



History Overview at Illogan

The history projects are well sequenced to provide a coherent subject scheme that develops children's historical knowledge, skills and subject disciplines. Key aspects and concepts, such as chronology, cause and effect, similarity and difference, significance and hierarchy, are revisited throughout all projects and are developed over time. All projects also develop historical skills based on evidence and historical enquiry. The choice of historical periods follows the guidance set out in the national curriculum, with specific details relating to significant events and individuals chosen to present a rich and diverse account of British and world history. Where there are opportunities for making meaningful connections with other projects, history projects are sequenced accordingly. For example, the project Dynamic Dynasties is taught alongside the art and design project Taotie to give children a better all-round understanding of ancient Chinese arts and culture. All history projects are taught in the autumn and summer terms, with cross-curriculum links being deliberately exploited to reinforce and develop learning throughout the academic year.

EYFS

In EYFS children begin the Autumn term by thinking about various changes. They do this by looking at different times of day, changes of seasons, food going rotten and changes in themselves. This develops their sense of the passing of time, noticing changes and beginning to predict what might happen using knowledge they have developed. This focus offers the opportunity to develop key vocabulary such as similarity, difference, change, then and now. In the Spring and Summer term they develop this sense of change by focusing on key concepts such as holidays and toys. They are introduced to the use of photos and artefacts and asking key questions.

Key Stage 1

In Year 1, children begin the autumn term by studying the project Childhood. This project builds on children's past experiences, including their family history and events within living memory, and provides solid opportunity to introduce the key enquiry skills through relevant and relatable concepts. In the summer term, children study the project School Days. This project enables children to learn the history of their school and compare schooling in the Victorian period, further developing their idea of chronology and strategies for comparison. In the autumn term of Year 2, children extend their studies to explore a broader range of periods in the project Movers and Shakers. This explores the concept of 'significance' and 'legacy', while offering good opportunity to extend comparison skills through exploring our key drivers. In the summer term, children study the project Magnificent Monarchs. This project introduces children to the challenging concepts of power and monarchy in preparation for more complex historical topics in Key Stage 2. Throughout Key Stage 1, every opportunity is taken to make purposeful local links to learning, for example Year 2 visit Pendennis Castle to explore the impact Henry VIII had.

Lower Key Stage 2

In Year 3, children begin the autumn term by studying the chronology of British history in the project Through the Ages. This project teaches children about the significance of prehistoric periods and the changes in Britain from the Stone Age to the Iron Age. In the summer term, children continue to develop their knowledge of the chronology of British history in the project Emperors and Empires. This project teaches children about the Roman Empire, its invasion of Britain and Britain's ensuing Romanisation. In the autumn term of Year 4, children resume their learning about British history in the project Invasion. This project teaches children about the Roman withdrawal and the invasion and settlement of the Anglo-Saxons

and Vikings. In the summer term of Year 4, children begin their studies of ancient history by studying the overview project Ancient Civilisations. This project enables children to learn about the achievements of the earliest civilisations, including ancient Sumer, the Indus Valley civilisation and ancient Egypt, as well as extending their historic concepts beyond the borders of Britain. The concept of 'legacy' and 'power' are extended throughout Lower Key Stage 2 and children are encouraged to explore more deeply the impact these historical concepts have on their lives today.

Key Stage 2

In the autumn term of Year 5, children continue to build their knowledge of ancient civilisations with an in-depth analysis of ancient China in the project Dynamic Dynasties. This project enables children to study the significance and influence of ancient China and its prowess and advancements in the written word, technology and metalwork. In the summer term, children further study ancient and world history in the project Ground breaking Greeks. This project enables children to explore life in ancient Greece, including examining the achievements and influence of ancient Greece on the western world. In the autumn term of Year 6, children study the more complex historical issues of enslavement, colonialism and power in the project Maafa. In this project, children explore a range of African kingdoms, including the Kingdom of Benin, and study Britain's role in the development, perpetuation and abolition of the slave trade. In the summer term of Year 6, children complete their historical studies with the project Britain at War. This project enables children to study the role war has played in Britain's history since 1066, focusing on the First and Second World Wars as crucial turning points in British history. This project offers opportunity to develop children's local historical knowledge through the exploration of areas such as evacuation and coastal defences.