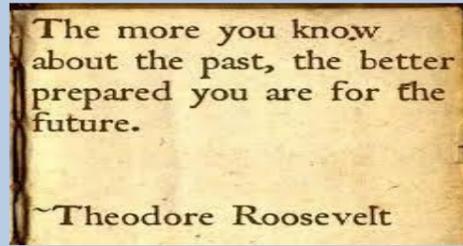




History Overview

Learning: For a better future



Rationale

Through history, we can learn how past societies, systems, ideologies, governments, cultures, and technologies were built, how they operated, and how they have changed. All this knowledge makes pupils more rounded people who are better prepared to learn in all their academic subjects.

INTENT

History is chaotic and random but pupils will begin to understand that the planetary process can offer some explanation to some seemingly unrelated facets of the world history. Historians decipher and interpret humanity's written accounts to tell the story of our earliest civilisations. Archeologists brush the dust-off artefacts to inform us about our prehistory and lives as hunter-gatherers.

Cornwall and Camborne particularly has historically utilised its natural resources. It has a rich mining history in coal, tin and copper, with Cornish miners to this day being considered some of the best in the world. Pupils will learn how Richard Trevithick, from Camborne, invented the steam engine, which was the beginning of the Industrial revolution.

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1 Wider Reading						Ancient Egypt Howard Carter <i>(Ancient Egyptians Y3 A2)</i>	Myan Civilisation Frederick Catherwood <i>(Marvellous Mayans Y4 A2)</i>	Greta Thunberg Alexander Fleming
Autumn 2 Exploration and discovery	Let's Go	Let's go shopping	Dinosaur Discovery	Epic Explorers	Ancient Egyptians	Marvellous Mayans	Pole to Pole	Battle of Britain

	<p>Begin to make sense of their own life-story: photos and memories</p> <p>Begin to make sense of their own life-story and family's history: parents' photos and memories</p>	<p>Talk about members of their family (including grandparents)</p> <p>Using basic chronology to recognise things happened before they were born.</p> <p>Compare and contrast familiar situations from the past using basic chronology to recognise things happened before they were born.</p>	<p>This topic establishes pre-history- when dinosaurs existed and what life was like (245 million years ago).</p> <p>It develops an understanding of the past and present and looks at how historians use evidence.</p> <p>Pupils understand the impact of Mary Anning's discoveries. (1799-1847) and encourages historical questioning and enquiry.</p>	<p>Building on their knowledge of the oceans in 'World of water,' pupils learn about the explorer, Christopher Columbus (1492- when Henry 8th was in power). They make links with the origins of the globe they learnt about in 'where in the world am '?'</p> <p>They will compare Columbus' life with the life of James Cook a mapmaker and his explorations (1768 when George 3 was king) and the causes and cure for scurvy.</p>	<p>Pupils move on from exploration of the seas and learn about the first civilisation and settlements in Egypt (3100BC): the pyramids, pharaohs, early writing and maths and what life was like.</p>	<p>Pupils broaden their knowledge of civilisations and settlements and learn about the progression the Mayans made in (250AD); writing, the calendar, architecture, law, art, chocolate, and what life was like. The work of archaeologist John Llyod Stephens and the evidence of the Mayans (links made to Columbus' discoveries in Year 2 'Great Explorer topic)</p>	<p>Having learnt about tundras on the continent of Antarctica, pupils will learn about Ernest Shackleton (1897 –post 1066 when Queen Victoria was in power an exploration led by) and the heroic age of exploration and what life was like at that time.</p>	<p>Pupils will learn the main facts about WW2 and the rule of Hitler. Including the causes and effects; allies and enemies and what life was like then (iron age Britain). They will learn about Winston Churchill and his speech</p>
<p>Global Citizenship KU: Identity and diversity Values and attitudes: Value diversity</p>			<p>Similarities and differences between peoples in local setting and also wider contexts.</p> <p>What contributes to self – identity and belonging.</p> <p>Willingness to learn from the experiences of others.</p>		<p>Diversity of cultures and societies within and beyond own experience.</p> <p>Contributions of different cultures to our lives.</p> <p>Valuing the benefits of listening to a range of different perspectives and viewpoints.</p>		<p>Diversity of cultures and societies within and beyond own experience.</p> <p>Contributions of different cultures to our lives.</p> <p>valuing the benefits of listening to a range of different perspectives and viewpoints.</p>	
<p>Autumn 2 Wider Reading</p>					<p><i>Gunpowder Plot</i></p>	<p><i>Genghis Khan</i></p> <p>Marvellous Monarchs Henry VIII (NFF Y2 Su2), Queen Victoria King John (Kings and Queens Y1 Sp2)</p>	<p><i>Charles Dickens</i></p> <p>Victorians Florence Nightingale (Pole to Pole Y5 A2) Florence Nightingale (NFF Y3 Su1)</p>	<p><i>Anne Frank</i> <i>Elie Wiesel</i> <i>Alan Turing</i></p>
<p>Spring 1 Wider Reading</p>					<p><i>Thomas Edison</i> <i>Princess Diana</i></p>	<p>Royal Weddings Prince Harry Queen Elizabeth I Prince Phillip (Kings and Queens Y1 Sp2)</p>	<p><i>Neil Armstrong</i> <i>Mahatma Gandhi</i></p> <p>Marvellous Monarchs National Anthem, Queen Victoria, Mary Queen of Scots, Henry VIII (Kings and Queens Y1 Sp2)</p>	
<p>Spring 2- Marvelous Men and women</p>	<p>Ready Steady grow</p>	<p>Changes</p>	<p>Kings and Queens</p>	<p>Disaster at Sea</p>	<p>Scavengers and Settlers</p>	<p>Ancient Greece</p>	<p>Saxons and Scots</p>	<p>Slavery through the Ages</p>

	<p>The past: Fossils (evidence: dinosaur bones)</p> <p>How did farmers used to farm and how do they farm now?</p>	<p>Compare and contrast characters from the past – The Wright Brothers Christopher Columbus</p> <p>St Piran’s day – Why do we celebrate this?</p>	<p>This topic looks at significant monarchs from British history to present and their impact on Britain. We touch upon Queen Elizabeth I (1558-1603) as daughter of Henry 8th who we learn about in more detail in Year 2 Summer term. Looking at what life was like then and now.</p>	<p>This topic looks at the Titanic (1912 when George 5 was king); the facts and evidence surrounding the event along with what life was like then and now.</p> <p>The topic compares the actions of the more local Penlee lifeboat disaster in 1981.</p>	<p>Stone Age(2 -6 million-3300BC to Iron Age (500BC-332BC)</p> <p>Pupils look at history proceeding (pre-history-dinosaurs). They look at early people and what life was like: early settlements, tools etc Links are made to Cornish mining.</p>	<p>Pupils look at life in Ancient Greece 700-480BC. The concept of democracy, philosophy, gods and culture.</p>	<p>Pupils develop their chronology and learn how the Roman occupation came to an end and why the Anglo Saxons and Scots invaded; where they settled. about William the Conqueror and the Battle of Hastings the causes and effect of the invasion and conflict between France and England (King Harold).</p>	<p>Pupils will learn how slavery dates back to the 15th century (Columbus) and how Europeans enslaved millions of people from parts of West Africa by transporting them across the Atlantic Ocean and selling them in the Americas .It will look at the ‘Triangular trade’ and the three stages of slave trade.</p>
<p>Global Citizenship KU: Power and governance Values and attitudes Belief that people can bring about change</p>			<p>Rules in class and school</p> <p>How rules can help us.</p> <p>Belief that people can make a difference, both on their own and when they work together.</p>	<p>The need for rules in own school and wider society and how people can take part in making and changing them.</p> <p>Basics of how own country is governed. Belief that individuals and groups can improve situations. Willingness to cooperate with others to change things for the better.</p>	<p>The need for rules in own school and wider society and how people can take part in making and changing them.</p> <p>Basics of how own country and region is governed. Belief that individuals and groups can improve situations. Willingness to cooperate with others to change things for the better.</p>			
<p>Spring 2 Wider Reading</p>						<p><i>Tim Berners-Lee</i></p> <p>Romans Julius Caesar (What the Romans did for us Y3 Su2)</p>	<p><i>Albert Einstein</i> <i>Amelia Earhart</i></p> <p>Famous Discoveries Alexander Fleming (Living Things Y6 A1) Charles Darwin (Evolution and Inheritance Y6 Sp2) (NFF Y6 Sp2) Percy Spencer (Properties and Changes of Materials Y5 A2) Howard Carter (Ancient Egyptians Y3 A2)</p>	<p><i>Charles Darwin</i> <i>Nelson Mandela</i> <i>Martin Luther King</i></p>
<p>Summer 1 Wider Reading</p>				<p><i>Mother Teresa</i></p>	<p><i>Florence Nightingale</i></p>	<p>Malala Yousafzai (Jigsaw – Rights and Responsibilities Y3-Y5)</p>	<p>Water Archimedes (Forces Y5 Su1)</p>	<p><i>Emily Pankhurst</i></p>
<p>Summer 2 Changing Britain</p>	<p>Here comes the sun</p>	<p>Treasure and the seaside</p>	<p>Seaside Detectives</p>	<p>The Spanish Armada</p>	<p>What did the Romans do for us?</p>	<p>Once Upon a mine</p>	<p>Vikings: Peaceful settlers or evil warriors?</p>	<p>Cousin Jacks</p>

	<p>What do we know about royalty?</p> <p>What games did people/family used to play at the beach?</p>	<p>Trevithick Day</p> <p>Talk about experiences that are familiar to them and how these may have differed in the past: transport. Using basic chronology to recognise things happened before they were born.</p> <p>Recognise some environments are different from the one in which they live: Local and National region. Cornwall / London</p>	<p>What was the seaside like in the past? (Society and people) Cornwall based. What did our ancestors do at the seaside? (Living memory and non-living memory)</p> <p>What was the seaside like then and now.</p>	<p>This topic looks at the tropical gardens in Cornwall and where the plants came from and how they got here? (Cornish plant hunters). Links to the explorer Francis Drake (1577), who followed Columbus's journey and Queen Elizabeth 1</p>	<p>Pupils learn about the impact of the Romans (27BC-476AD): and what they did for us: roads, language, towns, education. Pupils learn about Boudicca, who led the revolt, but who was defeated, against the Romans.</p>	<p>Pupils learn about their local history: what life was like in a mining family and the role of the Richard Trevithick, the inventor, and the start of the Industrial revolution.</p>	<p>These pagan, Scandinavian, pillaging, warriors invaded Britain in part due to a lack of farmland. Sailing on their longboats invading the coast of East Anglia. Pupils look at life then and now and consider the significance of the battle on British history- and in to the Norman era.</p>	<p>Pupils learn about the local history of mining in the Cornwall- how in the 19th century the reputation of Cornish miners was 'the best in the world.' It looks at and what life was like then and at the causes and effects of the migration of miners around the world</p>
<p>Global Citizenship KU: Globalisation and interdependence Values and attitudes: Sense of identity and self - esteem</p>			<p>Similarities and differences between places in various parts of the world including own setting. Links between local community and the wider world Sense of belonging and valuing relationships with others. Awareness of, and pride in, own individuality.</p>		<p>Global connections between people's and countries e.g. through trade and communications. How local actions affect the wider world Positivity about the ways in which one is both similar to others and uniquely different. Value what contributes to own identity.</p>		<p>Global connections between people's and countries e.g. through trade and communications. How local and national actions affect the wider world Positivity about the ways in which one is both similar to others and uniquely different. Value what contributes to own identity.</p>	
<p>Summer 2 Wider Reading</p>				<p><i>Henry V111</i></p>		<p>Katherine Johnson (Earth and Space Y5 Sp2)</p>		<p><i>William Shakespeare</i></p>
<p>60 Second Read Unit</p>		<p>Significant Figure/Event</p>			<p>Links to the Wider Curriculum</p>		<p>Non-fiction Fridays reading</p>	
<p>IMPLEMENTATION</p> <p>Curriculum Design:</p> <p>Our units of learning are structured using half-termly whole school themes, with a geography or history focus. Geography units develop the concepts of place, space, and scale. Where possible they provide the geographical context for the following history topic. In history, the periods studied enable pupils to make connections in local and world history by developing the key concepts of: chronology, evidence, significance, change and interpretation.</p> <p>Our Medium-Term Plans (MTP) are supported by 'small steps in progression' documents- ensuring a progression in both concepts, content, and skills.</p> <p>Lesson Design</p> <p>Using the the Rosenshine Principles of Instructions pupils will be encouraged to 'think like a historian.' With the support of Historical Association documents teachers plan for: enquiry based learning using explicit instruction, modelled examples; use of metacognitive talk using subject specific vocabulary and provide guided and independent practice opportunities.</p> <p>Pupils will be challenged to consider the danger of a 'single story' by identifying facts and opinions, identifying bias, evaluating evidence, developing empathy, challenging a charity mentality and starting with stories about us and mutual respect and values.</p>								

IMPACT

As the History curriculum is defined and sequenced with attention to the types of knowledge - our assessment design is precise. Our assessment identifies the specific knowledge students have learnt and can apply, it pinpoints misconceptions and is incremental. We identify how far each aspect of the curriculum has been mastered. The evidence of impact is subject specific and ranges from written outcomes, pupils articulation of learning, visual presentations, drama, music or dance.

Assessment for learning- (daily; in class)

- Using consistent feedback and marking strategies- against success criteria (See Marking and Feedback Policy)
- Targeted questioning
- Pupil self-assessment and peer-assessment- against success criteria
- Low stakes testing – ‘Rapid Recall’

Formative Assessment

- Teachers assess at the beginning and end of every unit geography and history unit, through Knowledge Harvests and Never Heard the Word grids (NHTWG.)
- Knowledge, skills and concepts of foundation subjects are assessed through the answering of Fertile questions.
- Learning in History is evidenced in are learning conversations (adult/child, child/child, etc)
- Learning in History is evidenced in targeted questioning and response
- Rapid Recall (low stakes testing) shows evidence of what substantive knowledge has been retained
- Moderation and assessment of exemplar work of a range of stages shows evidence of end points being met.