**History Overview**

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| **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.  |