roman Empire by AD 42 and the power of its army</li> <li>successful invasion by Claudius and conquest, including Hadrian's Wall</li> <li>British resistance, for example, Boudica</li> <li>'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity</li> </ul>

Britain's settlement by Anglo-Saxons and Scots

**Examples (non-statutory)**

This could include:

- ☐ ▪ 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)
  - ☐ ▪ Anglo-Saxon invasions, settlements and kingdoms: place names and village life
  - ☐ ▪ Anglo-Saxon art and culture
  - ☐ ▪ Christian conversion – Canterbury, Iona and Lindisfarne
- ☐ the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor

**Examples (non-statutory)**

This could include:

- ☐ Viking raids and invasion
- ☐ resistance by Alfred the Great and Athelstan, first king of England ☐ further Viking invasions and Danegeld
- ☐ Anglo-Saxon laws and justice
- ☐ Edward the Confessor and his death in 1066
- ☐ a local history study

**Examples (non-statutory)**

- ☐ ▪ a depth study linked to one of the British areas of study listed above
- ☐ ▪ a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)
- ☐ ▪ a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.