



History at Gwinear.

'History is who we are and why we are the way we are' (David Mc Cullough)

Our Vision Statement.

We believe that the study of history is vital for children to learn more about themselves as members of society by developing an understanding of how key events in Britain and globally have shaped humankind's development. Using an immersive curriculum, the school aims to ignite curiosity and inspire children by bringing the past to the present with trips, visits from experts, role play, exploring historical artefacts and drama being common teaching strategies. Through these experiences, children will be guided to ask perceptive questions, analyse evidence from a range of sources and think critically to develop perspective and judgement. A carefully planned progression of study gives children a holistic understanding of chronology and how civilisations were interconnected and interdependent. They see the diversity of human experience and understand more about the world they live in by knowing what has gone before. For children to take control of our future it is essential that they learn the lessons from the past.

Gwinear School Concepts and Skills Progression

NOTE: Specifics in Concept/Knowledge content is an example of what may be covered but is neither exhaustive or statutory. However, all units will be covered in some form and statutory skills will be taught across all units. Writing and reading skills will also be taught when possible in units to provide meaningful contexts and real-world application.

Skills Progression – Statutory Requirements for Y5/6

- Be able to sequence events in chronological order within topics and across different topics covered
- Identify significant events, make connections, draw conclusions.
- Identify contrasts and analyse trends
- Understand the difference between primary and secondary sources of information and use both to find out about the past
- Use fieldwork observations and recordings to support theories about the past
- Evaluate the reliability and validity of sources of evidence
- Understand the methods of historical enquiry, including how it is used to make historical claims.
- Use a variety of reliable sources to gain a deeper understanding of topics covered

- Address and devise questions about change, cause, similarity and difference, and significance.

<p>YEAR 5/6 Curriculum Concept/Knowledge Content</p>	<p>General 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 begin to understand how different periods of history are interlinked and how events have built on each other to create the present in which we live.</p>			
	<p>Industrial Revolution Know when IR first started in Britain and understand significance Know chronology of key inventions through IR Understand how IR changed lives Positive and negative results of IR Working conditions of different industries Class divide of the times Child labour and reform</p>	<p>Mayan and Inca Cultures Know when and where cultures developed Know how beliefs influenced ways of life. Aspects of Mayan/Inca civilization e.g. farming, games, traditions. Caste system in Inca culture. Similarities and differences with development in Europe Impact of Spanish colonisation</p>	<p>Black History Life and times of Martin Luther King. History of lack slavery and continuing racism in MLK time. Non-violence as a vehicle for change. MLK's speeches MLK day Legacy – Barrack Obama Recent black movements – Black Lives Matter Continued stances against racism e.g. in football.</p>	<p>World War 2 Know significant events that have been a turning point in British history since 1066. Chronology of key events over the course of WW2 Understand how Hitler rose to power and formation of axis and allies. How war affected people in Britain – Blitz, Evacuees, Rationing, Propoganda. Battle of Britain – why Germany's plans failed Development of weaponry VE day and implications for ;ife today</p>

Skills Progression – Statutory Requirements Y3/4

- Be able to sequence events in chronological order within topics and across different topics covered
- Identify significant events, make connections, draw conclusions
- Understand the difference between primary and secondary sources of information and use both to find out about the past
- Use fieldwork observations and recordings to support theories about the past

- Identify when evidence is more valid than others
- Understand the methods of historical enquiry, including how it is used to make historical claims.
- Use a variety of reliable sources to gain a deeper understanding of topics covered
- Address and devise questions about change, cause, similarity and difference

<p>YEAR 3/4 Curriculum Content</p>	<p>General Pupils begin to develop understanding of how humans have developed over time and how Britain has been shaped by influences from different cultures and through different technological advancements. Their understanding of timescales and chronology of key events is strengthened and they are able to see how events are interlinked.</p>			
	<p>Stone Age to Iron Age How Neolithic hunter gatherers lived. How early farming changed human development. Bronze age technology and travel. Famous Bronze age monuments; national e.g. Stonehenge and local e.g. Chyhauster Iron Age hill forts and settlements e.g. Carn Euny How technology changed life between Stone to Iron age. Beliefs traditions and practices of early humans</p>	<p>Local History Mining Why Cornwall was so heavily mined. Impact mining had on Cornwall both positive e.g. economic and negative e.g. waste. How landscape was changed due to mining Importance mining had on influencing technology e.g. Trevithick, Davey How Cornwall was linked to other areas of the world e.g. Peru Understand process of mining and features of historical mines. Know why tin was so important and understand trade links</p>	<p>Invaders and Settlers Know the chronology of different invasions of Britain from Roman to William the Confessor Roman invasion of Britain and extent of the Roman Empire, Roman army – power of organisation. Roman features and impact of culture and beliefs e.g. baths, Christianity British resistance e.g. Boudicea. Understand sequence and origin of subsequent invasions. Know how settlements were developed by Anglo-</p>	<p>Ancient Greece Know when Ancient Greece was most powerful. Chronology of events Understand beliefs and different gods. Different styles of governance – Sparta and Athens. Know principles of early democracy. Birth of philosophy and Socrates teaching – link to P4C Myths and legends Key historical events e.g. Battle of Marathon</p>

	Forms of early art and culture	Typical lifestyles in corning mining communities	Saxon invasions, place name significance and aspects of village life Anglo Saxon laws and justice Cghristian Conversion	
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Skills Progression – Statutory Requirements Y1/2

During years 1 and 2, pupils should be taught to use the following skills:

- Use common words and phrases relating to the passing of time
- Put events within their topics in chronological order
- Identify similarities and differences between ways of life in different periods
- Answer historical questions using different sources of evidence.
- Talk about why events may have happened
- Make fieldwork observations to suggest what things were like in the past

YEAR 1/2 Curriculum Content	General: Pupils develop an awareness of the past and use common words and phrases relating to the passing of time. They should know that ways of life have changed over time due to human development and begin to develop an understanding of where the people and events they study fit within a chronological framework.			
	Lives of significant Individuals Understand that some individuals have made significant advances and achievements. Understand how events in the past affect how we live today Know key events in the lives of a selection of historical figures from	Significant National Event – Great Fire of London Know Fire of London started London 1666 in Pudding Lane Reasons why the fire spread so rapidly. Differences between London in 1066 and now. Know some of the customs and traditions of the time.	Local History Event Local history study linked to tudor period. Importance of navy in tudor times. Know why Pendennis Castle was an important fortress. Understand why there was conflict in tudor times. Key features of castles and purposes	

	different generations and for different reasons e.g. Shakespeare, Jenner, Nightingale, Currie, Parks, Attenborough	Important historical figures of the time including S Pepys and Charles II	Know some of the customs and traditions of the time. Differences between Tudor Cornwall and now.	
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Skills Progression – Statutory Requirements EYFS

Put significant events in their lives in chronological order.
 Ask questions to find out more about people or photographs.
 Say own opinions and ideas.
 Ask questions to find out more information.
 Begin to talk about why something has happened showing their understanding.
 Use the words Past, Present, Future to describe events
 Use and understand meanings of words related to topic.

<p>FOUNDATION STAGE Curriculum Content From Past and Present ELG</p>	<ul style="list-style-type: none"> • Talk about the lives of the people around them and their roles in society • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling.
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