

History Learning – King Charles C of E Primary School - SHINE curriculum

| Key Concept | Progression in Disciplinary Learning | | | |
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| To investigate and interpret the past | EYFS | Autumn -Transition learning about their families through photographs and drawn pictures Family Pictures displayed - class timeline - Fairy tale focus looking at different versions of the same story - Christmas story | Spring -People that care for us (visits from community members) - Looking at pictures of the children when they were babies - learning traditional stories and questioning when they might have been set Noah's Ark | Summer - looking at the class timeline, last year, last term, yesterday Class timeline display - the future - photographs of beach trips in the past Victorians |
| | -Talk about the lives of people around them and their family -Name and describe people who are familiar to them -compare characters from stories including characters from the past | -Talk about the lives of people around them and their roles in society - understand the past through settings and characters -comment on familiar situations from the past | -Know some similarities and differences between things in the past drawing on their own experiences and what they have been read | |

Y1

Big Question 'How do we keep people safe at sea?'

Identify some of the different ways the past has been represented.

Ask questions such as : What was it like for people What happened? How long ago?

- Ask questions to gather more information about Grace Darling and why she is a significant person
- Use a range of sources to answer these questions

Big Question 'Why do we still remember the Great Fire of London?'

Observe or handle evidence to ask questions and find answers about the past

Ask questions such as : What was it like for people What happened? How long ago?

Identify some of the different ways the past has been represented.

- *Asking questions about the GfOL*
- *Exploration of excerpts from Samuel Pepys' diary (Fire of London)*
- *Use information texts to learn more about this significant event*
- *Who was the monarch at the time of the Great Fire?*
- *Children use evidence available to identify key events within the GFOL*

Big Question 'How have toys changed over time?'

Observe or handle evidence to ask questions and find answers about the past

Ask questions such as : What was it like for people What happened? How long ago?

Identify some of the different ways the past has been represented.

- *Toy box from Royal Cornwall Museum with toys from past*
- *Children ask parents and grandparents a range of questions to find out about toys from the past*
- *Photos and toys from home shared with children by families*
- *Photos, information texts, toys and accounts to find out more about toys in the past*

Y2

Big Question – Why does Falmouth have a castle?

Identify some of the different ways the past has been represented.

Observe or handle evidence to ask questions and find answers about the past

Ask questions such as : What was it like for people What happened? How long ago?

Compare Falmouth past and present and ask questions about the past

Explore Pendennis Castle's history through representations of the past

Understand the significance of Pendennis and St Mawes castles in the history of Falmouth

Use a range of sources to find out about Henry VIII

Explain why Henry VIII is a significant person from the past

Big Question – How does our nation shine?

Identify some of the different ways the past has been represented.

Observe or handle evidence to ask questions and find answers about the past

Ask questions such as : What was it like for people What happened? How long ago?

Understand the importance of ceremonial events in a country's history

Order events using a timeline

Compare the lives of two significant queens (Queen Victoria and Queen Elizabeth II)

Understand what democracy is

Understand what parliament is

Explain how a member of Parliament can change history

Big Question – Which would you choose; home or away?

Identify some of the different ways the past has been represented.

Observe or handle evidence to ask questions and find answers about the past

Ask questions such as : What was it like for people What happened? How long ago?

Find out about the history of flight

Present my findings on a timeline

Research the Wright brothers

Present the information that I gathered

Create a timeline to show the Wright brothers

Explain why the Wright brothers are significant people in the history of flight

Y3

Big Question 'How did Stone Age people live?'

Use evidence to ask questions and find answers to questions about the past.

Suggest suitable sources of evidence for historical enquiries.

Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.

- **Compare lifestyles then and now.**
- Can I find out about life in The Stone Age?
- Can I explain the diet of a person who lived in Stone Age times?
- Can I understand food gathering and the importance of farming in Stone Age times?

Big Question 'How does the river Fal influence the lives of Falmouth people?'

Use evidence to ask questions and find answers to questions about the past.

Suggest suitable sources of evidence for historical enquiries.

Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.

- Significance of St Mawes Castle and how this has changed over time – Chn create a timeline.
- Oyster fishing on the Fal and how it has changed, and the impact it has had on Falmouth.
- WWII bombing create a piece of art showing the disaster.
- Describe what happened to cause the disaster from a different point of view

Big Question 'Why were the Roman Empire so successful?'

Use evidence to ask questions and find answers to questions about the past.

Suggest suitable sources of evidence for historical enquiries.

Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.

- What do I know about the Romans?
- Can I explain why Julius Caesar wanted to invade Great Britain?
- Can I describe the key parts of a Roman soldier's uniform?
- Can I explain why the Roman army was so difficult to defeat?
- Can I explain how the Romans defended their Empire?

Y4

Big Question

Why might people move?

Use evidence to ask questions and find answers to questions about the past.

Suggest suitable sources of evidence for historical enquiries.

Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.

- *Exploration of Viking runes. Why were they used?*
- *Comparing monarchs during this period?*

Big Question

Why was Falmouth a pivotal port?

Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.

Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.

- Read real diary entries from people on board a Packet Ship.
- Investigate why they are different in style and content

Big Question

What are the consequences?

Use evidence to ask questions and find answers to questions about the past.

Suggest causes and consequences of some of the main events and changes in history

- Investigate crime and punishments throughout history
- Understand that punishments aimed to be a deterrent
- Explore the prison system during the Victorian period.

Big Question

Why do the Tudors have a terrible reputation?

Use evidence to ask questions and find answers to questions about the past.

Suggest suitable sources of evidence for historical enquiries.

Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.

Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.

Suggest causes and consequences of some of the main events and changes in history

- Investigate the reigns of Henry VIII and Elizabeth I. Compare.
- Research the lives of Henry's six wives
- Investigate Tudor medicine. Was the remedy always the same?
- Investigate the split from Rome.

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| <p>Y5</p> | <p>Big Question Who were the Ancient Greeks?</p> <p>Use sources of evidence to deduce information about the past. Select suitable sources of evidence, giving reasons for choices. Understand that no single source of evidence gives the full answer to questions about the past.</p> <ul style="list-style-type: none"> • Compare previous learning about the Romans (Year 3) to Greek learning • Democracy and political/educational systems • Empire <p>How did people survive the Great Plague and the Great Fire of London?</p> <p>Use sources of evidence to deduce information about the past. Select suitable sources of evidence, giving reasons for choices. Use sources of information to form testable hypotheses about the past. Understand that no single source of evidence gives the full answer to questions about the past. Refine lines of enquiry as appropriate.</p> <ul style="list-style-type: none"> • Samuel Pepys diary as primary source compared to secondary sources (computing – research) • Medical treatments, now and then <p>What was it like to live in a Maya civilisation?</p> <p>Use sources of evidence to deduce information about the past. Select suitable sources of evidence, giving reasons for choices. Understand that no single source of evidence gives the full answer to questions about the past.</p> <ul style="list-style-type: none"> • Chronology compared to European history • Religion – learning about culture through gods and goddesses |
| <p>Y6</p> | <ul style="list-style-type: none"> • Big Question What were the key events in Victorian history that influenced change ? <p>Use sources of evidence to deduce information about the past. Select suitable sources of evidence, giving reasons for choices. Refine lines of enquiry as appropriate.</p> |

Big Question What can we learn from the Ancient Egyptians?

Use sources of evidence to deduce information about the past.

Select suitable sources of evidence, giving reasons for choices.

Use sources of information to form testable hypotheses about the past.

Understand that no single source of evidence gives the full answer to questions about the past.

Refine lines of enquiry as appropriate.

- How does evidence give us information about the past?
- What was life like in Ancient Egypt?
- How and why did Egyptians make mummies?
- Why were the pyramids important?
- How did the Egyptians communicate?

Big Question What part did Falmouth play in WWII?

Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.

Compare some of the times studied with those of the other areas of interest around the world.

Understand the concepts of continuity and change over time, representing them, along with evidence, on a timeline.

Use original ways to present information and ideas

Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.

Use sources of evidence to deduce information about the past.

Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.

- present the changes during WW2 on a timeline
 - describe what people did for entertainment during wartime Britain
 - understand how propaganda was used in the war effort
 - Can I describe events from the Battle of Britain and explain why it was a turning point in the war
 - describe a night in an Anderson Shelter
 - describe how people's diets were different during World War II and answer questions about the implementation of rationing
- What role did Falmouth play in Operation Aerial? *St. Nazaire (28 March 1940)*
- deduce and describe how people on the home front contributed to the war effort
 - understand how the end of the war was celebrated

Y1

Big Question 'How do we keep people safe at sea?'

Describe historical events.

Describe significant people from the past.

Recognise that there are reasons why people in the past acted as they did.

- Role play Grace Darling's rescue
- Create fact file to explain why Grace Darling is a significant person
- Explore the RNLI timeline to understand why Grace Darling acted in the way she did
- Visit to RNLI to learn about the history of lifeboats

Big Question 'Why do we still remember the Great Fire of London?'

Describe historical events.

Describe significant people from the past.

Recognise that there are reasons why people in the past acted as they did.

- Independent write about why we still remember the GFOL
- Explain why the fire took so long to put out, what King Charles' role was in this and what changed as a result of the fire
- Written explanation about why Samuel Pepys is a significant individual

Y2

Big Question – Why does Falmouth have a castle?

Describe historical events.

Describe significant people from the past.

Recognise that there are reasons why people in the past acted as they did.

Compare Falmouth past and present and ask questions about the past

Explore Pendennis Castle's history through representations of the past

Understand the significance of Pendennis and St Mawes castles in the history of Falmouth

Use a range of sources to find out about Henry VIII

Explain why Henry VIII is a significant person from the past

Big Question – How does our nation shine?

Describe historical events.

Describe significant people from the past.

Recognise that there are reasons why people in the past acted as they did.

Understand the importance of ceremonial events in a country's history

Order events using a timeline

Compare the lives of two significant queens (Queen Victoria and Queen Elizabeth II)

Understand what democracy is

Understand what parliament is

Explain how a member of Parliament can change history

Big Question – Which would you choose; home or away?

Describe historical events.

Describe significant people from the past.

Recognise that there are reasons why people in the past acted as they did.

Find out about the history of flight

Present my findings on a timeline

Research the Wright brothers

Present the information that I gathered

Create a timeline to show the Wright brothers

Explain why the Wright brothers are significant people in the history of flight

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| | Y3 | Big Question |
| | Y4 | <p>Big Question Why might people move? Describe changes that happened in the locality of the school throughout history. Describe the social, ethnic, cultural or religious diversity of past society.</p> <ul style="list-style-type: none"> • <i>Take a walk through the town centre to look for evidence of cultural diversity</i> <p>Big Question Why was Falmouth a pivotal port? Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children</p> <ul style="list-style-type: none"> • Read real diary entries from people on board a Packet Ship. • Investigate why they are different in style and content. <p>Big Question What are the consequences? Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. Describe the social, ethnic, cultural or religious diversity of past society.</p> <ul style="list-style-type: none"> • Discussion about female stereotypes historically • Debate/immersive classroom investigating the treatment of 'witches' • Investigate who had control and power during each period of history <p>Big Question Why do the Tudors have a terrible reputation? Describe the social, ethnic, cultural or religious diversity of past society.</p> <ul style="list-style-type: none"> • Understand the impact of religion and changes to religious practice. • Understand why Henry broke from Rome • Understand which monarchs supported which religious believes and why? |

Y5

Big Question

What was it like to live in a Maya civilisation?

Identify continuity and change in the history of the locality of the school.

Give a broad overview of life in Britain and some major events from the rest of the world.

Compare some of the times studied with those of other areas of interest around the world.

Describe the social, ethnic, cultural or religious diversity of past society

Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.

- Chronology compared to European history
- Religion – learning about culture through gods and goddesses

How has mining impacted Cornish culture?

Identify continuity and change in the history of the locality of the school.

Give a broad overview of life in Britain and some major events from the rest of the world.

Compare some of the times studied with those of other areas of interest around the world.

Describe the social, ethnic, cultural or religious diversity of past society

Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.

- Local historical knowledge (Geevor tin mine)
- How mining impacts the environment over time (Geography link)
- Evolution of mining technology during the Industrial Revolution

Y6

Big Question What were the key events in Victorian history that influenced change?

- Give a broad overview of life in Britain and some major events from the rest of the world.
- Compare some of the times studied with those of other areas of interest around the world.
- Describe the social, ethnic, cultural or religious diversity of past society.
- Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children

Big Question What can we learn from the Ancient Egyptians?

- Give a broad overview of life in Britain and some major events from the rest of the world.
 - Describe the social, ethnic, cultural or religious diversity of past society
- Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.

Big Question What part did Falmouth play in WWII?

Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.
Refine lines of enquiry as appropriate.

- D-Day preparations
- Did The Battle of Britain start in Falmouth
- Explore the bombing of the docks and Lister Street in Falmouth

Y1

Big Question 'How do we keep people safe at sea?'**Place events and artefacts in order on a time line.****Label time lines with words or phrases such as: past, present, older and newer.****Use dates where appropriate.**

- Timeline to show Grace Darling's individual history
- Timeline to show RNLI's history
- Sequencing events across both timelines to show relationship to one another
- Trip to Maritime Museum to learn about Henry Trengrouse and his life saving invention, and to piece this within the wider timeline
- Trip to RNLI to learn about the history of lifeboats

Big Question 'Why do we still remember the Great Fire of London?'**Place events and artefacts in order on a time line.****Label time lines with words or phrases such as: past, present, older and newer.****Use dates where appropriate.**

- Children place key events in the fire in chronological order using days of the week to support this
- When discussing the events use vocabulary such as a long time ago, a few days later, in the past
- Date 1666 is added to timeline

Big Question 'How do toys change over time?'**Label timelines with words or phrases such as: past, present, older and newer.**

- Children create timeline with images of toys from past
- When discussing the events use phrases: when my grandparents were younger, when my parents were younger, now.
- Dates 1990s, 2000s, 2010s used by some

Y2

Big Question – Why does Falmouth have a castle?

Place events and artefacts in order on a time line.

Label time lines with words or phrases such as: past, present, older and newer.

Recount changes that have occurred in their own lives.

Use dates where appropriate.

Compare Falmouth past and present and ask questions about the past

Explore Pendennis Castle's history through representations of the past

Understand the significance of Pendennis and St Mawes castles in the history of Falmouth

Use a range of sources to find out about Henry VIII

Explain why Henry VIII is a significant person from the past

Big Question – How does our nation shine?

Place events and artefacts in order on a time line.

Label time lines with words or phrases such as: past, present, older and newer.

Recount changes that have occurred in their own lives.

Use dates where appropriate.

Understand the importance of ceremonial events in a country's history

Order events using a timeline

Compare the lives of two significant queens (Queen Victoria and Queen Elizabeth II)

Understand what democracy is

Understand what parliament is

Explain how a member of Parliament can change history

Big Question – Which would you choose; home or away?

Place events and artefacts in order on a time line.

Label time lines with words or phrases such as: past, present, older and newer.

Recount changes that have occurred in their own lives.

Use dates where appropriate.

Find out about the history of flight

Present my findings on a timeline

Research the Wright brothers

Present the information that I gathered

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| | | <p>Create a timeline to show the Wright brothers Explain why the Wright brothers are significant people in the history of flight</p> |
| | <p>Y3</p> | <p>Big Question 'How did Stone Age people live?' Place events, artefacts and historical figures on a time line using dates. Understand the concept of change over time, representing this, along with evidence, on a time line. Use dates and terms to describe events</p> <ul style="list-style-type: none"> • Map periods of the Stone Age on a timeline • Describe how caveman dwellings changed over time. <p>Big Question 'How does the river Fal influence the lives of Falmouth people?' Place events, artefacts and historical figures on a time line using dates. Understand the concept of change over time, representing this, along with evidence, on a time line. Use dates and terms to describe events</p> <ul style="list-style-type: none"> • Plot significant events for St Mawes castle on a timeline. • Describe the events leading up to the bombing of the Falmouth Docks in 1940 • Discuss the importance of oyster fishing in Falmouth |

Y4

Big Question

Why might people move?

Place events, artefacts and historical figures on a timeline using dates.

- *Placing events onto a timeline throughout the Viking period.*

Big Question

Why was Falmouth a pivotal port?

Use dates and terms to describe events.

- Writing a diary entry from a chosen person on a Packet Ship.

Big Question

What are the consequences?

Place events, artefacts and historical figures on a timeline using dates.

Understand the concept of change over time, representing this, along with evidence, on a timeline.

Use dates and terms to describe events.

- Investigate the changes in punishments throughout time
- Look at each period chronologically and compare to the last lesson
- Record the events/entertainment created by punishments throughout time.

Big Question

Why do the Tudors have a terrible reputation?

Understand the concept of change over time

- Investigate the changes in religious practises with each Tudor monarch.

Y5

Big Question

Who were the Ancient Greeks?

Use sources of evidence to deduce information about the past.

Select suitable sources of evidence, giving reasons for choices.

Understand that no single source of evidence gives the full answer to questions about the past.

- Compare previous learning about the Romans (Year 3) to Greek learning
- Democracy and political/educational systems
- Empire

How did people survive the Great Plague and the Great Fire of London?

Use sources of evidence to deduce information about the past.

Select suitable sources of evidence, giving reasons for choices.

Use sources of information to form testable hypotheses about the past.

Understand that no single source of evidence gives the full answer to questions about the past.

Refine lines of enquiry as appropriate.

- Samuel Pepys diary as primary source compared to secondary sources (computing – research)
- Medical treatments, now and then

What was it like to live in a Maya civilisation?

Use sources of evidence to deduce information about the past.

Select suitable sources of evidence, giving reasons for choices.

Understand that no single source of evidence gives the full answer to questions about the past.

- Chronology compared to European history
- Religion – learning about culture through gods and goddesses

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| | Y6 | <p>Big Question What were the key events in Victorian history that influenced change?</p> <ul style="list-style-type: none"> • Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural. • Identify periods of rapid change in history and contrast them with times of relatively little change. • Using dates and terms accurately in describing events. <p>Big Question What can we learn from the Ancient Egyptians? Use dates and terms accurately in describing events.</p> <p>Big Question What part did Falmouth play in WWII? Understand the concepts of continuity and change over time, representing them, along with evidence, on a timeline. Use original ways to present information and ideas Use dates and terms accurately in describing events.</p> <ul style="list-style-type: none"> • present the changes during WW2 on a timeline |
| Communicate historically | Y1 | <p>Big Question 'How do we keep people safe at sea?' Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time. Show an understanding of the concept of nation and a nation's history.</p> <ul style="list-style-type: none"> • Describing events in the timeline using words such as: a long time ago, in the past, a very long time ago, now, when my parents were younger, when my grandparents were younger. • Explaining why Grace Darling is a significant person and why she is still remembered in our nation's history. <p>Big Question 'Why do we still remember the Great Fire of London' Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time. Show an understanding of the concept of nation and a nation's history.</p> <ul style="list-style-type: none"> • Describing events in the timeline using days of the week and phrases such as a long time ago, centuries ago • Explaining why Samuel Pepys is a significant person • Recognising why the GFOL is still remembered in our Nation's history and the impact of this event on our nation today |

Y2

Big Question – Why does Falmouth have a castle?

Show an understanding of the concept of nation and a nation's history.

Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace.

Compare Falmouth past and present and ask questions about the past

Explore Pendennis Castle's history through representations of the past

Understand the significance of Pendennis and St Mawes castles in the history of Falmouth

Use a range of sources to find out about Henry VIII

Explain why Henry VIII is a significant person from the past

Big Question – How does our nation shine?

Show an understanding of the concept of nation and a nation's history.

Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace.

Understand the importance of ceremonial events in a country's history

Order events using a timeline

Compare the lives of two significant queens (Queen Victoria and Queen Elizabeth II)

Understand what democracy is

Understand what parliament is

Explain how a member of Parliament can change history

Big Question – Which would you choose; home or away??

Show an understanding of the concept of nation and a nation's history.

Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace.

Find out about the history of flight

Present my findings on a timeline

Research the Wright brothers

Present the information that I gathered

Create a timeline to show the Wright brothers

Explain why the Wright brothers are significant people in the history of flight

Y3

Big Question 'How did Stone Age people live?'

Use appropriate historical vocabulary to communicate, including:

dates
time period
era
change
chronology.

Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.

- Research changes in Stone Age life style, eg food, homes and clothing

Big Question 'How does the River Fal influence the lives of Falmouth people?'

Use appropriate historical vocabulary to communicate, including:

dates
time period
era
change
chronology.

Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.

Big Question 'Why was the Roman Empire so successful?'

Use appropriate historical vocabulary to communicate, including:

dates
time period
era
change
chronology.

Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.

Y4

Big Question

Why might People Move?

Use appropriate historical vocabulary to communicate, including:

dates
time period
era
change
chronology.

Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.

- Writing newspaper reports
- Using Viking runes to communicate
- Explaining problems with situations

Big Question

Why was Falmouth a pivotal port?

Use dates and terms to describe events.

- Writing a diary entry from a chosen person on a Packet Ship.

Big Question

What are the consequences?

Use appropriate historical vocabulary to communicate, including:

dates
time period
era
change
chronology.

Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.

- Write a descriptive diary entry about life in a Victorian prison using known facts and subject specific vocabulary.

Big Question

Why do the Tudors have a terrible reputation?

Use appropriate historical vocabulary to communicate, including:

Dates, time period, era, change, chronology.

- Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.

Y5

- Use appropriate historical vocabulary to communicate, including:
 - dates
 - time period
 - era
 - chronology
 - continuity
 - change
 - century
 - decade
 - legacy
- Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past.
- Use original ways to present information and ideas.

Who were the Ancient Greeks?

- Explain how the political system worked in Ancient Greece and compare this with other political systems
- Explain how the Olympics have changed over time and how they have stayed the same
- Order the events of the Battle of Marathon
- Find out about Ancient Greek gods and goddesses
- Write a diary entry about the Trojan War

How did people survive the Great Plague and the Great Fire of London?

- Samuel Pepys diary as primary source compared to secondary sources (computing – research)

What was it like to live in a Maya civilisation?

- Discover facts about the Maya civilisation and explain who the Maya people were and when and where in the world they lived.
- Describe key features of an historic era using appropriate terminology
- Name some of the Mayan main gods?
- Explore the Mayan diet?
- Identify similarities and differences between aspects of life in the past and present
- Chronology compared to European history

Y6

Big Question What were the key events in Victorian history that influenced change?

- Use appropriate historical vocabulary to communicate, including:
 - dates
 - time period
 - era
 - chronology
 - continuity
 - change
 - century
 - decade
 - legacy
- Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past.
- Use original ways to present information and ideas.

Big Question: What can we learn from the Ancient Egyptians?

- **Use appropriate historical vocabulary to communicate, including:**
 - date • time period • era • chronology • century • decade • legacy
- **Use literacy, numeracy to an exceptional standard in order to communicate information about the past.**

Use original ways to present information and ideas.

Big Question What part did Falmouth play in WWII?

- **Use appropriate historical vocabulary to communicate, including:**
 - date • time period • era • chronology • century • decade • legacy
 - **Use literacy, numeracy to an exceptional standard in order to communicate information about the past.**
 - describe what people did for entertainment during wartime Britain
 - understand how propaganda was used in the war effort
 - Can I describe events from the Battle of Britain and explain why it was a turning point in the war
 - describe a night in an Anderson Shelter
 - describe how people's diets were different during World War II and answer questions about the implementation of rationing
- What role did Falmouth play in Operation Aerial? *St. Nazaire (28 March 1940)*
- deduce and describe how people on the home front contributed to the war effort
 - understand how the end of the war was celebrated