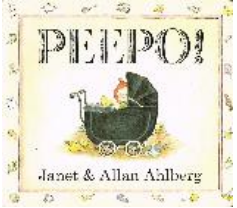

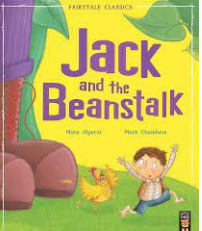
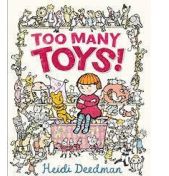
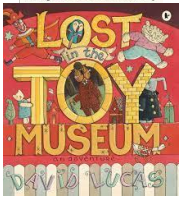
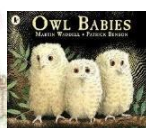


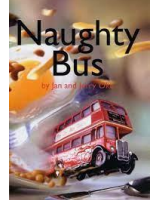


SITHNEY CP SCHOOL

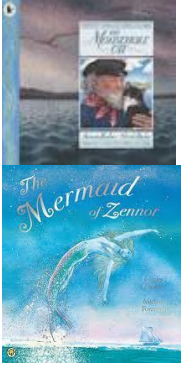



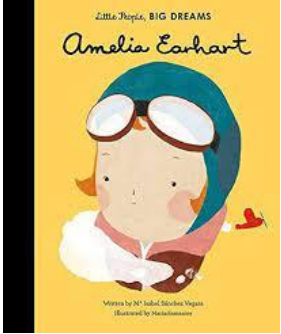


History Planning Overview

- Due to the nature of the rolling programme and the implementation across dual year groups, we have taken the decision at Sithney to begin each new year with the oldest study and progress chronologically across the year.
- History is taught in the first half term of every term and Geography follows on from this, with links between the two units of study where appropriate.


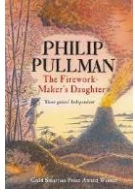

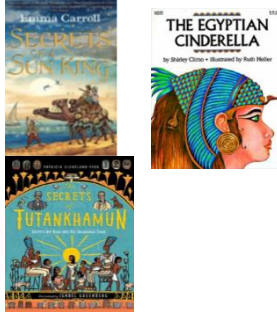

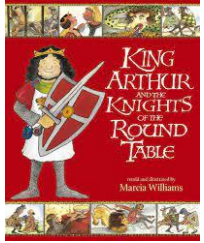
		Year A			Year B		
Stage		Autumn	Spring	Summer	Autumn	Spring	Summer
EYFS		<p>EYFS children regularly share weekend news and events as part of circle time activities. At the beginning of each half term children split into groups and share their holiday news, recording this accordingly.</p> <p>Staff encourage discussions within provision about events and trips within school as well as the children's wider community.</p>					
		My Home, My Celebrations – Bonfire night	Cornish legends (Places of local importance)	Toys Helston Museum - local importance	My family, my Home	Nursery Rhymes (Key Stage History)	Transport
Linked Text	 	 <p>The Tale of Cormoran</p>	 	  	 <p>Traditional Tales</p>	 	
Overview	<p>An introduction to the idea of history, beginning with their own family. Looking at pictures, stories and artefacts as well as hearing accounts from the past.</p>	<p>We will begin with an exploration of Jack and the Beanstalk, thinking about tales from the past and linking this with the traditional tale of Cormoran, the giant of St Michales Mount.</p>	<p>A unit exploring toys from the past - what did Nanny and Grandad play with? What were toys made from? Looking at how toys have changed over the years.</p>	<p>An excellent opportunity for children to talk about their own family, share photographs and talk about what they see in pictures.</p> <p>Muddles Bag activity (Key Stage History)</p>	<p>Use the vehicle of nursery rhymes to understand aspects of the past - why did Jack and Jill need to fetch water from the well?</p>	<p>A look back to transport of the past - how did people get around? How has transport changed? Look at old forms of transport, can children</p>	

		Contrasting events of Bonfire Night today with the same event in the past allows for direct comparisons to be made, developing vocabulary about events of the past.	Possible visit to St Michaels Mount and find out about other places of local importance- Sithney church (with links to RE special places and Easter)	Develop the idea of chronological order through simple sequencing activities. Make links with places of significance with a visit to Helston Museum to see toys from the past.	We will then look at our homes and the different sorts of houses people can live in. How have homes changed over time.	Supported by an exploration of Traditional tales in literacy.	spot the difference and explain. Develop the idea of chronological order through simple sequencing activities.
Objectives	<p>B-3 Make connections between the feature of their family and other families 3/4 years - Begin to make sense of their own life-story and family history. Reception - Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past.</p> <p>ELG - Talk about the lives of people around them and their roles in society. Know about similarities and differences between things in the past and now, drawing on their experience and what has been read in class. Understand the past through settings, characters and events encountered in books, read in class and storytelling.</p>						
Core Concepts	Change, Continuity and Progression	Chronological understanding	Change, Continuity and Progression Chronological understanding	Change, Continuity and Progression	Chronological understanding	Change, Continuity and Progression Chronological understanding	
Substantive Concepts	Society	Civilisation	Society Monarchy	Society	Civilisation	Society Monarchy	
Links Progressions	<p>An introduction to the idea of History, linked with personal experiences. learn compare and contrast skills which are</p> <p>Links with Geog Unit - study of local area.</p>	<p>Developing an understanding of history through stories - linking with local places of importance the the legends that surround them.</p> <p>Links with RE - churches as places of local importance.</p>	<p>Exploration of Helston Museum and its importance to the community. Built on in KS1 with local study in Autumn A. Built on in LKS2 with local study of Helston Railway.</p>	<p>Personal History - securing their own and their families place in History. Building on this knowledge to consider the aspect of homes and how these have changed over time - compare.</p>	<p>Developing an understanding of history through rhymes and traditional tales.</p>	<p>Links with Geog topic of journeys in Spring B.</p>	

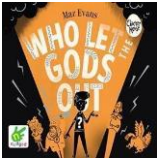
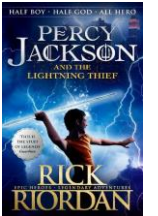
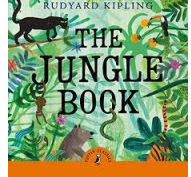
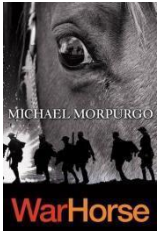
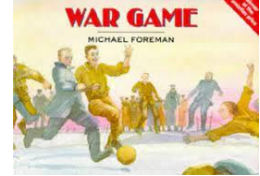

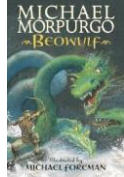

KS1		Why is the history of my locality significant Henry Trengrouse 1772 - 1854	Queen Victoria Monarchy 1819 - 1901	Changes within Living Memory - Music	The Great Fire of London 1666	Amelia Earhart 1897 - 1937	Sign Ind – Mary Seacole 1805 - 1881 Nelson Mandela 1918 - 2013
Linked Text							
Overview		<p>At this stage of learning 'locality' will often be perceived as the immediate neighbourhood or surrounding area, but in researching their locality within this unit of study children will be supported to understand the connections between local, national and international history. Children will develop their understanding of the world around them, considering the work of key individuals, including Henry Trengrouse and the impact they have had.</p>	<p>This enquiry focuses on the the significant life of Queen Victoria and how the world changed during the Victorian times and how this has impacted life today. The children will learn about the significance of her reign on the throne, look at life in the Victorian times and compare this to today along with how Victorian inventions have changed the way in which people live. They will identify inventions and discuss how technology has developed these further.</p>	<p>This enquiry begins by enabling children to gain a sense of the key events and people from the 1950's and through decades both in the UK and on a global scale. This leads to an investigation into how music has changed in the past few decades and within the living memory of the children's grandparents and parents. This is an ideal opportunity for children to comprehend continuity and change and to consider the developments of music over time. As they explore children are able to spend time understanding the significance of the</p>	<p>This enquiry allows children to think critically about what it means when people in the past are referred to as having 'made History' or as 'History Makers'. The investigation begins with children considering the popular historical commemoration of Guy Fawkes or Bonfire night each year in the UK, and moves onto considering the impact of The Great Fire of London. Pupils end by comparing and contrasting the achievements of significant individuals and the impact they</p>	<p>This unit studies the significant individual Amelia Earhart, exploring the life, times and accomplishments of the first women to travel across the Atlantic by plane.</p>	<p>This enquiry enables children to learn about the achievements of a range of significant individuals from around the globe, and how their lives have impacted the modern world. They will develop their understanding of people's lives in the past, reflecting on achievements and developing their knowledge of events by placing them in chronological order.</p>

				different periods of music and how this has impacted music today.			
	Core Concepts	Change, Continuity and Progression Cause and Consequence	Significance and Diversity Chronological Understanding	Change, Continuity and Progression Chronological understanding Interpretations	Cause and consequence Chronological understanding Interpretations	Significance and Diversity Interpretations	Significance and Diversity Change, Continuity and Progression Chronological understanding
	Substantive Concepts	Society	Monarchy	Society Civilisation	Monarchy	Society	Society Civilisation
	Links Progressions	Henry Trengrouse was born in Helston - Local links. Builds on study of the local area at EYFS. LKS2 expanded study of Helston Railway. Links with KS1 Geography study of local area.	Introduction to Monarchy outside of living memory. Built on in UKS2 with British Empire unit.	History within living memory topic. Links with music exploring different genres. Class topic: My family - links with music from family members, generations. Book links with EYFS, and leading onto Windrush topic in UKS2.	Historical British events outside of living memory. Links with Geography study of Capitals and the UK. This unit touches on significant individuals which leads in to a more specific study in the following term.	Links with Geography - Where does she fly? Women pioneer of her time.	Links with KS1 Geography unit - Hot and cold countries (Meerkat Mail) Exposure to Black History and women in History, past and modern times.

Interpretation of History features heavily within all units of the KS2 curriculum. At Sithney we felt that the way children look at evidence as well as their ability to interpret different sources available to them was a significant skill and therefore a great emphasis has been placed on developing this within the KS2 curriculum planning.

LKS2		Stone to Steel (CH)	Local Cornish History – Helston Railway	Crime and Punishment	Ancient Egyptians	Roman Empire (CH)	Anglo Saxons (CH)
	Linked Text						
	Overview	<p>How did the lives of ancient Britons change during the stone age?</p> <p>The primary aim of this investigation is for pupils to understand that, although the lives of early humans in Britain remained much the same of long periods of time during the Stone Age, this period was also marked by perhaps the greatest change ever to occur in British society.</p>	<p>This local history study looks at the impact of the railway on Britain. It explores how and why the Helston branch line came into existence and ultimately why the branch line was closed. The study also looks at the political and financial rationale behind why some local branch lines closed and some remained open and compares Helston and Falmouth branch lines. To enhance the</p>	<p>An introduction to the development of the system of courts, police and different approaches to punishment from the Anglo-Saxon times to the modern day.</p>	<p>What was it like to live in Ancient Egypt?</p> <p>This unit focuses on what it was like to live in Ancient Egypt and explores their customs and traditions, what was important to them, how the river Nile shaped Ancient Egypt whilst exploring their writing and social structure.</p>	<p>How did the arrival of the Romans Change Britain?</p> <p>Within this investigation pupils are encouraged to investigate in-depth questions about some of the important changes that occurred as well as studying aspects of Roma lift they already have some awareness of. Through this unit pupils will develop conceptual understanding which is crucial to</p>	<p>Who were the Anglo-Saxons and how do we know what was important to them?</p> <p>This investigation enables pupils to reflect upon a number of the most significant changes that occurred in Britain during the first half of the Anglo-Saxon era. Pupils will explore who the Anglo-Saxons were, from where they originated and why their invasion and settlement was a</p>

			experience, children are provided with a living history visit the branch line and the opportunity to meet the people involved with the railway's current resurgence.			comprehending why countries have invaded and occupied other nations, as illustrated later by both the Anglo-Saxons and Viking invasions of Britain.	relatively straightforward affair.
	Core Concepts	Change, Continuity and Progression Chronological understanding Interpretations of History	Cause and consequence Significance and diversity	Cause and consequence Interpretations of History	Cause and consequence Significance and diversity	Change, Continuity and Progression Interpretations of History	Change, Continuity and Progression Chronological understanding
	Substantive Concepts	Society Trade Civilisation	Society Politics Trade Economy	Civilisation Oppression Government Politics Empire	Civilisation Trade Society	Empire Invasion Society Monarchy	Society Invasion Religion
	Links Progressions	Links with locality (Chysauster). Links to the Romans in Year B - The history of Britain. Links with Geography	Builds on units in: EYFS - Helston Museum KS1 - Henry Trengrouse	Develop chronological knowledge beyond 1066. Links with studies of Romans, Anglo Saxons and Victorians.	Builds on KS1 Geography, study of Continents. Introduction to ancient civilisations. Built on in UKS2.	Links to development of British History in Year A	Links with other British History units to provide an overview of early British life. Will be built on with Anglos Saxons and Vikings unit in UKS2.

UKS2		Ancient Greece (and influence on the western world)	British Empire (CH)	World War 1 1914- 1918	Ancient Islamic Civilisation	Vikings and Anglo Saxons	Windrush 1948 - 1971
	Linked Text	 		 			
	Overview	<p>The story of the Trojan Horse: Historical fact, legend or classical myth?</p> <p>This enquiry focuses in the event of arguably the greatest European significance – the emergence and rise to dominance of powerful cities situated at the heart of strong and aggressive kingdoms. This investigation invites the learner to explore the cause and consequences of this 10 year war and in particular considering the famous story of the Trojan Horse.</p>	<p>Why did Britain once rule the largest empire the world has ever seen?</p> <p>This investigation supports pupils to understand arguably the most influential and far-reaching dimensions of British History post 1066 – that if the establishment, expansions and ultimate decline of the largest empire the world has ever seen. The outcome of this investigation for pupils will be an appreciation of the concept of empire, together with the process that led to both the growth and demise.</p>	<p>Children will explore how WW1 began, the developments in warfare, conditions in the trenches, use of animals, what it was like for those back on the Home Front and changes to Europe at the end of the war.</p>		<p>How five kingdoms become One kingdom with Alfred</p> <p>This unit of work focuses on the invasion of Britain by the Vikings and how they fought against the Anglo-Saxons for land. Anglo-Saxon Life is compared to that of Viking life and children learn about how the Kingdoms are ruled –the defeat of the Vikings by Alfred the Great, to his successors, up until the time of William the Conqueror who became the first king of England.</p>	<p>What did the Windrush generation do for Britain?</p> <p>This unit of work will begin with identifying what was the MV Empire Windrush before recognising links between Britain and the Caribbean, before investigating what it was like for people in the Caribbean after World War II. We will then consider how the Windrush generation was welcomed to Britain and finally what we can learn from the Windrush.</p>

	Core Concepts	Change, continuity and progression Chronological understanding Interpretations	Significance and Diversity Change, continuity and progression Interpretations	Significance and Diversity Cause and Consequence	Chronological understanding Interpretations	Cause and Consequence Chronological understanding Interpretations	Significance and diversity Cause and Consequence
	Substantive Concepts	Civilisation Society	Empire Monarchy/Government Politics War	War Government Politics	Civilisation Society	Religion Reform Economy	Empire War Government Politics
	Links Progressions	Links to Roman civilisation taught in LKS2.	Builds on Monarchy in KS1. Builds on the Roman Empire - LKS2. Links with Windrush study in Year B.	British History since 1066 Examination of cause and consequence that affected Europe. Builds on knowledge of Europe.	Non European study comparing to Britain at the time. Developing knowledge of ancient civilisations.	Builds on study of Romans and Anglo Saxons in LKS2.	Modern Black History, building on from Mary Seole and Nelson Madela in KS1. Links with Caribbean study within Geog in Summer B.

https://windrushfoundation.com/wp-content/uploads/2019/06/WindrushFoundationEduPack2018_R10R4.pdf