**History Overview**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **EYFS** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Autumn - Joint Focus** | | | | | | |
| **Let’s Explore**  I can talk about then and now.  I understand the concepts of yesterday, today and tomorrow.  I can explore how real-life objects are the same and different.  I can begin to ask questions to find out more information.  I can recite songs and poems that were popular in the past.  I can compare modern and historic photos of the same place.  I can share experiences I have had in the past. | **Childhood**  I can talk about the present.  I can talk about the past.  I can compare features of children’s lives from the past with my own.  I know that museums and historical sites area places where I can learn more about the past.  I can identify how I have changed with age.  I can sequence key events from my lifetime.  I can discuss and explain a simple family tree.  I can compare the 1950s to present day.  I can recall key facts about the Queen’s coronation. | **Movers and Shakers**  I can explain the Dawson’s Model.  I can identify significant people and explain their legacy.  I know the difference between a primary and secondary source of information.  I can recall facts about significant people from the past.  I can recall key events from the past and place them on a timeline.  I can talk about the lifetime of a key individual.  I understand how to build a timeline that displays the lives of key people.  I understand the vocabulary and legacy of activism. | **Through the Ages**  I can explain about B.C and A.D on a number line, including how the numbers descend and ascend.  I can explain how the stone age ended and the bronze age began.  I can explain where the prehistoric period is on a timeline.  I can compare how people in prehistory lived compared to lives today.  I can explain where key artefacts have been found and what they tell us.  I can describe evidence of prehistory found in Cornwall.  I can describe what a settlement is and explain it’s significance.  I can explain how artefacts drive our historical knowledge. | **Invasion**  I can explain who the Anglo-Saxons and Vikings are.  I can explain what the term ‘invasion’ means.  I can compare how invasion happened in the past to current day.  I can describe the impact invasion had on the people of Britain.  I can recall key events from the Anglo-Saxon and Viking time periods.  I can describe how the Vikings travelled to Britain.  I can describe what happened when Roman rule in Britain ended.  I understand the term ‘middle ages’ means.  I can describe evidence of the middle ages found in Cornwall.  I can compare my knowledge of kingdoms and empires.  I can compare different invasion experiences. | **Dynamic Dynasties**  I can evaluate the knowledge I already have of a time period.  I can describe the features pf an archaeological dig and the experiences of the archaeologists on the dig.  I can compare the significance of Bronze during the Shang dynasty to that of the European bronze age.  **I can explain the impact of the Shang dynasty on our lives today.**  I can explain what a dynasty is.  I can compare the lives of people from the Shange Dynasty to our lives today.  I can recall key events from the Shang Dynasty and place them on a timeline.  I can describe what every life during the Shange dynasty may have been like.  I can explore the significant events during the Shang dynasty, including explaining how it ended.  I can recall key facts about Fu Hao. | **Maafa**  I can use topic specific vocabulary with confidence.  I can use my prior knowledge to problem solve.  I can draw conclusions and predict outcomes.  I can compare my knowledge of Europe and the UK to information I have about historic Africa.  I can build a timeline of historic Africa and place it within the chronology I already know.  I can conduct my own historic research using sources of information available to me.  I can discuss the experiences and impact of the slave trade.  I can use a range of sources to build an understanding of the experiences of people in the past.  I can explore the reasons for slavery and discuss it’s abolition.  **I can compare how race is viewed in different periods of time to today.** |
| **Spring – Geography Focus** | | | | | | |
| **Long Ago**  I can describe how objects from the past are different from modern day objects.  I can ask somebody questions about things that have already happened.  I can compare the nature of toys from the past to today.  I can recall key facts about how days long ago are different from today. | **Bright Lights, Big City**  I can compare the nature of cities today to how they have been in the past.  I can describe how buildings have evolved over time.  I can identify modern and historical building in Cornwall.  I can compare aerial photographs from different times.  I can discuss how my town has changed over time. | **Coastline**  I can identify how coastlines may change over time.  I can describe the everyday life of people living in a coastal village from the past.  I can discuss the legacy of sea shanties. | **Rocks Relics and Rumbles**  I can identify how the earth changes over time as a result of tectonic events.  I can explain how fossils and rocks give us information about the past.  I can recall key facts about a historic event.  I can explain why an event is significant. | **Misty Mountain, Winding River**  I can identify how the earth changes over time as a result of erosion, transportation and deposition.  I can explain how rivers played a key role in the formation of settlements. | **Sow, Grow and Farm**  I can explain how the development of technology and transport has impacted the nature of agriculture.  I can discuss the impact climate change has had on agriculture over time. | **Frozen Kingdoms**  I can identify how cold climates have changed over time, as a result of climate change.  I can recall key explorers and expeditions.  I can discuss how our understanding of different biomes has evolved, and what has influenced this. |
| **Summer – History Focus** | | | | | | |
| **Animal Safari**  **On the Beach**  I can sequence events.  I can describe how things may change over time.  I can compare how people lived in the past to now.  I can recall key facts about things that were different in the past to now. | **School Days**  I can place key events on a timeline of living memory.  I can compare school life now to school life in the Victorian times.  I can explain the concepts of ‘living memory’ and ‘beyond living memory’.  I can identify several different sources of information, including anecdotal, newspaper articles and historical artefacts.  I can recall the key facts of a significant person in education history, e.g. Samuel Wilderspin.  I can discuss the impact of a significant person in education.  **I can discuss the gender and diversity elements of education in the past and now.** | **Magnificent Monarchs**  I can recall key events from a monarch’s reign.  I can explain the impact these events have had on life today.  I can discuss how different monarchs lived, including how they travelled and communicated with their people.  I can compare the power and significance of today’s monarch with a monarch from history.  I can place key events on a timeline across several centuries.  I can explain why an events is considered in ‘living memory’ or ‘beyond living memory’.  I can identify several different sources of information, including anecdotes, newspaper articles and historical artefacts. | **Emperors and Empires**  I can explain who the Ancient Romans were and why they wanted to invade Britain.  I can explain what the Roman Empire was.  I can recall key dates from the Roman Period.  I can explain the significance of the absence of Roman occupancy in Cornwall.  I can explain the significance of religion.  I can recall key facts about a Roman Emperor, including how they were chosen and the power they had.  I can compare Roman lives to life today, including concepts such as travel, leisure and power.  I can discuss the impact the Roman Invasion had on Ancient Britain.  I can place key events on a timeline that begins prior to the year 0.  I can identify key features in landscape and geography as sources of information. | **Ancient Civilisations**  I can recall key dates from the two key ancient civilisations – Sumer and Egyptian.  I can compare ancient civilisation lives to life today, including concepts such as travel, leisure and power.  I can recall key inventions from ancient civilisations and discuss their impact on life today.  I can explain what a civilisation is.  I can discuss how civilisations rise and fall.  I can recall facts about key people from several ancient civilisations.  I can explain how Ancient Historical events overlap with other timelines.  I can begin to explain how archaeologists identify an artefact and explore what it information it provides. | **Groundbreaking Greeks**  I can compare Ancient Greek lifestyles and how they compared to Ancient Civilisations around at the same time.  I can explain different periods of time within the Greek timeline.  I can place key Greek events on a timeline and compare these to timelines from the same period.  I can recall key people from the Greek period and discuss their significance.  I can discuss the impact Greek discoveries have had on life today.  I can explain how the Ancient Greek period came to an end.  I can identify the impact Greek culture had on Cornwall.  I can compare Greek religion to modern day religion.  I can develop a set of questions to inform research into a period of time. | **Britain at War**  I can build an appropriate timeline and place key events on it.  I can recall key events related to conflict in Britain.  I can discuss the causes of a World War.  I can compare the experiences of fighting in WW1 and WW2.  I can discuss the impact of the World Wars on Cornwall/ Britain/ the World.  I can explain how Cornwall was involved in the war effort.  I can recall key facts about significant people from World War 2.  I can discuss how children may have experienced evacuation during the war.  I can use a variety of sources of information to explore and develop my knowledge of a key event. |