



Mousehole School's History Curriculum

History Knowledge, Skills, Sequencing and Progression

	EYFS	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Chronological Knowledge and Understanding	Understand the past through settings, characters and events encountered in books read in class and storytelling. (UW)	Understand chronology and have an awareness of past and present.	Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods studied. Order events over a wider timescale and understand this.	Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods studied. Understand the impact of historical events, including in relation to other events and to the modern day.
Use of Sources	Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. (LA+U)	Understand that there are different ways that we find out about the past.	Use historical information. Understand that our knowledge of the past is constructed from a range of sources. Know the difference between primary and secondary sources.	Choose and use historical information. Use a variety of reliable sources to gain a deeper understanding. Compare historical sources and suggest the validity of these.
Historical Enquiry	Make comments about what they have heard and ask questions to clarify their understanding. (S)	Ask and answer simple historical questions relating to the topic using stories and other sources.	Answer and begin to ask historical questions.	Answer and ask historical questions about change, cause, similarity, difference and significance.
Cause and Consequence	Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. (S)	Talk about why things happened and explain what happened as a result.	Recognise why people did things, why events happened and the consequences.	Identify, and give reasons for, results of historical events, situations and changes.
Similarities / Differences	Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. (UW)	Identify similarities and differences between ways of life in different periods.	Note connections and contrasts.	Connections, contrasts and trends over time.
Significance	Talk about the lives of the people around them and their roles in society. (UW)	Talk about who was important.	Identify historically significant people and events.	Identify and evaluate historically significant people and events.
Vocabulary / Historical Terms	Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. (S)	Use language relating to the passing of time and historical terms.	Develop use of historical terms.	Develop appropriate use of historical terms.



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Key Stage 1						
Year A						
	Prior Learning	Intent (children will learn)	Unit/Key question	Sequence of Lessons / Enquiry questions	Vocabulary	Outcome / Composite
Autumn A		<p>Chronology I can label timelines with words such as: past, present, older, and newer.</p> <p>I can recount changes that have occurred in my own life.</p> <p>Evidence and interpretation I can look at sources and ask what was it like for people?</p> <p>Cause and consequences I can discuss causes that lead to toys changing.</p> <p>Change and continuity I can say which toys have stayed the same and which toys have changed over time.</p> <p>Similarities and differences I can compare toys using pictures from the past and present.</p> <p>Historical Significance I can name a significant toy from the past</p>	<p>History focus</p> <p><i>How have toys changed over the last 50 years?</i></p>	<ul style="list-style-type: none"> Recap and assess prior learning How can we find out about the past? What are our toys like now? What was my favourite toy when I was a baby? What were our guardians' toys like and how do we know? What were our older relatives' toys like and how do we know? How have toys changed since our older relatives were little? 	<p>favourite, past present, older, newer</p> <p>General Key Stage specific vocabulary in bold</p> <p>significant, before, after, past, present, monument, same, different, change, continuity, then, now, evidence, archaeologist, modern-day, chronological order, timeline, old, new, today, similar, compare, decade, century</p>	



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<p>Spring A</p>		<p>Chronology I can place events and some artefacts on a timeline</p> <p>Evidence and interpretation I can observe or handle some evidence to ask questions about the past</p> <p>Cause and consequences I can begin to explain why monarchs built castles and what the consequences of these actions were</p> <p>Change and continuity I can describe changes and historical events</p> <p>Similarities and differences I can compare the similarities and differences between different castles</p> <p>Historical Significance I can begin to talk about key events of a significant king/queen or castle</p>	<p>Geography focus</p> <p><i>Where did Kings and Queens live through time?</i></p>	<ul style="list-style-type: none"> Recap prior learning How can we find out about the past? Why did monarchs build castles? Who were the kings and queens of the past? Who was queen Victoria and where did she live? Who was the first queen Elizabeth? Why do we remember king William I? Where did kings and queens live through time? 	<p>king, queen, reign, monarch, coronation, moat, drawbridge, battlements, attack, defend, protect, Buckingham Palace, Windsor Castle, Balmoral Castle, Queen Elizabeth II, sceptre, regal, Battle of Hastings, William the Conqueror</p>	
<p>Summer A</p>		<p>Chronology I can place explorative events on a timeline.</p> <p>Evidence and interpretation</p>	<p>History focus</p> <p><i>Where have humans</i></p>	<ul style="list-style-type: none"> Recap prior learning How can we find out about the past? Why do people explore? Who are the important explorers from the past? 	<p>explore, explorer, exploration, astronaut,</p>	



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		<p>I can use evidence of explorers lives to ask questions about the past</p> <p>Cause and consequences I can discuss the causes of exploring and what we found out from exploration</p> <p>Change and continuity I can describe changes over a period of time</p> <p>Similarities and differences I can use pictures and stories to find out about the past and compare different explorations</p> <p>Historical Significance I can name a significant explorers from the past</p>	explored ?	<ul style="list-style-type: none"> • What are the famous explorations of the past? • Can we compare different explorations? • How have explorations changed over time? 	oceanographer, mountaineer	
Year B						
	Prior Learning	Intent (children will learn)	Unit	Sequence of Lessons / Composite WALT (children will...)	Vocabulary	Outcome / Composite
Autumn B		<p>Chronology I can place events, artefacts and historical figures on a timeline</p> <p>I can use dates where appropriate</p> <p>Evidence and interpretation I can observe or handle evidence to ask questions and find answers to questions about the past.</p>	<p>History focus</p> <p>How did the great fire change London?</p>	<ul style="list-style-type: none"> • Recap prior learning • What was London like in 1666? • What happened on 2nd September 1666? • How did the fire spread? • What was left of London after the Great Fire? • How was London rebuilt? • How did the fire impact the future? 	17 th Century diary, eyewitness, King, monarchy, Parliament, plague, Lord Mayor, fire hook, diary, Samuel Pepys, Christopher Wren, St Paul's Cathedral	



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		<p>I can begin to explain why evidence can be trusted (such as Samuel Pepy's diary).</p> <p>Cause and consequences I can explain the causes of the Great Fire of London and what the consequences were.</p> <p>Change and continuity I can describe what changed after the Great Fire of London and how these changes have continued through to the 21st Century.</p> <p>Similarities and differences I can use artefacts and diary entries to compare, similarities and differences.</p> <p>I can identify some of the different ways the past has been represented.</p> <p>Historical Significance I can describe significant people from the past and explain why they are important.</p> <p>I can name a monarch.</p>				
Spring B		<p>Pupils will learn about significant historical events, people and places in their own locality.</p>	<p>Geography focus with a local History study</p> <p><i>Mousehole or Mexico?</i></p>	<p>Local history</p> <ul style="list-style-type: none"> • Recap prior learning • What is Mousehole's history? • How can I find out more about Mousehole? • How are important events remembered? • What was it like at our school in the past? 		



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				<ul style="list-style-type: none"> • What have I learnt about childhood in the past? • How am I making history? 		
Summer B	Yr1/2	<p>Chronology I can place the key events in the lifetime of a historically significant individual on a timeline.</p> <p>I can compare the chronology of the lifetime of Mary Anning with the dinosaur fossils she discovered</p> <p>Evidence and interpretation I can observe the evidence Mary Anning used to form opinions about the dinosaurs</p> <p>Cause and consequences I can explain why Mary Anning's discoveries were significant and changed the way people thought about the history of the world.</p> <p>Change and continuity I can discuss the changes that took place as a result of Mary Anning's discoveries</p> <p>Similarities and differences I can compare and contrast Mary Anning's childhood with my own.</p> <p>Historical Significance I can explain why Mary Anning is celebrated as a significant female in history</p>	<p>Historical/ Science focus</p> <p><i>How did Mary Anning impact the world?</i></p> <p>The lives of significant individuals in the past who have contributed to national and international achievements. (Mary Anning)</p>	<ul style="list-style-type: none"> • Recap prior learning • Why do we remember Mary Anning? • What did Mary Anning do in her life that was so special? • What are the similarities and differences between my life and Mary Annings? • Who else was important in Mary's life? • How do we know about Mary despite her living before our living memories? 	<p>Ancient, Century Decade Evolution Fossil Palaeontology Primary evidence Significant Timeline</p>	<p>By the end of this unit, pupils will be able to identify a historical figure - Mary Anning - and explain why she is significant. Pupils will begin to frame and answer their own historically valid questions about her, they will learn about her childhood and compare it with their own, gaining insight into how lives in the past were different from lives now. They will consider why her discoveries of fossils were significant and how they changed the way people thought about the history of the world. Children be introduced to the concept of chronology and use timelines and historical vocabulary related to time to sequence events in her life and the time of the dinosaurs.</p>



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History Knowledge, Skills, Sequencing and Progression

Lower Key Stage 2						
Year A						
	Prior Learning	Intent (children will learn)	Unit/Key question	Sequence of Lessons / Enquiry questions	Vocabulary	Outcome / Composite
Autumn A		<p>Chronology I can place ages in order of time and understand the meaning of their names.</p> <p>I can place artefacts within their correct age.</p> <p>I can use the term BCE</p> <p>Evidence and interpretation I can observe evidence to ask about the past and come to conclusions based upon what I have seen.</p>	<p>History focus</p> <p><i>How did daily life change from Stone Age to Iron Age?</i></p>	<ul style="list-style-type: none"> Recap prior learning How can I identify the pre-history period on a timeline? How can I find out what was new about the 'New' Stone Age? Can I understand how farming arrived in Britain? Can I use secondary sources for research? "<i>Who invented Clothes - research based on the discovery of Otzi the Iceman?</i>" Where does bronze come from and how it is made? Where does iron come from and how it is made? 	<p>General Key Stage specific vocabulary in bold</p> <p>archaeologist, artefacts, continuity, significant, chronology</p> <p>Alloy Archaeologist Bronze Druid Hill fort Hunter/gatherer Iron Pre-history Settlement agriculture, alloy, beaker, burial, construct, ditch, domestication, excavation,</p>	<p>Visit to the Ancient site of Chysauster or Chapel Carn Euny to undertake a geography field trip.</p>



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		<p>I can explain how we find prehistoric evidence</p> <p>Cause and consequences I can suggest causes and consequences of the main events within prehistory such as agriculture, mining and migration.</p> <p>Change and continuity I can explain the concept of change over a long period of history.</p> <p>Similarities and differences I can describe similarities and differences between the Stone Age, Bronze Age and Iron Age.</p> <p>Historical Significance</p> <p>I can suggest suitable sources of evidence to find out about significant people/events</p>			<p>granary, migrate, mine, ore, palisade, preserve, remains, settlement</p>	
Spring A		<p>Chronology I can place events, artefacts and historical figures on a timeline using dates.</p> <p>Evidence and interpretation</p>	<p>History and geography focus</p> <p><i>What was the greatest achievements of the</i></p>	<ul style="list-style-type: none"> Recap prior learning What is an Ancient Civilisation and where did they evolve? Can I identify where Ancient Egypt fits into a timeline of world history? Can I identify the key events of the Ancient Egyptian period? 	<p>archer, bronze, chamber, chariot, Egyptologist, empire, era, expand, hieroglyphs, invade, monarchy,</p>	



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		<p>I can suggest suitable sources of evidence for historical enquiries.</p> <p>I can use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</p> <p>Cause and consequences I can suggest causes and consequences of the main events within Ancient Egypt</p> <p>Change and continuity I can explain the concept of change over a long period of history.</p> <p>Similarities and differences I can describe similarities and differences between the new and old Egyptian kingdoms.</p> <p>Historical Significance I can suggest suitable sources of evidence to find out about significant people/events and the impact they had on British archaeological thought.</p>	<p>Ancient Egyptians?</p>	<ul style="list-style-type: none"> • What is the importance of archaeology? • What was daily life and hierarchy like in Ancient Egyptian society? • What were the various roles held within Ancient Egyptian society? 	<p>navy, obelisk, polytheistic, prepare, preserve, pyramid, scribe, temple, trade</p>	
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Summer A			Geography focus <i>How can we make our school more bee friendly?</i>			
Year B						
	Prior Learning	Intent (children will learn)	Unit	Sequence of Lessons / Composite WALT (children will...)	Vocabulary	Outcome / Composite
Autumn B		<p>Chronology I can place events, artefacts and historical figures on a timeline using dates.</p> <p>Evidence and interpretation I can suggest suitable sources of evidence for historical enquiries.</p> <p>I can discuss the reliability of sources.</p> <p>Cause and consequences I can suggest causes and consequences of the main events within Ancient Greece.</p> <p>Change and continuity I can explain the concept of change over time and represent this with evidence.</p> <p>Similarities and differences</p>	<p>History focus</p> <p><i>What were the greatest achievements of the Ancient Greeks?</i></p>	<p>Recap prior learning</p> <ul style="list-style-type: none"> • What do excavations tell us about early Greece and reason about the reliability of sources presented to them? • What was life was like in early Greece? • How did the Minoans trade in early Greece? • What was life was like in Athens and Sparta? • Can I study how the city states overcame the Persian invasion? • How did King Phillip II grow the Macedon Empire? • Who was Alexander the Great and what made him a significant leader? • What the greatest achievements of the Ancient Greeks? 	<p>civilisations, ceramics, excavate, Crete, trade, complex, export, bronze, import, oligarchy, city-state, outnumber, invasion, empire, retreat, revolt, unified, militaristic policy, tyrant, victorious</p>	<p>Composite: Children present their findings in a speech about the greatest achievements of the Ancient Greeks to the rest of the class.</p>



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		<p>I can describe social, ethnic, cultural and religious diversity of the past.</p> <p>Historical Significance</p> <p>I can discuss the importance of the impact that Ancient Greeks have had on modern thinking.</p>				
Spring B		<p>Chronology I can place events, artefacts and historical figures on a timeline using dates.</p> <p>Evidence and interpretation I can suggest suitable sources of evidence for historical enquiries.</p> <p>I can discuss the reliability of sources.</p> <p>Cause and consequences I can suggest causes and consequences of the main events and changes in Britain when the Romans invaded.</p> <p>Change and continuity I can explain the concept of change over time when the Romans arrived in Britain and represent this evidence.</p>	<p>History focus</p> <p><i>How did the Roman Empire impact upon Britain?</i></p>	<ul style="list-style-type: none"> Recap prior knowledge Can I research, understand and discuss the legend of the founding of Rome and the story of Romulus and Remus? Can I use research skills to find out what a Roman soldier wore and why? Can I use research skills to find out about Julius Caesar? Can I establish a chronological understanding of the Roman invasion of Britain? Can I research and understand the events of 'Boudica's Rebellion' from different perspectives? What was the size and structure of Hadrian's Wall as it was when it was first built? What are some of the key facts about Roman roads and where and why were they built? Can I discover and use facts about Roman Gods? 	<p>archer, annexe, civil war, conquer, defences, emperor, empire, fleet, fort, governor, infantry, kingdom, legion, military alliance, occupation, outnumber, peninsula, pillage, revolt, settlement, tactic</p>	



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		<p>Similarities and differences I can describe social, ethnic, cultural and religious diversity of the past.</p> <p>Historical Significance I can discuss the importance of the impact that Ancient Rome has had on modern thinking.</p>				
Summer B			<p>Geography focus</p> <p><i>Extreme earth – why are rainforests so important? - where would you rather live; Campania or Cornwall?</i></p>			



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Upper Key Stage 2						
Year A						
	Prior Learning	Intent (children will learn)	Unit	Sequence of Lessons / Composite WALT (children will...)	Vocabulary	Outcome / Composite
Autumn A		<p>Chronology I can use dates and terms accurately in describing events.</p> <p>I can describe the main changes in a period of history.</p> <p>Evidence and interpretation I can use sources of information to form conclusions about the past.</p> <p>I can explain that no single source of evidence gives the full answer to questions about the past</p> <p>Cause and consequences I can describe some of the causes and consequences of World War II</p> <p>Change and continuity I can identify periods of rapid change in history and contrast them with times of relatively little change.</p> <p>Similarities and differences I use appropriate historical vocabulary to</p>	<p>History focus</p> <p><i>How was my region affected by WWII?</i></p> <p>Local history study – Evacuees to Mousehole School (Jewish Free School)</p>	<ul style="list-style-type: none"> Recap prior learning What was life like in 1930s Britain and what events in Europe lead up to the outbreak of WWII? What happened in Britain during the Blitz and why were children evacuated to places like Mousehole in Cornwall? Who was Winston Churchill and how did he impact Britain's involvement in fighting on all fronts between 1939 and 1945? How were Jewish people persecuted and why did children from the Jewish free school come to Mousehole School? What happened at Dunkirk? What happened in the Battle of Britain? How did WWII end? 	<p>republic, citizen, state, overthrow, occupation, anti-Semitism, unemployment, debt, dictator, fascism, nationalism, authoritarian government, annexed, territory, appeasement, pact, natural resources, invasion, air raid, evacuee, ration, air force, interception, radar, payload, mobilisation, squadron</p>	



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		<p>compare and contrast key people/events/artefacts in history.</p> <p>Historical Significance</p> <p>I can describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p>				
Spring A		<p>Chronology I can use dates accurately in describing events and people.</p> <p>Evidence and interpretation I can use sources of evidence to deduce information about the Saxons and Vikings.</p> <p>I can discuss whether the evidence is reliable and explain why.</p> <p>Cause and consequences I can describe causes of invasion in Britain and what the consequences were.</p> <p>Change and continuity I can identify periods of rapid change in history.</p> <p>I can explain what changed and what</p>	<p>History focus</p> <p><i>How did England change during the settlement of the Anglo-Saxons and Vikings?</i></p>			



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		<p>continued over time when the Anglo Saxons and Vikings settled in Britain.</p> <p>Similarities and differences I can compare similarities and differences between Anglo-Saxon and Viking culture.</p> <p>Historical Significance I can describe the social and cultural significance of a past society</p>				
Summer A		<p>Chronology</p> <p>Evidence and interpretation</p> <p>Cause and consequences</p> <p>Change and continuity</p> <p>Similarities and differences</p> <p>Historical Significance</p>	<p>Geography focus/</p> <p><i>What are the similarities and difference between my region and the western United States of America?</i></p> <p>History elements will cover Ancient Mayan civilisation</p>	<ul style="list-style-type: none"> Recap prior learning What was the significance of the Mayan civilisation? How did the Mayan civilisation grow from 2000BC onwards? What was life like at the height of the Mayan civilisation? Can I understand how historians have used sources to find out about Mayan society? Why did the Mayan civilisation begin to decline from c800AD. How was the Mayan civilisation was similar / different to that of Britain and elsewhere? 		



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Year B						
	Prior Learning	Intent (children will learn)	Unit	Sequence of Lessons / Composite WALT (children will...)	Vocabulary	Outcome / Composite
Autumn B		Chronology Evidence and interpretation Cause and consequences Change and continuity Similarities and differences Historical Significance	History focus <i>Was life in Tudor times really a bed of Roses?</i> Local history study – Spanish Armada and the attack on Mousehole	<ul style="list-style-type: none"> Recap prior learning What was the significance of the Battle of Bosworth and its importance in the origins of the Tudor dynasty? How have historians reported the similarities and differences between Richard III, Henry VII and VIII? Why did Henry VIII have six wives and what were some of historically significant events surrounding these marriages? What was society like in Tudor times, including differences between the lives of the rich and the poor? Who was Sir Francis Drake and why was he significant during the reign of Elizabeth I? What were the key events that lead to the Spanish Armada and what happened to Mousehole and the surrounding villages during the invasion? 	Annul Armada BCE Catholic CE Dissolution Heir Heresy Monarch Protestant Reformation Reign Treason Ex-communication	Children will understand how the Tudor period affected life in England for centuries. They will recognise key characters and understand their relevance. They will recognise primary and secondary sources and use them to gain a deeper understanding. They will have learnt and use key historical terms and be able to ask and answer historical questions.
Spring B	EYFS:		Geography focus <i>London: a capital city?</i> <i>Penzance to Paddington: what are the economic</i>			



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			<i>similarities and differences between my region and England's capital city?</i> History element will focus on Crime and Punishment			
Summer B			Geography focus <i>Source to sea – what are the features of a local river?</i> History elements will focus on local artists and traditions			