

## SSCA History Knowledge and Skills Mapping

**Knowledge Organisers for the priority subject for each concept to be issued before the learning block is taught.**

**Metacognition:** Metacognition can take many forms; it includes knowledge about when and how to use particular strategies for learning or problem-solving.

History	Term	Term	Term
EYFS	Autumn	Spring	Summer
Concept	<b>Community and Inheritance (You and Me)</b>	<b>Innovation and Sources</b>	<b>Trade and Exploration</b>
Knowledge	Using all our senses to investigate inside and outside. Similarities and differences between us (family and home). Explore our school and investigate places in our locality.	<b>What happened beyond our living memory?</b> Our history. Dinosaurs. How can we find out information? What is fact and what is fiction?	<b>Local trade in our community.</b> Personal experiences and opportunities to learn about new trade/businesses.
Skill Progression	<p><b>People and Communities</b></p> <p>Children talk about past and present events in their own lives and in the lives of family members.</p> <p><b>Understanding:</b> They answer 'how' and 'why' questions about their experiences and in response to stories or events.</p> <p><b>Speaking:</b> children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future.</p> <p><b>Playing and exploring</b> – children investigate and experience things, and 'have a go'.</p> <p><b>Active learning</b> – children concentrate and keep on trying if they encounter difficulties, and enjoy achievements.</p> <p><b>Creating and thinking critically</b> – children have and develop their own ideas, make links between ideas, and develop strategies for</p>	<p><b>People and communities</b></p> <p>Using visuals and variety of resources to discuss and consider their world long ago.</p> <p><b>Understanding:</b> They answer 'how' and 'why' questions about their experiences and in response to real information or events beyond their own memory.</p> <p><b>Speaking:</b> children express themselves effectively, showing awareness of listener needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future.</p> <p><b>Playing and exploring</b> – children investigate and experience things, and 'have a go'.</p> <p><b>Active learning</b> – children concentrate and keep on trying if they encounter difficulties, and enjoy achievements.</p> <p><b>Creating and thinking critically</b> – children have and develop their own ideas, make links between ideas, and develop strategies for doing things</p>	<p><b>People and communities</b></p> <p>To know about similarities and differences between themselves and others, and among families, communities and traditions.</p> <p><b>Understanding</b> follow instructions involving several ideas or actions</p> <p><b>Speaking:</b> They develop their own narratives and explanations by connecting ideas or events.</p> <p><b>Playing and exploring</b> – children investigate and experience things, and 'have a go'.</p> <p><b>Active learning</b> – children concentrate and keep on trying if they encounter difficulties, and enjoy achievements.</p> <p><b>Creating and thinking critically</b> – children have and develop their own ideas, make links between ideas, and develop strategies for doing things</p>
Metacognition/	<b>Classroom discussion</b>	<b>Cognitive task analysis</b>	<b>Jigsaw method</b>

Year 1	Autumn	Spring	Summer
Concept	<b>Community and Inheritance</b>	<b>Innovation and Sources</b>	<b>Trade and Exploration</b>
	<b>Events beyond Living Memory</b> -Bonfire night. Why is Bonfire Night significant? When was the first bonfire night and what happened (time line of events) How do we know what happened? (historical sources ) Who was Guy Fawkes and who did he represent? What was the impact on the monarchy?	<b>Changes in Living Memory</b> –Transport Significant individuals: Wright brothers and Amelia Earhart-history of flight. Who were the pioneers of early flight? Can use a number of everyday time terms, such as 'now', 'then', 'yesterday', 'week', 'month', 'year', 'nowadays', 'old' and 'new'. Can sequence events in their life.	Polar Explorers; Robert Falcon Scott, Jade Hameister. When/where did they 'explore'? What can we find out about the past from their expeditions?
Skill Progression	<b>Constructing the past.</b> <ul style="list-style-type: none"> <li>Know where people and events fit within a chronological framework.</li> <li>Pupils study historical periods, some of which they will study more fully later.</li> <li>Legacy</li> </ul>	<b>Sequencing the Past</b> <ul style="list-style-type: none"> <li>Can sequence <b>independently</b> on an <b>annotated timeline</b> a number of objects or events related to particular themes, events, periods, societies and people.</li> <li>Find answers to simple questions about the past using sources of information.</li> </ul> <b>Significance and Interpretation</b> <ul style="list-style-type: none"> <li>Can consider one reason why an <b>event</b> or person might be significant.</li> <li>To distinguish between fact and fiction.</li> </ul>	<b>Planning and carrying out Historical Enquiry</b> <ul style="list-style-type: none"> <li>Can ask and answer a few <b>valid historical questions</b>.</li> <li>Chronology</li> <li>Similarities and Differences</li> </ul>
Metacognition	Classroom discussion	Cognitive task analysis	Jigsaw method
Year 2	Autumn	Spring	Summer
Concept	<b>Community and Inheritance</b>	<b>Innovation and Sources</b>	<b>Trade and Exploration</b>
Knowledge	<b>Events beyond Living Memory</b> –Great Fire of London Why is the Great fire of London significant? When was the Great Fire of London and what happened? (time line of events) How did the fire start and why did London burn? How do we know what happened? (historical sources including Samuel Pepys diary as an eye witness account) How did they try to stop the fire? (compare with modern day fire services What happened to the people who lost their homes in London? (how does this compare to modern day)  <b>Links to changes in Living Memory:</b> Personal experiences.	<b>Sources:</b> Dinosaurs-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 – Mary Anning (Can use more complex time terms, such as 'BC'/'AD' and period labels and terms).  The lives of significant individuals in the past who have contributed to national/international achievements – Richard Trevithick. <b>Local History</b> St. Piran Who was St Piran? How do we celebrate—what makes it important to our community and Cornwall?	<b>Events beyond living memory</b> that are significant nationally or globally Lives of significant Explorers Gertrude Benham, Bear Grylls  To distinguish between fact and fiction.

	<ul style="list-style-type: none"> <li>Pupils study historical periods some of which they will study later.</li> <li><i>Know and recount episodes from stories about the past</i></li> </ul> <b>Sequencing the Past</b> <ul style="list-style-type: none"> <li>Develop awareness of the past, using common words and phrases relating to the passing of time.</li> <li>Can understand time securely and use a wide range of term terms</li> </ul> <b>Significance and Interpretation–</b> <ul style="list-style-type: none"> <li>Compare different versions of events from the <i>past</i></li> </ul>	<ul style="list-style-type: none"> <li>Can select information <b>independently</b> from several different types of source including written, visual and oral sources and artefacts to answer historical questions</li> </ul> <b>Planning and carrying out Historical Enquiry</b> <ul style="list-style-type: none"> <li>Can plan questions and produce answers to a few <b>historical enquiries</b> using historical terminology.</li> </ul> <b>Cause and Effect</b> <ul style="list-style-type: none"> <li>Choose and use parts of stories and other sources to show that they know and understand key features of events.</li> <li>Can identify a few relevant causes and effects for some of the main events covered</li> </ul>	<ul style="list-style-type: none"> <li>Identify difference between ways of life at different times.</li> <li>Sequence artefacts for different periods of time and match artefacts to the people of different ages</li> </ul> <b>Significance and Interpretation</b> <ul style="list-style-type: none"> <li>Understand some of the ways in which they find out about the past and identify different ways in which it is represented</li> <li>Compare different versions of events from the past.</li> </ul>
Metacognition	Classroom discussion	Cognitive task analysis	Jigsaw method
<b>Year 3</b>	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
Concept	<b>Community and Inheritance</b>	<b>Innovation and Sources</b>	<b>Trade and Exploration</b>
Knowledge	Southwest mining- tin mine at Morwellham Quay Cornish Mining What happened to the Cornish Mines? Cornish Mining Morwellham Quay se sources of evidence to build up a picture of a past event – Chilean mining disaster	Settlements through Time Stone age to Iron age settlements How did Britain change between the Stone and Iron ages? Scots settlements, invasion and kingdoms (British History taught chronologically)	<b>Exploration</b> over different terrains- historical link to key famous and local explorers.
Skill Progression	<b>Constructing the Past –</b> Establish clear narratives within and across the periods they study. <ul style="list-style-type: none"> <li>Can provide overviews of the most significant features of different themes, individuals, societies and event covered.</li> <li>Examine causes and results of great events and the impact on people.</li> <li>Compare an aspect of life with the same aspect in another period.</li> <li>Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings.</li> </ul> <b>Cause and Effect</b> Can describe some relevant <b>causes</b> for, and <b>effects</b> on, some of the key <b>events</b> and developments covered.	<b>Change and Development</b> <ul style="list-style-type: none"> <li>Identify similarities and differences between ways of life in different periods.</li> <li>Study changes within living memory.</li> </ul> <b>Using Sources as Evidence</b> <ul style="list-style-type: none"> <li>Begin to use the library and internet to research a specific enquiry.</li> <li>Use sources of evidence to build up a picture of a past event</li> </ul> <b>Planning and carrying out Historical Enquiry</b> <ul style="list-style-type: none"> <li>Can ask valid questions for enquiries and answer using a number of sources.</li> </ul>	<b>Constructing the Past</b> <ul style="list-style-type: none"> <li>Identify reasons for the result of people's actions.</li> <li>Understand why people may have wanted to do something.</li> <li>Know key dates characters and events of time studied.</li> </ul> <b>Using Sources as Evidence</b> <ul style="list-style-type: none"> <li>Can recognise possible uses of a range of sources for answering <b>historical enquiries</b>.</li> </ul> <b>Planning and carrying out Historical Enquiry</b> <ul style="list-style-type: none"> <li>Construct informed responses that involve thoughtful selection and organisation.</li> </ul>

Metacognition	Classroom discussion	Cognitive task analysis	Jigsaw method
<b>Year 4</b>	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
Concept	<b>Community and Inheritance</b>	<b>Innovation and Sources</b>	<b>Trade and Exploration</b>
Knowledge	<b>A local history study</b> Studying an area of the UK, Midlothian (Edinburgh), including its history comparison to Cornwall (Launceston)	<b>Romans</b> ; sources of evidence , roads and Hadrian’s wall, Romanisation of Britain and impact of technology, culture and beliefs	<b>Achievements of early civilisations; Ancient China</b> – the inventions of the Qin dynasty (great wall, terracotta army)
Skill Progression	<b>Change and Development</b> <ul style="list-style-type: none"> <li>Address and devise historically valid questions about change, similarity and difference.</li> <li>Can describe some similarities, differences and changes occurring</li> </ul> <b>Constructing the Past</b> <ul style="list-style-type: none"> <li>Find out about everyday lives of people in the time studied. Compare the past with life today</li> </ul>	<b>Significance and Interpretation</b> <ul style="list-style-type: none"> <li>Distinguish between different sources of evidence, comparing the versions of the same story.</li> </ul> <b>Planning and carrying out Historical Enquiry</b> <ul style="list-style-type: none"> <li>Can devise <b>independently</b> a range of historically valid questions for a series of different types of enquiry and answer them with <b>substantiated</b> responses.</li> </ul>	<b>Sequencing the past –</b> <ul style="list-style-type: none"> <li>Develop chronologically secure knowledge and understanding of the Roman empire in Britain.</li> <li>Can sequence a number of the most significant events, objects, themes, societies, periods and people using some dates, period labels and terms.</li> <li>Place events from the period studies on a timeline. Use terms related to the period and begin to date events.</li> </ul> <b>Cause and Effect</b> <ul style="list-style-type: none"> <li>Can <b>comment</b> on the importance of <b>causes and effects</b> for some of the key <b>events</b> and developments.</li> </ul>
Metacognition	Classroom discussion	Cognitive task analysis	Jigsaw method
<b>Year 5</b>	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
Concept	<b>Community and Inheritance</b>	<b>Innovation and Sources</b>	<b>Trade and Exploration</b>
Knowledge	<b>Local History Study</b> - A study of how Launceston was connected to the rest of the UK through the railway network. The history of the railway in Launceston and Cornwall  How has land use changed in Cornwall over the years?	<b>Ancient Greece</b> - Myths and Legends – a study of Greek life and achievements and their influence on the western world.  What is the legacy of the Ancient Greek civilisation? Myths and Legends.	<b>British Settlements</b> -The Viking and Anglo-Saxon Struggle for the Kingdom of England to the time of Edward the Confessor  Why did the Vikings invade Britain? How did people resist Viking invasion?  How and when did the invaders become Christians?
Skill Progression	<b>Sequencing the Past</b> <ul style="list-style-type: none"> <li>Develop chronologically secure knowledge and understanding of British, local and world history.</li> </ul>	<b>Cause and Effect</b> <ul style="list-style-type: none"> <li>Choose and use parts of stories and other sources to show that they know and understand key features of events.</li> </ul>	<b>Sequencing the past</b> <ul style="list-style-type: none"> <li>Chronologically secure knowledge and understanding of British, local and world history.</li> </ul>

	<ul style="list-style-type: none"> <li>Can sequence a number of the most significant events, objects, themes societies, periods and people using some dates, period labels and terms.</li> <li>Place events from the period studies on a timeline. Use terms related to the period and begin to date events.</li> </ul> <p><b>Cause and Effect</b></p> <ul style="list-style-type: none"> <li>Address and devise historically valid questions about cause.</li> <li>Can comment on the importance of causes and effects for some of the key events and developments.</li> </ul>	<ul style="list-style-type: none"> <li>Study the lives of significant individuals who contributed to national and international achievements.</li> </ul> <p><b>Sequencing the Past</b></p> <ul style="list-style-type: none"> <li>Can sequence with independence the key <b>events</b>, objects, <b>themes</b>, societies and people covered using dates, period labels and terms.</li> </ul>	<ul style="list-style-type: none"> <li>Can sequence with independence the key events, objects, themes, societies and people covered using date, period labels and terms. Make comparisons between different times in the past.</li> </ul>
Metacognition	Classroom discussion	Cognitive task analysis	Jigsaw method
<b>Year 6</b>	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
Concept	<b>Community and Inheritance</b>	<b>Innovation and Sources</b>	<b>Trade and Exploration</b>
Knowledge	<p><b>Local History</b> – Cornwall at War: Study of aspect/ themes of British History WW2</p> <p>How was Cornwall affected by the war? What role did it play?</p> <p>Which countries were involved? Who were the main leaders? What was the Blitz? How did people protect themselves during the war? What was evacuation? Why did rationing take place? Why were Jewish people targeted by the Nazis?</p>	<p><b>A non-European Society that provides contrast with British History – The Mayan Civilisation</b></p> <p>Was the Mayan Civilisation better than British civilisation? Exploration and trade links.</p>	<p><b>A study of an aspect or theme in British History that extends pupils chronological knowledge beyond 1066</b> – the turbulent Tudors.</p>

Skill Progression	<b>Significance and Interpretation</b> <ul style="list-style-type: none"> <li>Address and devise historically valid questions about significance. Understand how our knowledge of the past is constructed from a range of sources.</li> <li>Can explain reasons why particular aspects of a historical <b>event</b> development, society or person were of particular significance.</li> <li>Can explain how and why it is possible to have different interpretations of the same <b>event</b> or person.</li> <li>Link sources and work out how conclusions were arrived.</li> </ul>	<b>Sequencing the Past</b> <ul style="list-style-type: none"> <li>Can sequence with independence the key <b>events</b>, objects, <b>themes</b>, societies and people covered using dates, period labels and terms.</li> <li>Make comparisons between different times in the past.</li> </ul> <b>Change and Development</b> <ul style="list-style-type: none"> <li>Address and devise historically valid questions about change, similarity and difference.</li> <li>Note connections, contrasts and trends over time.</li> </ul>	<b>Constructing the Past</b> – Establish clear narratives within and across the periods they study. <ul style="list-style-type: none"> <li>Can provide overviews of the most significant features of different themes, individuals, societies and events covered.</li> <li>Examine causes and results of great events and the impact on people.</li> <li>Compare an aspect of life with the same aspect in another period.</li> <li>Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings.</li> <li>Know key dates characters and events of time studied.</li> </ul>
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	<ul style="list-style-type: none"> <li>Aware that different evidence may lead to different conclusions.</li> </ul> <b>Planning and carrying out Historical Enquiry</b> <ul style="list-style-type: none"> <li>Construct informed responses that involve thoughtful selection and organisation.</li> <li>Develop appropriate use of historical terms</li> </ul>		<b>Using Sources as Evidence</b> <ul style="list-style-type: none"> <li>Can <b>comment</b> with confidence on the value of a range of different types of source for enquiries, including extended enquiries.</li> <li>Select relevant sections of information using research with increasing confidence to answer a line of enquiry.</li> </ul>
Metacognition	<b>Classroom discussion</b>	<b>Cognitive task analysis</b>	<b>Jigsaw method</b>



