ory at St Mawes Primary School

OUR INTENT

At St Mawes Primary we aim to establish, develop and nurture in the children a love for learning about history. We do this through our motivating and varied curriculum, which covers local, national and international topics.

History helps us to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as our own identity and the challenges of our time.

Developing a sense of chronology is important to us, and through this the children are able to increase their understanding of how the world has changed over time. Examples of history projects which have thoroughly engaged the children include: Who Am I? in KS1 and in KS2, a topic that links with our local environment and means a visit to St Mawes castle

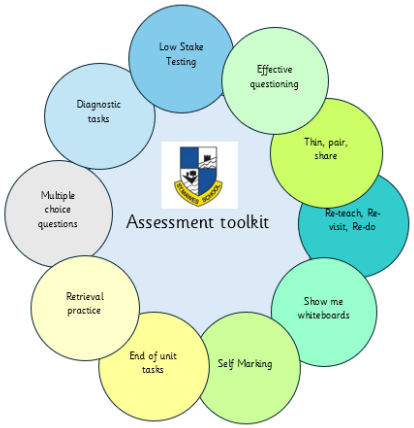
SEQUENCING

	KS1 Year A	KS1 Year B	KS2 Year A
Autumn	Who Am I?	Home and Away	Cornwall
Spring	Dress to Impress	The Big Build	Ancient Greeks
Summer	Circle of Life 1	All Aboard	To the Stars

	KS2 Year B	KS2 Year C	KS2 Year D
Autumn	Britain in the Blitz	Amazing Amazon	The Romans
Spring	The Stone Age	Ancient Egypt	The Coast – The Vikings
Summer	Circle of Life 2	Transport	The Dark Ages

FEEDBACK, PRACTICE AND RETRIEVAL

The purpose of feedback and assessment at St Mawes is to ensure children move forward in their learning, deepen their understanding and gain fluency. To ensure pupils make good progress, improve their confidence with a range of knowledge and skills and remember more of what they learn, regular practice and retrieval opportunities are planned for.





CROSS-CURRICULAR LINKS

Links are made between subjects to offer a creative way to develop children's knowledge, skills and understanding through a study of interconnected topics. Links are an effective way to teach children transferable problem solving skills, and to give real-world meaning to learning. Please see year group overviews for further details.

IMPACT

By the end of KS2, we want children to leave St Mawes as confident and enthusiastic historians who have a coherent knowledge and understanding of Britain's past and that of the wider world and a curiosity to know more about the past. In order to achieve this, we expect children to achieve the knowledge and skills goals stated on the year group overviews.

ENRICHMENT

Castle Class:
- Local history walk
- St Mawes castle
- Truro Museum workshops

Sail Class:
- Local history walk
- St Mawes castle
- Local Heritage group visitor
- Truro Museum workshops
- 4/5/6 residential will include a history based visit such as Natural History Museum in London or SS Great Britain in Bristol

SUPPORT

All children have access to the History curriculum at St Mawes.

Where specific support and guidance is needed, this is taken from the child's IPM or EHCP.

Knowledge Progression	Autumn	Spring	Summer
Castle Class Year A	**Who Am I?** -A timeline shows the of order events that happened in the past. -Memories are events in our past. Photographs and objects can help our memories. -Special events can be remembered with celebrations. -Food, toys, games and clothes could be different for children in the past. -Know that there are similarities and differences between their lives today and their lives in the past -A time capsule helps people in the future to understand about people and events in the past. **Key vocabulary**- timeline, remember, memory, significant, different, similar, childhood, living memory, change, present, lifetime, future	**Changes in Fashion** During the Victorian era, there were differences in poorer ladies' clothing to richer ladies' clothing. In the 1920s, Gabrielle 'Coco' Chanel designed beach pyjamas for women to wear. More women entering professions and more women playing sports WW1 has a huge impact on women and the work place Liberal attitudes to life were reflected in dress. Trousers still not considered appropriate early 1900's. **Key vocabulary-** cotton, wool, silk, satin, leather synthetic, textiles, materials, designer, pattern, fabric	**Animals with Jobs** The Ancient Egyptians worshipped cats, which we know from evidence found by archaeologists. Animals such as horses, dogs, elephants and pigeons helped on the front line in the First World War. Jane Goodall is renowned for her research with chimpanzees. **Key vocabulary-** Ancient Egypt, World War, artefact, source, zoologist, companion
Castle Class Year B	**Famous Cornish People** Humphry Davy invented a lamp to help miners. Richard Trevithick was credited with inventing the first steam engine. Rowena Cade built the Minack theatre which is still very popular today. Emily Hobhouse was a welfare campaigner who brought to light the conditions of concentration camps. Ann Glanville was a Cornishwoman who achieved national celebrity for rowing a four-oared watermen's boat. Melissa Reid was one of three women who won medals for Team England **Key vocabulary -**invention, tinners, achievement, rowing, welfare, steam engine, theatre, conditions, medal	**The Great Fire of London** The fire started in Thomas Farriner's bakery on Pudding Lane in September 1666. The fire spread quickly because the houses were made from wood, the houses were close together, it had been a hot, dry summer and it was windy. Equipment such as leather buckets, fire hooks and gun powder was used to put out the fire. We can find out about the fire from sources such as Samuel Pepys' diary, paintings and newspaper articles from 1666 **Key vocabulary-** bakery, London, River Thames, diary, Samule Pepys, eye-witness, embers, fire-hooks, fire-break, flammable, St Paul's Cathedral	**Grace Darling** Grace Darling was born in 1815 Grace's family lived inside Longstone Lighthouse on the Farne Islands, Northumberland. Grace's father was the lighthouse keeper of Longstone Lighthouse was built on bare rock, 1m above the North Sea -On 5 September 1838 the steamship Forfarshire set off from Hull to Dundee – the steamship hit Big Harcar rock and broke in two Grace and her father rowed through the strong tide and winds, as the North Sunderland lifeboat was unable to get there due to the harsh conditions. Grace became famous for risking her life to save others in the face of great danger. Grace died of tuberculosis April 1842, 4 years after the famous rescue Sea rescue has improved and is now much safer – life jackets are worn, boats are motorised and are easily launched, waterproof clothing is worn and GPS is used. **Key vocabulary**-pulley, shipwreck, lighthouse, coastguard, engineer, beacon, port, navigate, tuberculosis

Sail Class Year A	How St Mawes has Changed	Ancient Greeks	To the Stars
	St Mawes (Cornish: *Lannvowsedh*) is a village in Cornwall, England. The village gets its name from Saint Maudez (Mawe). He was a Celtic saint from Brittany, a region in France. It sits on the Roseland Peninsula, right on the eastern side of Falmouth harbour. The village used to be two smaller areas that grew together. St Mawes is located on the east bank of the Carrick Roads. This is a huge waterway that formed after the Ice Age. Melted ice caused the sea level to go up, flooding an old valley. This created a massive natural harbour, which some say is the third largest in the world! St Mawes was once a busy fishing port. Today, the village is a popular place for tourists. St Mawes is part of the St Just in Roseland parish. It is also within an Area of Outstanding Natural Beauty (AONB) **Key vocabulary-** settlement, civil parish, Census, population, landscape characteristics, urban, rural, migration, pull factor, push factor	Place Ancient Greece on a timeline and compare with ancient Britain at the same time. Compare the lives of people in different Greek city states (Athens and Sparta). Know that the first known democracy in the world started in Athens. Know some ways that the ancient Greek society has an impact on modern society (theatre, alphabet, language, democracy, religion). **Key vocabulary-** Ancient, civilization, city states, empire, democracy, philosopher, classical, architecture, merchant, trade, seafaring, myth	USA and Russia wanted to be first to land on the moon. Laika was the first dog to orbit Earth in 1957. Yuri Gargarin was the first man in space and Valentina Tereshkova was the first woman. Neil Armstrong, an American, was the first person to walk on the moon in 1969. Neil Armstrong flew in Apollo 11. "One small step for a man, a giant leap for mankind." **Key vocabulary**- sun, star, moon, planet, sphere, spherical bodies, satellite, orbit, rotate, axis, geocentric model, heliocentric model, astronomer

Sail Class Year B	**Britain in the Blitz** World War II started when Germany invaded Poland in 1939. Identify the key leaders of the Allies and Axis powers: Adolf Hitler, Neville Chamberlain, Winston Churchill, Franklin D Roosevelt, Joseph Stalin, Benito Mussolini and Tadeki Tojo. In 1940, the Battle of Britain begins and Hitler uses his 'Blitzkrieg' strategy. This period of time is known as 'The Blitz'. In response to 'The Blitz' many children become evacuees. Women played a vital role on the home front during World War II. Propaganda and censorship were used to support the morale and efforts on the home front. **Key vocabulary-** evacuated, Luftwaffe, invasion, blitz, Kindertransport, allies axis, blackout, air raid, siren, homefront	**The Stone Age** Know that the Stone Age was a prehistoric time that started in Britain around 800,000 years ago. Understand that we know about the Stone Age to the Iron Age from artefacts. Understand that life changed over this time and people settled, created better tools and weapons and started farming. Understand that we have learned a lot about this time from Skara Brae and Stonehenge. **Key vocabulary-** Palaeolithic, Mesolithic, Neolithic, BC, AD, prehistoric, artefact, archaeologist, settlement, hunter gatherer, flint, tribe	**The history of agriculture in the U.K** Arable farming is growing crops, such as cereals and vegetables. Pastoral farming is rearing animals, such as cows and sheep. Mixed farming is both growing crops and rearing animals The type of farming depends on the climate, the quality of the soil and the topography of the area. Some farmers use modern farming practices, including new machinery, technology and scientific discoveries, to produce more food. Whilst this has increased food production there have also been some negative effects on the environment. Modern farming techniques include chemical pesticides, synthetic fertilisers and irrigation technologies. **Key vocabulary** -rural, agriculture, livestock dairy, cattle, pastoral, arable, aquaculture, free range, fairtrade
Sail Class Year C	**The Myans** Identify the modern countries that make up Mesoamerica. Maya traded goods between themselves and other civilisations over land and sea. Maya were polytheists and believed in an afterlife. Maya culture was well established by 1,000 BCE. Priests played a vital role in the Maya hierarchy as they were believed to communicate with the gods. **Key vocabulary-** Mesoamerica, civilisation, hieroglyphics, pyramids, rituals, sacrifice, settlements, chronological	**Ancient Egypt** Know that the Ancient Egyptian empire lasted from 3100BC to 30BC. Understand what life was like in Ancient Egypt. Explain the ritual of mummification. Compare the Egyptian writing (hieroglyphics) with their own. Describe who Tutankhamun was. Know how the River Nile was valuable to building settlements **Key vocabulary-**afterlife, canopic jars, dynasty, hieroglyphics, mummification, papyrus, pharaoh, sarcophagus, tombs	**The Industrial Revolution and the Railway** The main industry in Cornwall during the Industrial Revolution was mining of copper and tin The invention of the steam engine (Richard Trevithick) was crucial to industrialisation in Britain and around the world. The transport revolution (building of road, canals and railways) changed Cornwall Cornwall was linked to the rest of the world during the Industrial Revolution. The mines and buildings constructed during the Industrial Revolution have now been repurposed. **Key vocabulary-** canal, railway, industry, revolution, impact, transportation, trade, Robert Stephenson, Richard Trevithick

	The Romans	The Vikings	The Dark Ages
Sail Class Year D	Know some differences between the daily lives of the Celts and the Romans (houses, clothes, art, entertainment, fighting). Know some reasons the Romans invaded Britain (resources, slaves, power, ambition, revenge). Know that there were three invasions of Britain by the Romans (Unsuccessfully in 55 & 54BCE and successfully in AD43). Know reasons why Boudicca rebelled against the Romans (taxes, property, right to rule, her public flogging). Understand that there are different views of Boudicca and why this might be. Know the impact Roman settlement had on life in Britain (towns, plants, animals, Christianity, ways of reading and counting, roads). **Key vocabulary**- archer, annex, civil war, conquer, defences, emperor, empire, fleet, fort, governor, infantry, kingdom, legion, military alliance, occupation, outnumber, peninsula, pillage, revolt, settlement, tactic	The Vikings began to raid Britain in 789CE. The Vikings came from the modern-day Scandinavian countries of Denmark, Norway and Sweden. The Vikings attacked monasteries as they were poorly guarded and contained many riches. King Alfred 'The Great' agreed to create Danelaw alongside the Anglo-Saxon kingdom of Wessex. The payment of Danegeld to ensure peace with the Viking invaders. England is ruled by Anglo-Saxon and Danish kings, with Edward 'The Confessor' being the last. **Key vocabulary-** archaeologist, chieftain, conquer, Danelaw, invaders, myth, raiders, settlement, tribe, Wessex, runes, longboat, longhouse	The Jutes, Angles and Saxons came from the Netherlands, Denmark and Germany Historians are not sure why the Anglo-Saxons came to Britain. The Romans preferred living in large towns but the Anglo-Saxons lived in small villages. They were farmers and crafts people who usually lived a peaceful and simple life. Saxons settled near rivers and Anglo-Saxon influence can be seen in place names in England today. The Picts and Scots lived in Scotland and are often depicted as wild savages. The religion of the early Anglo-Saxons was Paganism. They worshipped many gods. Over a period of 100 years the Anglo-Saxon Kingdoms converted to Christianity. **Key vocabulary** Missionary, Angles, Christianity Pagans, Picts, Romans, Saxons, Scots, Runes. Sutton Hoo. Wessex, East Anglia, Wattle and daub, Mercia King Alfred

Chronological understanding	**Skills Progression**
EYFS	Talk about and share experiences of the past and present. Talk about and describe artefacts from the past and present. Use simple everyday terms to describe the passing of time, e.g. new and old, now and then etc. Place objects and events within experience, in time order.
Year 1	Sequence events in their life. Understand time in terms of days, weeks and years. Know there is a past to explore and you can talk to people about past experiences. Sequence artefacts such as clothing, from distinctly different periods of time.
Year 2	Sequence artefacts closer together in time and check with reference book and explain their decisions. Sequence photographs from different periods of their life and discuss how things change over time. Describe memories of key events in lives and compare that to the experiences of older people.
Year 3 and 4	Place events from period studied on timeline and on the British timeline. Use terms related to the period and begin to date events. Sequence several events or artefacts. Understand terms such as BC/AD, Century, decade, millennium, era

Year 5 and 6	Use relevant terms and period labels. Make comparisons between different times in the past and understand key periods such as Pre-history, Ancient, Medieval, Tudor, Victorian and Modern times Place current study on timeline in relation to other studies. Use relevant dates and terms sequence up to 10 events on a timeline.
Historical Investigation	**Skills Progression**
EYFS	Talk about events in my life and the lives of people I know.
Year 1	Learn about the past of their parents and grandparents through the Who Am I? topic
Year 2	Recognise why people did things, why events happened and what happened as a result Identify differences between ways of life at different times. Learn about key figures and events such as the Great Fire of London and Grace Darling.
Year 3 and 4	Use evidence to reconstruct life in time studied. Identify and remember key features and events of time studied. Explore at least three distinct time periods. Offer a reasonable explanation for some events. Compare past experiences with their own. Know about the past of our village through spoken history and other resources.
Year 5 and 6	Use primary and secondary sources to investigate and explore events and beliefs systems from at least three key historic periods. Retain key facts and features from periods studied and be able to talk about a particular feature in depth that interested them. Continue local history investigation and place the village in the context of Cornish history.

Historical Interpretation	**Skills Progression**
EYFS	Talk about own life and those of people I know. Talk about and describe my home and the way I live, e.g. day to day life, things I do, my house, my family etc
Year 1	Realise historians explore evidence from the past and use detective skills to try and find out.
Year 2	Look at evidence from the past, particularly photographs and discuss different possible interpretations. Use stories to encourage children to distinguish between fact and fiction
Year 3 and 4	Look at the evidence available and begin to evaluate the usefulness of different sources. Distinguish between different sources- compare different versions of the same story. Use text books and historical knowledge Interpret artefacts with some logic and relation to past experience.
Year 5 and 6	Link sources and work out how conclusions were arrived at and understand our interpretations of the past can change. Consider ways of checking the accuracy of interpretations- fact or fiction and opinion. Confidently use the library and internet for research
Historical Enquiry	**Skills Progression**

EYFS	Talk about important people in my life and those of people I know. Begin to ask questions to deepen my understanding.
Year 1	Find answers to simple questions about the past from sources of information e.g. artefacts.
Year 2	Use a source - observe or handle sources to answer questions about the past on the basis of simple observations Understand collections are held in Museums and produce their own mini museum with labels and information.
Year 3 and 4	Use a range of sources to find out about a period Observe small details– artefacts and pictures Know the difference between fact and opinion Select and record relevant information.
Year 5 and 6	Recognise primary and secondary sources. Use a range of sources to find out about a particular aspect and have some ability to evaluate the resources. Bring knowledge gathered from several sources together in a fluent account.
Presenting, Organising and Communication	**Skills Progression**
EYFS	Communicate their knowledge through: Discussion, drawing pictures, drama/role play, models, writing and ICT
Year 1	Communicate their knowledge through: Discussion, drawing pictures, drama/role play, models, writing and ICT
Year 2	Communicate their knowledge through: Discussion, drawing pictures, drama/role play, models, writing and ICT
Year 3 and 4	Recall, select and organise historical information Communicate their knowledge and understanding. Select and organise information to produce structured work, making appropriate use of dates and terms
Year 5 and 6	Recall, select and organise historical information Communicate their knowledge and understanding. Select and organise information to produce structured work, making appropriate use of dates and terms