

Over-arching Aims of the History Curriculum

Our curriculum for history aims to ensure that all pupils:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- **gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and peasantry'**
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts: understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term time lines.

Year	1	2	3	4	5	6
Themes	<p>An event beyond living memory</p> <p>The Gun Powder Plot (Significant individual – Guy Fawkes)</p> <p><i>What is firework night really about?</i></p>	<p>An event beyond living memory The Great Fire of London.</p> <p><i>Why did the fire spread so quickly?</i></p> <p>Changes within</p>	<p>Changes in Britain from the Stone Age to the Iron Age settlements. Scot settlements, invasion and kingdoms</p> <p><i>How did Britain change between the Stone and Iron ages?</i></p> <p>Southwest mining-tin mine at Morwellem Quay. Local History <i>Cornish Mining</i></p>	<p>Study of a region of the UK- Midlothian (Edinburgh) comparison to Cornwall (Launceston)</p> <p>Ancient China. The Shang Dynasty. <i>What are the similarities/ differences between their dynasty and our family dynasties</i></p>	<p>Local History: 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 <i>How has land use changed in Cornwall over the years?</i></p>	<p>A study of an aspect or theme in British History that extends pupil chronological knowledge beyond 1066 – the turbulent Tudors.</p>

	<p>Changes within living memory</p> <p>Significant individuals – The Wright Brothers and Amelia Earhart)</p> <p><i>Who were the pioneers of early flight?</i></p> <p>Changes in local trade over time.</p> <p><i>How has currency changed over time?</i></p> <p>Local history</p> <p>The Castle.</p> <p>Monarchy focus.</p> <p>Where does Queen Elizabeth 2 live?</p> <p><i>Why does Launceston have a castle?</i></p>	<p>living memory</p> <p><i>What are the similarities /differences?</i></p> <p>Local History: St. Piran</p> <p><i>Who was St Piran?</i></p> <p>The lives of significant individuals in the past who have contribute to national/international achievements – Richard Trevithick, Mary Anning</p> <p>Significant historical events, people and places in their own locality; Charles Causley</p> <p>Key explorers. Significant individuals: Gertrude Benham, Bear Grylls</p>	<p><i>What happened to the Cornish Mines?</i> Use sources of evidence to build up a picture of a past event – Chilean mining disaster</p> <p>Achievements of the earliest civilisations – Bronze Age</p> <p><i>What technology made the civilisation so great?</i></p> <p>Key innovations to support/promote a healthy lifestyle.</p> <p>Exploration over different terrains- historical link to key famous and local explorers.</p>	<p>The Roman Empire and its impact on Britain; technology, culture and belief.</p> <p><i>How does the Roman Empire impact on life today in Britain?</i></p>	<p>Ancient Greece – a study of Greek life and achievements and their influence on the western world.</p> <p><i>What is the legacy of the Ancient Greek civilisation? Myths and Legends.</i></p> <p>The Viking and Anglo-Saxon Struggle for the Kingdom of England to the time of Edward the Confessor</p> <p><i>How did people resist Viking invasion?</i></p>	<p><i>What was the impact of changing monarchs?</i></p> <p>A study of an aspect or theme in British History that extends pupil chronological knowledge beyond 1066 -Local History – Cornwall at War: Study of aspect/ themes of British History WW2</p> <p><i>How was Cornwall affected by the war? What role did it play?</i></p> <p>A non-European Society that provides contrast with British History – The Mayan Civilisation</p> <p><i>How was the Mayan Civilisation different/similar to the British Civilisation.</i></p>
All encompassing Concepts	<p>Similarities and Differences</p> <p>Chronology</p> <p>Legacy</p>	<p>Similarities and Differences</p> <p>Chronology</p> <p>Legacy</p> <p>Technological Development</p> <p>Source and Evidence</p>	<p>Similarities and Differences</p> <p>Chronology</p> <p>Legacy</p> <p>Technological Development</p> <p>Source and Evidence</p>	<p>Similarities and Differences</p> <p>Chronology</p> <p>Legacy</p> <p>Technology</p> <p>Development</p> <p>Source and Evidence</p>	<p>Similarities and Differences</p> <p>Chronology</p> <p>Legacy</p> <p>Technological Development</p> <p>Source and Evidence</p>	<p>Similarities and Differences</p> <p>Chronology</p> <p>Legacy</p> <p>Technological Development</p> <p>Source and Evidence</p>

				Crime and Punishment	Crime and Punishment	Crime and Punishment
Theme Specific Concepts	Monarchy Government Empire Democracy	Parliament Government Monarchy Rebellion Opposition	Civilisation Community Settlement Society Monarchy Tyranny Oppression Culture	Civilisation Community Settlement Society Monarchy Tyranny Oppression Opposition Democracy Rebellion Empire Invasion Government	Civilisation Community Settlement Society Monarchy Tyranny Oppression Opposition Democracy Rebellion Empire Invasion Culture Government	Civilisation Community Settlement Society Monarchy Tyranny Oppression Opposition Democracy Rebellion Empire Culture Government Parliament
Links to other subjects (English/Maths – all)	Science Geography Art/DT	Science Geography DT/Art	Science DT/Art Geography	Geography Science DT/Art	Science Geography PSHE Art/DT	Geography Science DT/Art
Links to capabilities	Confidence and Agency Resilience and Determination Creativity	Resilience and Determination Creativity Relationships and Leadership	Planning and Problem Solving Resilience and Determination Creativity	Managing feelings Resilience and Determination Confidence and Agency Planning and problem solving Creativity	Managing feelings Resilience and determination Communication Relationships and leadership. Creativity	Communication Relationships and leadership Planning and Problem solving Resilience and determination Creativity
Enrichment opportunities	Trip to the castle and museum	St.Piran'sParade Trip to castle and museum Fossil hunting.	Visit to a Cornish Tin Mine		Houses of Parliament – trip to London. Local fieldtrips	Local fieldtrips.

Year group specific skills progression, s-plans, topic concepts and vocabulary mats should be used in planning to teach these topics and create knowledge organisers and KWL grids