



### Lostwithiel Primary School History Curriculum

We have divided the curriculum into three strands: British, world and local history. Within these strands, smaller sub-strands emerge, such as transport, trade, explorers and ancient civilisations. Our 'Big Questions' allow teachers to frame narratives and focus the learning within the unit of work. These overarching questions have multidimensional answers that require a breadth of knowledge to answer comprehensively. Asking and subsequently answering these bite-sized questions allows children to feel a sense of progression as they chip away at the larger, overarching question.

<b>Year 1 Overarching Class Topic</b>	<b>Autumn My World and Where I live</b>	<b>Spring The World of Work</b>	<b>Summer Keeping Healthy</b>
<b>Historical 'Big Question'</b>	<b>'Why is our Tudor Bridge important? (Local)</b>	<b>Who was to blame and who helped in The Great Fire of London? (British)</b>	<b>Who is Greta Thunberg? (World)</b>
<b>Knowledge</b>	<p>To develop an awareness of the past, using common words and phrases relating to the passing of time.</p> <p>To ask and answer questions, choosing and using parts of stories to show that they know and understand key features of events.</p> <p>To identify similarities and differences between ways of life in different periods.</p> <p>To study places in their own locality.</p>	<p>To develop an awareness of the past.</p> <p>To ask and answer questions.</p> <p>To study events beyond living memory that are significant nationally for example, the Great Fire of London.</p>	<p>To develop an awareness of the past, using common words relating to the passing of time.</p> <p>To ask and answer questions.</p> <p>To study the lives of significant individuals in the past who have contributed to national and international achievements for example Greta Thunberg</p> <p>They should know where the people they study fit within a chronological framework.</p>



	<p>To recognise some similarities and differences between the past and the present.</p> <p>To understand some of the ways in which we find out about the past. Books/internet/Museums/local knowledge/People/Places.</p> <p>To know and organise where the events they study fit within a chronological framework.</p>	<p>To sequence artefacts and events that are close together in time; To sequence pictures from different periods.</p> <p>To describe memories and changes that have happened in their own lives.</p> <p>To observe and use pictures, photographs and artefacts to find out about the past; To talk, write and draw about things from the past.</p> <p>To understand some of the ways in which we find out about the past. Books/internet.</p>	<p>To use historical vocabulary to retell simple stories about the past; use drama/role play to communicate their knowledge about the past.</p> <p>To describe significant individuals from the past.</p> <p>To know and organise where the events they study fit within a chronological framework.</p>
	<p>To use a wide vocabulary of everyday historical terms: History, old, new, earliest, latest, past, present, future, Museum, exhibition, heritage, century, new, newest, old, oldest, modern, before, after to show the passing of time.</p> <p>Related vocabulary - stannary, tin, Duchy Castle, Restormel, mining, town, River Fowey.</p>	<p>To use a wide vocabulary of everyday historical terms: History, old, new, earliest, latest, past, present, future, new, newest, old, oldest, before, after to show the passing of time.</p> <p>Related vocabulary - monument, thatched, London, Pudding Lane, King Charles II.</p>	<p>To use a wide vocabulary of everyday historical terms: History, old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after to show the passing of time.</p> <p>Related vocabulary - Global warming, Climate Change, Sea level, Stockholm, Sweden.</p>



Year 2 Overarching Class Topic -	Autumn		Spring		Summer
	Where does my food come from?	Virtual Zoo	Water - life giver?	Water- life taker?	Planes, Trains and automobiles?
Historical 'Big Question'	'When did carrots come to Britain?' (Britain)		Christopher Columbus: Hero or villain? (World)		'How has transport changed Lostwithiel?' (Local)
Knowledge	<p>To develop an awareness of the past, using common words and phrases relating to the passing of time.</p> <p>To know where the people and events they study fit within a chronological framework.</p> <p>To develop an awareness of the past, using common words and phrases relating to the passing of time.</p> <p>To ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.</p> <p>To understand some of the ways in which we find out about the past</p>		<p>To know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.</p> <p>To use a wide vocabulary of everyday historical terms.</p> <p>To ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.</p>		<p>To study places in their own locality.</p> <p>To identify similarities and differences between ways of life in different periods.</p> <p>To know where the people and events they study fit within a chronological framework.</p> <p>To develop an awareness of the past, using common words and phrases relating to the passing of time.</p>



	and identify different ways in which it is represented.		
Skills	<p>To sequence artefacts and events that are close together in time;</p> <p>To order dates from earliest to latest on simple timelines.</p> <p>To sequence pictures from different periods.</p> <p>To describe memories and changes that have happened in their own lives.</p> <p>To observe or handle evidence to ask simple questions about the past.</p> <p>To use words and phrases such as: old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after to show the passing of time.</p>	<p>To start to compare two versions of a past event.</p> <p>To observe or handle evidence to find answers to simple questions about the past on the basis of simple observations.</p> <p>To choose and select evidence and say how it can be used to find out about the past.</p> <p>To identify similarities and differences between ways of life in different periods.</p> <p>To understand that there are reasons why people in the past acted as they did.</p>	<p>To start to use stories or accounts to distinguish between fact and fiction;</p> <p>explain that there are different types of evidence and sources that can be used to help represent the past.</p> <p>To know and recount episodes from stories and significant events in history.</p>
Vocabulary	<p>To use a wide vocabulary of everyday historical terms:</p> <p>History, timeline, memories, old, new, earliest, latest, past, present, future, new, newest, old, oldest, before, after to show the passing of time.</p>	<p>To use a wide vocabulary of everyday historical terms:</p> <p>History, timeline, memories, sequence, evidence, sources, time periods, old, new, earliest, latest, past, present, future, new, newest, old, oldest, before, after to show the passing of time.</p>	<p>To use a wide vocabulary of everyday historical terms:</p> <p>History, timeline, memories, sequence, time periods, old, new, earliest, latest, past, present, future, new, newest, old, oldest, before, after to show the passing of time.</p>



			of time, monarch, parliament, government, war, remembrance.
--	--	--	---

	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Year 3 Overarching Class Topic</b> -	<b>The Stone Age</b>	<b>Extreme Earth</b>	<b>Ancient Egypt</b>
<b>Historical 'Big Question'</b>	<b>What was new about the New Stone Age (and how do we know?) (Britain)</b>	<b>'Why was Mining important in Cornwall?' (Local)</b>	<b>Should the ancient Egyptians been proud of their pyramids? (World)</b>
<b>Knowledge</b>	<p>To continue to develop a chronologically secure knowledge and understanding of British history.</p> <p>To note trends over time and develop the appropriate use of historical terms.</p> <p>To understand some of the changes in Britain from the Stone Age to the Iron Age. To include Late Neolithic hunter-gatherers and early farmers, Skara Brae.</p>	<p>To continue to develop a chronologically secure knowledge and understanding of local history.</p> <p>To regularly address and sometimes devise historically valid questions about significance.</p> <p>To understand how our knowledge of the past is constructed from a range of sources.</p> <p>To study a local history aspect or a site dating from a period beyond</p>	<p>To continue to develop a chronologically secure knowledge and understanding of world history.</p> <p>To understand how our knowledge of the past is constructed from a range of sources.</p> <p>To study the achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt.</p>



	Bronze Age religion, technology and travel, Stonehenge. Iron Age hill forts: tribal kingdoms, farming, art and culture.	1066 that is significant in the locality - Mining in Cornwall.	
Skills	<p>Continue to develop chronologically secure knowledge of history</p> <p>Note trends over time.</p> <p>Develop the appropriate use of historical terms</p> <p>Construct informed responses by selecting and organising relevant historical information</p>	<p>Continue to develop chronologically secure knowledge of history</p> <p>Regularly address and sometimes devise historically valid questions</p> <p>Understand how knowledge of the past is constructed from a range of sources</p> <p>Construct informed responses by selecting and organising relevant historical information</p>	<p>Continue to develop chronologically secure knowledge of history</p> <p>Understand how knowledge of the past is constructed from a range of sources</p> <p>Construct informed responses by selecting and organising relevant historical information</p> <p>Understand that different versions of the past may exist, giving some reasons for this.</p>
Vocabulary	chronology, sequence, timeline, The Stone Age, Palaeolithic, Mesolithic, Neolithic, Pre-history, Artefacts, Throwing stones, Spears, Cave paintings, Skara Brae, Hammer Stone, Hand Axe, Stonehenge, Flint.	ancient, modern, century, decade, effect, society, economy, landscape, significance, sources, artefacts, interpretation, historian, evidence, lithium, engine house, emigration, technological innovation, stannary town, museum collection.	effect, society, economy, landscape, significance, sources, artefacts, interpretation, historian, Egyptologist, papyrus, pharaoh, afterlife, mummification, symbol, hieroglyphics.



	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Year 4 Overarching Class Topic</b> - Cycle A	<b>Ancient Greece</b>	<b>Romans</b>	<b>Anglo-Saxons</b>
<b>Historical 'Big Question'</b>	<b>What can we thank the Ancient Greeks for today? (World)</b>	<b>What have the Romans done for us? (Britain)</b>	<b>Was Alfred Great? (Local)</b>
<b>Year 4 Overarching Class Topic</b> - Cycle B	<b>Mayans</b>	<b>Vikings</b>	<b>Not a focus</b>
<b>Historical 'Big Question'</b>	<b>4,000 years ago - were the Mayans top of the class? (World)</b>	<b>The Vikings: ruthless killers or peaceful settlers? (Britain)</b>	
<b>Knowledge</b>	<p>To continue to develop a chronologically secure knowledge and understanding of world history, establishing narratives within and across the periods they study.</p> <p>To note connections, contrasts and trends over time and develop the appropriate use of historical terms.</p> <p>They should regularly address and sometimes devise historically valid questions about similarity and difference, and significance.</p>	<p>To continue to develop a chronologically secure knowledge and understanding of British and world history, establishing narratives within and across the periods they study.</p> <p>To note connections, contrasts and trends over time and develop the appropriate use of historical terms.</p> <p>They should regularly address and sometimes devise historically valid questions similarity and difference, and significance.</p>	<p>To continue to develop a chronologically secure knowledge and understanding of British and world history, establishing narratives within and across the periods they study.</p> <p>To note connections, contrasts and trends over time and develop the appropriate use of historical terms.</p> <p>They should regularly address and sometimes devise historically valid questions similarity and difference, and significance.</p>



	They should understand how our knowledge of the past is constructed from a range of sources.	They should construct informed responses that involve thoughtful selection and organisation of relevant historical information.	They should construct informed responses that involve thoughtful selection and organisation of relevant historical information.
Skills	<p>Continue to develop chronologically secure knowledge of history</p> <p>Establish narratives within and across periods studied</p> <p>Note connections, contrasts and trends over time</p> <p>Develop the appropriate use of historical terms</p> <p>Regularly address and sometimes devise historically valid questions</p> <p>Understand how knowledge of the past is constructed from a range of sources</p>	<p>Continue to develop chronologically secure knowledge of history</p> <p>Establish narratives within and across periods studied</p> <p>Note connections, contrasts and trends over time</p> <p>Regularly address and sometimes devise historically valid questions</p> <p>Construct informed responses by selecting and organising relevant historical information</p> <p>Understand that different versions of the past may exist, giving some reasons for this</p>	<p>Continue to develop chronologically secure knowledge of history</p> <p>Establish narratives within and across periods studied</p> <p>Note connections, contrasts and trends over time</p> <p>Regularly address and sometimes devise historically valid questions</p> <p>Construct informed responses by selecting and organising relevant historical information</p> <p>Understand that different versions of the past may exist, giving some reasons for this</p>
Vocabulary	Archaeologists ,Codex - The Mayan Book Creation, myth , Hieroglyphics, Stelae Stones, Acropolis, Assembly, Democracy, Oligarchy, Olympics, Titans , Tyrant.	invasion, tribe, empire, settlement, raids, resistance, conquest, democracy, civilisation, ancient, expansion, philosophy, architecture, culture.	invasion, tribe, empire, settlement, raids, resistance, conquest.



<b>Year 5</b>	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Overarching Class Topic - Cycle A</b>	<b>Ancient Greece</b>	<b>Romans</b>	<b>Anglo-Saxons</b>
<b>Historical 'Big Question'</b>	<b>What can we thank the Ancient Greeks for today? (World)</b>	<b>What have the Romans done for us? (Britain)</b>	<b>Was Alfred Great? (Local)</b>
<b>Overarching Class Topic -Cycle B</b>	<b>Mayans</b>	<b>Vikings</b>	<b>Not a focus</b>
<b>Historical 'Big Question'</b>	<b>4,000 years ago - were the Mayans top of the class? (World)</b>	<b>The Vikings: ruthless killers or peaceful settlers? (Britain)</b>	
<b>Knowledge</b>	<p>To continue to develop a chronologically secure knowledge and understanding of world history, establishing clear narratives within and across the periods they study.</p> <p>To note connections, contrasts and trends over time and develop the appropriate use of historical terms.</p>	<p>To continue to develop a chronologically secure knowledge and understanding of British and world history, establishing clear narratives within and across the periods they study.</p> <p>To note connections, contrasts and trends over time and develop the appropriate use of historical terms.</p>	<p>To continue to develop a chronologically secure knowledge and understanding of British and world history, establishing clear narratives within and across the periods they study.</p> <p>To note connections, contrasts and trends over time and develop the appropriate use of historical terms.</p>



	<p>They should regularly address and sometimes devise historically valid questions about similarity and difference, and significance.</p> <p>They should understand how our knowledge of the past is constructed from a range of sources.</p>	<p>They should regularly address and sometimes devise historically valid questions similarity and difference, and significance.</p> <p>They should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p>	<p>They should regularly address and sometimes devise historically valid questions similarity and difference, and significance.</p> <p>They should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p>
Skills	<p>Continue to develop chronologically secure knowledge of history</p> <p>Establish clear narratives within and across periods studied</p> <p>Note connections, contrasts and trends over time</p> <p>Develop the appropriate use of historical terms</p> <p>Regularly address and sometimes devise historically valid questions</p> <p>Understand how knowledge of the past is constructed from a range of sources</p>	<p>Continue to develop chronologically secure knowledge of history</p> <p>Establish clear narratives within and across periods studied</p> <p>Note connections, contrasts and trends over time</p> <p>Develop the appropriate use of historical terms</p> <p>Regularly address and sometimes devise historically valid questions</p> <p>Understand how knowledge of the past is constructed from a range of sources</p>	<p>Continue to develop chronologically secure knowledge of history</p> <p>Establish clear narratives within and across periods studied</p> <p>Note connections, contrasts and trends over time</p> <p>Develop the appropriate use of historical terms</p> <p>Regularly address and sometimes devise historically valid questions</p> <p>Understand how knowledge of the past is constructed from a range of sources</p>



	Construct informed responses by selecting and organising relevant historical information  Understand that different versions of the past may exist, giving some reasons for this.	Construct informed responses by selecting and organising relevant historical information  Understand that different versions of the past may exist, giving some reasons for this.	Construct informed responses by selecting and organising relevant historical information  Understand that different versions of the past may exist, giving some reasons for this.
Vocabulary	Archaeologists ,Codex - The Mayan Book Creation, myth , Hieroglyphics, Stelae Stones, Acropolis, Assembly, Democracy, Oligarchy, Olympics, Titans , Tyrant.	invasion, tribe, empire, settlement, raids, resistance, conquest, democracy, civilisation, ancient, expansion, philosophy, architecture, culture.	invasion, tribe, empire, settlement, raids, resistance, conquest.

Year 6	Autumn		Spring	Summer	
Overarching Class Topic - Cycle A	Crime and Punishment	World War 2	Not a focus	Tudors	
Historical 'Big Question'	Did the punishment suit the crime or the criminal throughout British History? Dunkirk: A big success or fake news? (World)			"To be or not to be": What job would you choose in Tudor England? (Britain)	



Overarching Class Topic - Cycle B	Monarchs	Battle of Britain	Not a focus	
Historical 'Big Question'	'Britain's Got Royal Talent: Who was the best monarch? "Never in the field of human conflict was so much owed by so many to so few". Was Churchill right? (Britain)			"a name perpetual and a fame permanent and immortal" What made a Cornishman say this in 1497? (Local)
Knowledge	<p>To study an aspect or theme in British History that extends pupils chronological knowledge beyond 1066 - the changing power of monarchs using case studies/changes in an aspect of social history/a significant turning point British history.            To continue to develop a chronologically secure knowledge and understanding of British history establishing clear narratives within and across the periods they study.</p> <p>To note connections, contrasts and trends over time and develop the appropriate use of historical terms. To regularly address and sometimes devise historically valid questions about change, cause,</p>			<p>To study an aspect or theme of British history that consolidates and extends pupils' chronological knowledge from before 1066.            To study over time tracing how several aspects of national history are reflected in the locality.            To study the Roman Empire and its impact on Britain.</p>



	<p>similarity and difference, and significance.</p> <p>To construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>To understand how our knowledge of the past is constructed from a range of sources.</p>		
Skills	<p>Extend and deepen their chronologically secure knowledge of history for further learning</p> <p>Establish clear narratives within and across periods studied</p> <p>Note connections, contrasts and trends over time</p> <p>Develop the appropriate use of historical terms</p> <p>Regularly address and sometimes devise historically valid questions</p> <p>Understand how knowledge of the past is constructed from a range of sources</p>		<p>Extend and deepen their chronologically secure knowledge of history for further learning</p> <p>Establish clear narratives within and across periods studied</p> <p>Note connections, contrasts and trends over time</p> <p>Develop the appropriate use of historical terms</p> <p>Regularly address and sometimes devise historically valid questions</p> <p>Understand how knowledge of the past is constructed from a range of sources</p>



	<p>Construct informed responses by selecting and organising relevant historical information</p> <p>Understand that different versions of the past may exist, giving some reasons for this.</p>		<p>Construct informed responses by selecting and organising relevant historical information</p> <p>Understand that different versions of the past may exist, giving some reasons for this.</p>
Vocabulary	Alliance , Armistice, Conscription, Front Lin , The Great War , No Man's Land, Treaty, Trench.		Keystone, span, aqueduct, public bath, hypocaust, mosaic, settlement, villa, citizen, Emperor, Government, taxes.