

Marhamchurch

St Mark's

History Curriculum



As historians, our children will be encouraged to question their understanding of the past, inspiring a curiosity to learn more about the society in which we live and those of the wider world. Children will critically examine sources and evidence, establishing clear and coherent narratives through civilisations, empires and communities across both Britain and globally. With this knowledge, they will be informed to critically evaluate and explore change, making connections, identifying contrasts and trends over time and recognizing how the past impacts upon the present and our futures.

Schemas run throughout the rolling programme. Here is a key to show those threads:

Legacy schema – a long lasting impact of a particular event or action.

Civilisation schema – a society, culture, and way of life of a particular area.

Invention and technology schema – an invention using engineering and science.

Social change and transport schema – changes in human interactions and relationships that transform culture and social mobility.

Empire/government schema – a group of countries governed by a single ruler.



Year A	EYFS	Year 1/2	Year 3/4	Year 5/6
Autumn 2	ELG – Understanding the world <i>Past and present</i>	The age of transport How has transport changed in the last century? <i>Changes within living memory</i> <i>Global history</i> <i>Legacy and empire/government schema</i>	Stone age to Iron age How did life change from the stone age to iron age? <i>Local history</i> <i>Invention/technology schema</i>	Industrial revolution How did the Industrial revolution impact social change? <i>National history</i> <i>Invention/technology schema and social change/transport schema</i>
Spring 2	ELG – Understanding the world Past and present	Intrepid explorers What impact did the explorer _____ have? (Christopher Columbus or Neil Armstrong) <i>Lives of significant individuals</i> <i>Global history</i> <i>Legacy and empire/government schema</i>	Ancient Greece What did the Ancient Greeks contribute to modern life? <i>Global history</i> <i>Legacy schema</i>	Women's rights What was the social impact of the women's rights movement? <i>National history</i> <i>Legacy and social change schemas</i>
Summer 2	ELG – Understanding the world Past and present	Great fire of London What happened to London during the fire of 1666? <i>Events beyond living memory</i> <i>National history</i> <i>Social change schema</i>	Roman empire What was the impact of the Roman invasion on Britain? <i>National history</i> <i>Legacy and Empire/government schemas</i>	The Shang dynasty What were the main achievements of the Shang dynasty? <i>Global history</i> <i>Invention/technology and Empire/government schema</i>
Year B	EYFS	Year 1/2	Year 3/4	Year 5/6
Autumn 2	ELG – Understanding the world	Marvelous Medicine How did _____ influence nursing?	Ancient Egypt What was life like for the ancient Egyptians?	World War II What impact did World War II have on Cornwall?



		(Mary Seacole or Florence Nightingale) <i>Lives of significant individuals</i> <i>Global history</i> <i>Social change and legacy schemas</i>	<i>Global history</i> <i>Civilisation schema</i>	<i>Local history</i> <i>Legacy and social change schemas</i>
Spring 2	ELG – Understanding the world	The age of flight How has flight impact our lives? <i>Events beyond living memory/lives of significant individuals</i> <i>(Wright brothers or Emilia Earhart)</i> <i>National history</i> <i>Invention/technology and social change schemas</i>	Ancient Egypt What were the achievements of the ancient Egyptians? <i>Global history</i> <i>Civilisation schema</i>	Anglo-Saxons and Scots Who were the Anglo-Saxons and why did they invade and settle in Britain? <i>National history</i> <i>Social change and empire/government schemas</i>
Summer 2	ELG – Understanding the world	Local castle study What was lifelike in a castle? (Tintagel or Launceston castle) <i>Local history</i> <i>Civilisation schema</i>	Vikings How successful was the Viking invasion? <i>National history</i> <i>Social change schema</i>	Early Islamic dynasty What discoveries were made in the early Islamic civilization? <i>Global history</i> <i>Civilisation schema</i>

Disciplinary knowledge overview

Year	Chronology	Range and depth	Interpretation	Enquiry	Organisation and communication
1/2	Sequence events or objects in my life, in chronological order. Sequence 3 or 4 artefacts from different periods of time. Label timelines with an increasingly broader vocabulary of everyday historical terms.	Begin to describe similarities and differences. Use a range of sources to find out characteristic features of the past. Find out about people and events in other times and	Describe memories of key events in living memory. Begin to identify different ways to represent the past (i.e. photos, stories, adults)	Sort 3 or 4 artefacts into 'then' and 'now'. Ask and answer questions related to different sources and objects, i.e. What happened? What was it like?	Create timelines (3D with objects/sequential pictures). Annotate photos.



	Sequence artefacts closer together in time, sequence events, photos etc.	identify differences in their lives. Confidently describe similarities and differences between artefacts and photos. Describe key events and when they happened in time. Compare 2 sources of a past event.	Develop empathy and understanding (Hot seating, speaking and listening) Compare pictures and photographs of people or events in the past. Identify different ways to represent the past.	Use as wide a range of sources as possible. Begin to discuss the effectiveness (reliability) of sources. Use timelines. Use a source – why, what, who, how, where – to ask questions and find answers.	
3/4	Place the time studied on a timeline. Place events from the period studied on a timeline. Use terms related to the period and begin to date events. Understand more complex terms i.e. BC/AD	Find out about everyday lives of people in time studied and use evidence to reconstruct life in the time studied. Compare with our life today. Identify reasons for and results of people's actions. Understand why people may have to do something. Identify key features and events and look for links and effects in time studied.	Distinguish between different sources and evaluate their usefulness. Identify and give reasons for different ways in which the past is represented.	Use a range of sources to find out about a period. Observe small details in artefacts and pictures. Select and record information relevant to the study. Begin to use the library/e-learning for research and ask and answer questions. Choose relevant material to represent a picture of one aspect of life in period studied.	Communicate knowledge and understanding in a variety of ways – discussions, pictures, writing, annotations, drama. Work independently and in groups.
5/6	Place current study on a timeline in relation to other studies. Relate current studies to previous studies. Make comparisons between different times in History.	Examine causes and results of great events and the impact on people. Compare life in early and late times studied.	Compare accounts of events from different sources and consider what may be fact and what may be fiction.	Use evidence/range of sources to build up a picture of life in period studied. Select relevant sections of information.	Record and communicate knowledge in different forms. Work independently and in groups showing initiative.



	<p>Use relevant terms and periods. Sequence up to 10 events on a timeline.</p>	<p>Study different aspects of life of different people i.e. men and women.</p> <p>Compare an aspect of life with the same aspect in another period including looking at beliefs and behaviours.</p> <p>Write an explanation of a past event in terms of cause and effect, using evidence to support and illustrate explanation.</p> <p>Know key dates, characters and events of the period studied.</p> <p>Find out about beliefs, behaviour and characteristics of people, recognizing that not everyone shares the same views and feelings.</p>	<p>Link sources and work out how conclusions were arrived at.</p> <p>Consider ways of checking the accuracy of interpretations – fact, fiction or opinion.</p> <p>Be aware that different evidence will lead to different conclusions.</p> <p>Confidently conduct research.</p>	<p>Recognise primary and secondary sources.</p> <p>Suggest omissions and the means of finding out.</p> <p>Gather knowledge from a range of sources and bring it together in a fluent account.</p>	<p>Use a variety of ways to communicate knowledge and understanding, including extended writing.</p> <p>Plan and carry out individual investigations.</p>
--	--	---	---	---	---

Substantive knowledge and enquiry questions



Year A	Unit/disciplinary skills	NC Objectives	Enquiry questions/substantive knowledge
Autumn 1/2	<p>The age of transport</p> <ul style="list-style-type: none"> Develop knowledge of chronology by ordering photographs - making a timeline. Deduce information from historical sources, particularly in relation to chronology. To use different historical sources to discuss and explain what transport was like at different time periods. Compare photos of the past to those in the present. Relate key events and happenings to a historical context. <p>Identify changes from the past, such as modes of transport, from historical photographs (primary sources).</p>	<p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p>	<p>Key enquiry question:</p> <p>How has transport changed in the last Century?</p> <p>Weekly questions:</p> <p>What do the methods of transport look like today?</p> <p>What did transport look like 75 years ago?</p> <p>How did the popularity of cars change our road network?</p> <p>How has car safety changed over time?</p> <p>How are the ways in which cars are powered changing?</p> <p>What technological changes are still happening?</p> <p>Compare transport from recent history with transport today (e.g. electric bikes, cars, trains).</p> <p>Look at how people travelled in the 1950's and how this has changed over the last 75 years.</p> <p>Learn about the popularity of cars and the need to build roads.</p> <p>Explore changes in the ways vehicles are powered, from fossil fuels, like petrol and diesel, to electric vehicles.</p> <p>Learn about improvements in car safety, including seatbelts and child 'booster' seats.</p> <p>Discover the use of technology in vehicles, including Bluetooth and satnav, and self-driving cars.</p> <p>Know that by the 2010's, cars powered by electric batteries were gaining in popularity. By the end of 2022, nearly 25% of UK cars sold were either fully electric or a plug-in hybrid.</p> <p>Compare and order a VW van in the 1950's to the T4/T5 models (2000's) to the new electric models (2022).</p> <p>Environmental concerns, political pressure and the price of fuel sparked renewed interest in electric powered vehicles.</p>



<p>Spring 1/2</p>	<p>Intrepid explorers (Christopher Columbus or Neil Armstrong)</p> <ul style="list-style-type: none"> Examine different historical sources and use them to support ideas, explaining what has been learnt from the sources. Chronologically order events from the Moon Landing. Identify the achievements of key figures by reading secondary sources. Sort expedition items that were used over 500 years ago from those that were used 50 years ago by Neil Armstrong, and to identify similarities and differences. Write a simple newspaper article about the moon landing using information from primary and secondary sources. Begin to develop awareness of which of these are primary and secondary sources. <p>Develop an awareness of the chronology of exploration.</p>	<p>The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.</p>	<p>Key enquiry question:</p> <p>What impact did the explorer _____ have? (Christopher Columbus or Neil Armstrong)</p> <p>Weekly questions:</p> <p>When did Christopher Columbus live and what did he want to achieve?</p> <p>What did Christopher Columbus discover on his voyage?</p> <p>What did Christopher Columbus bring back to Europe from the Americas?</p> <p>Who is Neil Armstrong and why is he remembered?</p> <p>What happened during the first moon landing?</p> <p>What impact did the moon landing have on the world?</p> <p>The Moon landing refers to the first time a human walked on the moon. It took place on July 20, 1969, and the astronauts were Neil Armstrong and Buzz Aldrin. They are American. The Moon landing was a result of the 'Space Race' between the USA and the USSR.</p> <p>To know the events of the Moon Landing in 1969 and the chronology of what happened, including the launch of Apollo 11 from Florida (16th July), landing on the moon using the Eagle module (20th July), spending over 21 hours on the moon, and returning to Earth, landing in the Pacific Ocean on 24th July.</p> <p>The first person on the moon was Neil Armstrong. Armstrong and Aldrin walked on the moon and did experiments as well as taking samples and photographs. Collins stayed in orbit around the moon in the command module.</p> <p>Sources help us to find out about the past and that these take different forms, e.g. photographs and film footage of the moon landing, written articles/films about and</p>
-------------------	--	---	--



			<p>featuring the astronauts talking about their experience. Rock samples were also brought back to be studied.</p> <p>Further research in space travel and use of satellites and the ISS.</p> <p>Primary sources are from the time of the event in history.</p> <p>Exploration has developed over time - from Christopher Columbus in the 15th Century to Neil Armstrong in the 20th Century. There are similarities and differences between expedition items 50 and 500 years ago. Learn the route that Columbus took and what trade ensued from his discovery of the Americas. Look at settlements that built up and migration.</p> <p>Key female figures had major achievements during Apollo 11 and throughout the history of exploration (these include Katherine Johnson, Valentina Tereshkova, Mae Jemison, Helen Sharman, Christina Koch and Jessica Meir).</p>
<p>Summer 1/2</p>	<p>The Great fire of London</p> <ul style="list-style-type: none"> • Compare primary and secondary sources. • Put historical events in chronological order. • Use secondary sources to find historical information. • Use non-fiction writing skills to write about a key historical event. • Found out about the Great Fire by researching an historical landmark and learning about the changes it caused. <p>Research using historical sources.</p>	<p>Events beyond living memory that are significant national and globally.</p>	<p>Key enquiry question:</p> <p>What happened to London during the fire of 1066?</p> <p>Weekly questions:</p> <p>What was London like in 1066?</p> <p>How did the Great fire start?</p> <p>How do we know what happened during the fire? (Samuel Pepys)</p> <p>Why was the fire so devastating?</p> <p>What did the King do to improve London?</p> <p>What was established as a result of the fire?</p> <p>The great fire of London occurred centuries before the eras previously studied.</p>



			<p>Where the Great Fire of London started (Pudding Lane, Thomas Farryner's Bakery). Which historical figures were involved and the evidence they provided e.g. Samuel Pepys, Thomas Farryner, Sir Christopher Wren, King Charles. The extent of the damage caused and its impact on London (One-third of London was destroyed and about 100,000 people were made homeless) and how current technology and resources would prevent this in a modern context. Key historical facts and dates (2nd September 1666 and lasted for five days) The difference between historical sources e.g. primary and secondary sources and how to use these to gain information.</p>
<p>Autumn 3/4</p>	<p>Stone age to Iron age</p> <ul style="list-style-type: none"> • Ask questions about the past that can be investigated. • Demonstrate an understanding of chronology and where the Stone Age to Iron Age fits. • Use a range of sources to carry out research. • Use primary and secondary sources to suggest what the past might have been like. • Use historical vocabulary to describe the periods. • Identify and describe reasons for and results of changes in the periods. • Identified how natural materials available influenced changes. • Compared life in different time periods (e.g. stone age and modern man). 	<p>Changes in Britain from the stone age to Iron age. This should include late neolithic hunter-gatherers and early farmers, Skara Brae. Bronze age religion, technology and travel, for example, Stonehenge and Iron age hill forts: tribal kingdoms, farming, art and culture.</p>	<p>Key enquiry question:</p> <p>How did life change from the Stone age to iron age?</p> <p>Weekly questions:</p> <p>What was prehistoric Britain like?</p> <p>Were Stone age people just hunter-gatherers?</p> <p>Who were the first farmers?</p> <p>How did life begin to change during the Bronze age?</p> <p>What was life like for someone living in the Iron age?</p> <p>How did the Stone age and Iron age differ?</p> <p>The Stone age was a prehistoric era which occurred before the eras previously studied.</p> <p>It was called the Stone Age because it was dominated by stone tools.</p> <p>It consisted of three different periods called Palaeolithic, Mesolithic and Neolithic.</p> <p>It lasted from 2.5 million years ago to approx. 5 million years ago.</p> <p>Changes that impacted on the way people lived included the discovery of fire, the development of increasingly sophisticated tools and the introduction of settlements and farming.</p> <p>The way people lived (homes, diet) was influenced by natural materials.</p>



			<p>Religion became more organised as the era progressed into the Bronze Age. (burial grounds etc).</p> <p>The Bronze Age drove progress forwards resulting in stronger weapons, better farming and simple trade. (e.g. simple boats).</p> <p>In the Iron Age there was a range of economic and social changes. For example, the concept of wealth, different towns and defences and an increase in trade and land ownership.</p>
<p>Spring 3/4</p>	<p>Ancient Greece</p> <ul style="list-style-type: none"> Use secondary sources to draw comparison between the organisation of ancient Athens and current society (e.g. democracy), and link aspects of life from Athens and Sparta (competitive sport, culture etc) to modern life. Deepen this understanding by devising historically valid questions. Use a range of sources to be able to convey, through writing, what life was like for a hoplite soldier (primary: images of body armour, sculptures, and art depictions; secondary: textbooks, the internet and narration from a historian via documentaries) Use maps to study how the Ancient Greeks planned their journeys to trade and compare these with the trade routes of different eras. Note connections and contrasts between modern worldwide religions and knowledge of who the Ancient Greeks worshiped, supported by own research and enquiry. <p>Gather, record and present key information from Ancient Greek life at home. Pupils will draw on their skills from previous years to create hypotheses of what life was like</p>	<p>A study of Greek life and achievements and their influence on the western world.</p>	<p>Key enquiry question:</p> <p>What did the Ancient Greeks contribute to modern life?</p> <p>Weekly questions:</p> <p>Who were the Ancient Greeks and where did they live? (Athens and Sparta – differences)</p> <p>What do artefacts and archaeological sites tell us about what life was like in Ancient Greece?</p> <p>How were the Ancient Greeks governed and are there any similarities with how we are governed today? (Sparta and Athens comparison)</p> <p>What can we learn from our language about Ancient Greece?</p> <p>How have the Olympic games changed since they were first held in Ancient Greece?</p> <p>The ancient Greek empire coincides with the end of Ancient Egypt (which was conquered by the Ancient Greeks)</p> <p>Ancient Greece had a warm, dry climate, as it does today.</p> <p>Greece was divided into city-states that each had their own laws and way of life, but all spoke the same language. Two of the best-known city states are Athens and Sparta.</p> <p>In Athens, Greek styles of art, architecture, philosophy and theatre were developed.</p>



	<p>for children (in Athens and Sparta) using their research skills to develop and explore their reasoning.</p>		<p>Athens had a democratic government – people who lived there made decisions by voting.</p> <p>In Sparta, there was a strong emphasis on military warfare.</p> <p>In 490bc, Persians invasion led to the Battle of Marathon; The Athenians sent a hoplite (Greek foot soldier) named Pheidippides to ask Sparta for help but won the battle without them.</p> <p>The first Olympic games were held in 776 in the city-state Olympia.</p> <p>The Greeks used different kinds of columns in the stone buildings they made – Doric, Ionic and Corinthian.</p> <p>Religion was very important in Ancient Greece. The Greeks believed there were different gods and goddesses that were in charge of different parts of their lives, such as a god of the sea and a goddess of wisdom. Temples were built in their honour.</p> <p>Some of our alphabet came from the one that the Ancient Greeks used.</p> <p>Greece eventually became a part of the Roman Empire. The Romans conquered Athens in 146 BC.</p>
<p>Summer 3/4</p>	<p>Roman empire</p> <ul style="list-style-type: none"> • Carry out historical enquiry from a range of sources - written accounts of invasions, original artefacts, museum visit. • Compare Britain and Rome in the same era using a comparative table following class discussion. • Research Roman life and Armies - using primary and secondary sources. • Undertake critical thinking by asking questions about a historical era and making and conveying value judgements. • Comparative thinking: Relate what life in ancient Britain was like in comparison to modern Britain, 	<p>The roman empire and its impact on Britain.</p>	<p>Key enquiry question:</p> <p>What was the impact of the Roman invasion on Britain?</p> <p>Weekly questions:</p> <p>Who were the Romans and where did they come from?</p> <p>Why did they decide to invade Britain?</p> <p>What was the impact of the Roman invasion on the Celtic people?</p> <p>Who was Boudica and how did she try to rebel?</p> <p>How did the Romans impact religion in Britain?</p>



	<p>understanding aspects of similarity and difference.</p> <ul style="list-style-type: none"> • Organisation and selection of relevant historical information, including artefacts, primary and secondary sources. • Develop understanding of how our knowledge of the past is constructed from a range of sources. <p>Sequence key events from Roman History and relate the era to other ancient eras to develop a chronologically secure knowledge and understanding of Roman History.</p>		<p>How did Britain change and what is the lasting impact?</p> <p>The Roman invasion coincided with the Iron Age.</p> <p>To know the extent of which the Roman empire had spread by AD55 and the state of its army, as a context to the invasions of Celtic Britain.</p> <p>To know how some of the pre-existing laws, living conditions and architecture of Celtic Britain differed from those that followed the Roman invasion.</p> <p>That the British invasion was resisted by Celtic tribes and that one of the most significant of these was the Iceni tribe, led by Boudicca.</p> <p>To know about the relationship between Celts and Romans after each invasion (i.e. relative peace and trade links).</p> <p>That the Roman invasion had a lasting influence on Britain, including new towns, roads, plants, animals, food, language and that this has an impact on lifestyle (for example, religion, public order, food, libraries, language, the calendar, and mathematics).</p>
<p>Autumn 5/6</p>	<p>Industrial revolution</p> <ul style="list-style-type: none"> • Use artefacts to make connections and develop understanding of what impact the industrial revolution had on social change. • Use knowledge to form and convey opinions on whether, the revolution was successful in improving society, obtained facts from historical sources. • Extract historical information from text and video, noting down key facts. • Evaluate what the key information is regarding to be able to produce relevant and concise historical informative writing. • Analyse paintings to infer what message the artist is trying to convey about their subject and important events during their time. • Use different historical sources to conclude about a historical figure. 	<p>a study of an aspect or theme in British history that extends pupils' chronology beyond 1066, including a significant turning point in British history.</p>	<p>Key enquiry question:</p> <p>How did the Industrial revolution impact social change?</p> <p>Weekly questions:</p> <p>When and what was the Industrial revolution?</p> <p>How did the Industrial revolution impact where people lived?</p> <p>What important inventions enabled the growth of factories?</p> <p>What was the impact of the development of canal systems?</p> <p>What was the impact of the development of steam engines and railways?</p> <p>What would it have been like living in an industrial city?</p>



	<ul style="list-style-type: none"> Compare the influence and power of the British Empire with modern equivalents. 		<p>Know the Industrial revolution was a time when the manufacturing of goods moved from small shops and homes to large factories. People moved from rural areas to growing cities to work. Introduction of new technologies, transportation, and a different way of life for many. Began in Great Britain in the late 1700s. Learn about the important inventions and inventors which led to industrialisation such as James Watt who invented an improved steam engine which could be used to power mill machinery. Look at the Leeds Liverpool Canal, how it was built, the technology of locks and tunnels, the goods that were transported, and the impact it had on places like Skipton. Look at the building of a railway and the invention of the Rocket by George Stephenson and its impact on transport and growth of towns and cities. Explore what it would have been like to live in an Industrial city, the building of cheap housing, sanitation, lack of food and health and education provision, etc. Know about the 1833 factory Act and its campaigners, such as Michael Sadler, and the MP Anthony Ashley-Cooper.</p>
<p>Spring 5/6</p>	<p>Women's rights</p> <ul style="list-style-type: none"> Identify examples and places of discrimination. Create own investigative questions. Identify features, places, and reasons for discrimination. Use sources to prove or disprove hypotheses about impact of discrimination on people at the time. Identify examples of those who acted against discrimination. Identify examples and places of discrimination. Identify examples of the acting against discrimination Identify and celebrate evidence of the fight against discrimination. <p>Analyse and compare textual sources about equality and discrimination e.g. Emily Pankhurst.</p>	<p>A study of an aspect or theme in British history that extends beyond pupils' chronological knowledge beyond 1066, including a significant turning point in British history.</p>	<p>Key enquiry question:</p> <p>What was the social impact of the women's rights movement?</p> <p>Weekly questions:</p> <p>What was it like for different classes of people in Victorian times?</p> <p>Who were the suffragettes?</p> <p>What actions did the suffragettes take?</p> <p>Who did the most for the suffragette movement?</p> <p>How did WWII change peoples' perception of women?</p> <p>How did women get the vote?</p> <p>It began to build momentum during the first World War when women played a key role in filling the jobs of men who were away fighting.</p>



			<p>By the end of WW1, in 1918, almost a million women were working in munitions factories. The number of women working on the railways rose to 50,000. Women began to work in the police force as well.</p> <p>During the war women could join the Women's Army Auxiliary Corps (WAAC) 1916. The Women's Royal Naval Service in 1917 and Women's Royal Air Force in 1918. 100,000 women joined up.</p> <p>The women's Social and Political Union (WSPU) was established by Christabel Pankhurst and her mother Emmeline, in Manchester in 1903. They campaigned for women's suffrage, the right for women to vote in public elections in Britain.</p> <p>A protest in Hyde Park, London, in 1908, attracted 300,000 protestors.</p> <p>On 6th February 1918, women over 30 years old who owned a house were given the right to vote. 8.4 million women voted in the 1918 election but the right to vote for all women over the age of 21 wasn't given until 1928.</p> <p>Constance Markievicz was elected as a member of Parliament in the 1918 election, followed by Nancy Astor in 1919.</p> <p>Eventually paved the way for Britain's first female Prime Minister, Margaret Thatcher in 1979.</p> <p>After the 2019 general election, 220 members of Parliament were women.</p>
<p>Summer 5/6</p>	<p>The Shang dynasty</p> <ul style="list-style-type: none"> • Find out and draw conclusions about Shang dynasty life by looking at artefacts. • Use different resources, including keys, and knowledge of other languages to decode symbols. • Use pictures to create a hypothesis and then investigate which evidence could support this. • Use primary and secondary sources, to find out about life in the Shang Dynasty era. • Evaluate what the key information is regarding to be able to produce relevant and concise historical informative writing. • Compare the influence and power of the Shang Dynasty with modern equivalents. 	<p>The achievements of the earliest civilisations.</p>	<p>Key enquiry question:</p> <p>What were the main achievements of the Shang dynasty?</p> <p>Weekly questions:</p> <p>When and where did the Shang dynasty develop?</p> <p>What was life like for people during this time?</p> <p>How has the bronze work, early writing, astronomy and maths helped life today?</p> <p>How do we know about life so long ago? What evidence is there?</p> <p>Who was Fu Hao and why was the discovery of her tomb significant?</p> <p>What does the fall of the Shang dynasty teach us about rulers and how they should be?</p>



			<p>To know that the founder of the Shang Dynasty, Cheng Tang, overthrew the Xia dynasty to take power.</p> <p>The Shang dynasty was China's first civilisation that left evidence. Even then it was only recently that they knew it really did exist and was not made-up.</p> <p>The discovery of oracle bones with their inscriptions, provided the best proof that the Chinese could write, and they tell us about their kings, religious beliefs and how their society was run.</p> <p>The Shang dynasty survived for 600 years during which time it was constantly at war. Most battles were won because they had better weapons.</p> <p>The Shang worshipped the Shang Di who was the supreme god who ruled other lesser gods of the sun, moon, wind, and rain. They also worshipped their ancestors because they thought they still influenced the kins.</p> <p>They invented a system of writing similar to that still used today, they were the best in the world at making bronze and knew how to use chariots in battle, changing completely the way battles were fought.</p> <p>They were known for their advancements in maths, astronomy, artwork and military technology.</p> <p>The Shang dynasty came to an end because it was said the king was evil and that heaven no longer wanted him to rule because of the bad way he behaved.</p>
Year B	Unit/disciplinary skills	NC Objectives	Enquiry questions/substantive knowledge
Autumn 1/2	<p>Marvelous Medicine (Mary Seacole or Florence Nightingale)</p> <ul style="list-style-type: none"> Compare present day nursing with nursing from the past. Compare standards of hygiene in hospitals between the past and present. Use primary and secondary sources to find out about the lives of Florence Nightingale and Mary Seacole. Order events chronologically. Use and interpret a timeline with greater accuracy. Comment on the legacies of significant people in history and record key understanding. 	<p>The lives of significant individuals in the past who have contributed to national and international achievements.</p>	<p>Key enquiry question:</p> <p>How did _____ influence nursing? (Mary Seacole or Florence Nightingale)</p> <p>Weekly questions:</p> <p>Who was Mary Seacole? (Florence Nightingale)</p> <p>How did <u>Mary Seacole's</u> early experiences influence her later in life?</p> <p>How did racism effect Mary Seacole? (discrimination against Florence Nightingale)</p> <p>What advances in medicine did Mary Seacole make?</p>



			<p>What difficulties did Mary Seacole face in Crimea?</p> <p>Why did it take over 100 years for the work Mary Seacole did to be recognised?</p> <p>Florence Nightingale a famous British nurse who lived from 1820-1910. Florence Nightingale began her nursing career during the Crimean War and campaigned for better hospital conditions for the wounded soldiers there. Nightingale helped to make hospitals more sanitary places and is considered the founder of modern nursing (Much of what we know about clean, organised hospital conditions today is thanks to Florence's hard work and research) During the Crimean War, Florence Nightingale was nicknamed 'The Lady with the Lamp' because she would work all night to make sure the soldiers had what they needed, including water and warm blankets.</p> <p>Florence Nightingale influenced modern nursing and training in the medical profession.</p> <p>The Crimean War, 1853-1856, was caused by disagreements between Russia and the UK, France, Sardinia, and the Ottoman Empire over the ownership of territories in the Ottoman Empire.</p> <p>Hospitals, including that in Scutari were very basic and the soldiers were not given good food and medicine to help them get better.</p> <p>Wounded soldiers often arrived with diseases like typhus, cholera and dysentery. More men died from these diseases than from their injuries.</p> <p>Women were not highly regarded in the medical profession at the time.</p> <p>Mary Seacole was born in 1805 in Jamaica to a Scottish soldier and a Jamaican nurse and healer.</p> <p>Mary Seacole learnt about traditional Jamaican treatments and remedies from her mother and from army doctors staying at the boarding house. These skills were put to good use when many people in Kingston fell victim to a deadly disease called cholera.</p> <p>Mary wanted to help the British soldiers who were going to Russia to fight in the Crimean war and opened a "British Hotel" near to the battlefields with her loyal friend Thomas.</p> <p>Lots of nurses did invaluable work looking after the soldiers in the Crimean War, but Mary showed further bravery by riding on horseback into the battlefields, even when under fire, to nurse wounded men from both sides of the war.</p> <p>Mary was known amongst the soldiers as 'Mother Seacole' owing to her bravery.</p>
--	--	--	--



			<p>Primary sources from the time include portraits of Florence Nightingale and drawings of her attending to soldiers in Scutari hospital and the conditions, extracts from her book 'Notes on Nursing' and the black and white photograph from her nursing school)</p>
<p>Spring 1/2</p>	<p>The age of flight</p> <ul style="list-style-type: none"> Order the events of flight history onto a timeline. Identify and say some differences between the Wright flyer and a modern aeroplane. Recall some key facts about the Wright brothers. Deduce and learn from primary historical sources (early film footage of documenting initial unsuccessful early flying machines) <p>Act out the story of the Wright brothers' first aeroplane flight and think about how people may have reacted at the time.</p>	<p>Events beyond living memory that are significant national or globally.</p> <p>The lives of significant individuals in the past who have contributed to national and international achievements.</p>	<p>Key enquiry question:</p> <p>How has flight impacted our lives?</p> <p>Weekly questions:</p> <p>When was the first attempts at flight?</p> <p>What did the first successful flight look like?</p> <p>Who were the Wright brothers?</p> <p>What was the first plane?</p> <p>Who made successful achievements in flight?</p> <p>To know that people had an ambition to fly a long time before it became possible (Daedalus and Icarus story from ancient Greece, Da Vinci's drawings of a helicopter and mechanical flying machines). Many early attempts to fly were unsuccessful.</p> <p>The hot air balloon was invented by the Montgolfier brothers in 1783. It has become the oldest invention that can successfully take people into flight.</p> <p>The first manned hot air balloon flight took place in Paris, 1783.</p> <p>Orville and Wilbur Wright were two brothers, born in America. Their interest in flight began when their father bought them a toy 'helicopter'.</p> <p>The Wright brothers' first aeroplane, the Wright Flyer, successfully flew in front of 5 people in 1903.</p> <p>Ava Lovelace designed a steam powered machine at the age of 12 (1827).</p> <p>Bessie Coleman (1892 - 1926) was the first black woman in the world to earn a pilot's license.</p>



<p>Summer 1/2</p>	<p>Local castle study</p> <ul style="list-style-type: none"> • Develop knowledge of chronology by ordering images - making a timeline. • Deduce information from historical sources, particularly in relation to chronology. • To use different historical sources to discuss and explain what castle life was like at different time periods. • Compare images of the past to those in the present in the same location. • Relate key events and happenings to a historical context (building castles in a particular location) identify changes from the past. 	<p>Significant historical events, people and places in their own locality.</p>	<p>Key enquiry question:</p> <p>What was life like in a castle? (Tintagel or Launceston castle)</p> <p>Weekly questions:</p> <p>What is a castle and why were they built? Where were castles built and why? Who lived in a castle? What was daily life like in a castle? Why was trade so important to life in a castle? When did life in castles end?</p> <p>Tintagel Castle – explore remains of the 13th century castle. Know it was first home to Richard, Earl of Cornwall. Learn about the trade routes with mediterranean Europe, and tin mining in Cornwall. Learn the site was first inhabited during the Roman period, and a community lived there between the 5th and 7th century. Explore what life inside a castle would have been like, the people who lived there and what jobs they would have had. Learn about the legend of King Arthur.</p> <p>Launceston Castle – explore the remains of the Norman Castle. Know it was home to Richard, Earl of Cornwall. Know that Launceston was listed in the Domesday Book (1086) owned by Count Robert of Mortain. Look at the growth of Launceston as a town around the castle. It is the ancient gateway to Cornwall. It had a gaol and courts were held there. Learn about the significance of tin mining and trading. Learn about the priest Cuthbert Mayne and George Fox who were imprisoned there.</p>
-------------------	---	--	--



			<p>Explore what life inside a castle would have been like, the people who lived there and what jobs they would have had.</p>
<p>Autumn 3/4</p>	<p>Ancient Egypt</p> <ul style="list-style-type: none"> Find out and draw conclusions about Egyptian life by looking at artefacts. Use different resources, including keys, and knowledge of other languages to decode hieroglyphics into English. Use primary and secondary sources to suggest what the past might have been like. Use pictures to create a hypothesis and then investigate which evidence could support this. <p>Use primary and secondary sources, such as newspaper reports, to find out about the discovery of Tutankhamun's tomb and subsequent events.</p>	<p>The achievements of the earliest civilisations.</p>	<p>Key enquiry question:</p> <p>What was life like for the ancient Egyptians?</p> <p>Weekly questions:</p> <p>When and where did the ancient Egyptian civilisation develop?</p> <p>What was the role of the Pharaoh?</p> <p>What did the ancient Egyptians believe and who were their Gods?</p> <p>What did the Egyptians believe about death and what happens to you when you die?</p> <p>What have we learnt about Tutankhuman?</p> <p>Why did the Egyptians build temples, tombs and pyramids?</p> <p>The ancient Egyptian empire lasted for about 3000 years (30 centuries) from its unification around 3100BC to its conquest by Alexander the Great in 332BC.</p> <p>Egypt is in North Africa and that 90% is a desert area.</p> <p>The Pharaoh was an Egyptian king who owned all the land, made laws, collected taxes, and defended Egypt.</p> <p>A Pharaoh represented the Gods on earth and performed rituals and built temples to honour the gods.</p> <p>Ancient Egyptians believed in an afterlife and preserved the body after death using mummification, storing internal organs in 'canopic jars'.</p>



			<p>Tutankhamun's tomb was discovered by Howard Carter in 1922 and that subsequent events led to the widespread belief that the tomb was cursed.</p> <p>Daily life in Ancient Egypt – BBC Teach. Explore what a home would have been like and what the life of men and women of a household would have been like. Learn about the life of Kha and Merit from evidence found in their tombs and remains of the ancient village of Pa-Demi.</p> <p>Learn about the food eaten from remains in the tomb. Discover what clothes they wore. Life as a servant etc.</p>
<p>Spring 3/4</p>	<p>Ancient Egypt</p> <ul style="list-style-type: none"> Find out and draw conclusions about Egyptian life by looking at artefacts. Use different resources, including keys, and knowledge of other languages to decode hieroglyphics into English. Use pictures to create a hypothesis and then investigate which evidence could support this. Use primary and secondary sources, such as museum images, artefacts, and articles about the inventions of the Egyptians. Note connections over time and use the appropriate vocabulary to discuss. <p>Address and devise historically valid questions prompted from the handing of artefacts.</p>	<p>The achievements of the earliest civilisations – in depth study.</p>	<p>Key enquiry question:</p> <p>What were the achievements of the ancient Egyptians?</p> <p>Weekly questions:</p> <p>How did the Egyptians use flooding to improve agriculture?</p> <p>What are hieroglyphics?</p> <p>How did the Egyptians design and build pyramids?</p> <p>What is an ox-drawn plough and why are we still using it in some countries today?</p> <p>How did Egyptians invent the calendar and clock?</p> <p>The ancient Egyptian empire lasted for about 3000 years (30 centuries) from its unification around 3100BC to its conquest by Alexander the Great in 332BC.</p>



			<p>Egypt is in North Africa and that 90% is a desert area.</p> <p>The ancient Egyptians lived along the banks of the river Nile which they depended on for fresh water.</p> <p>The annual flooding of the Nile enabled the Egyptians to grow crops around the banks as the ancient Egyptians developed advanced canal and irrigation systems to supply Nile water to outlying farms and villages.</p> <p>Ancient Egyptians used hieroglyphics to communicate, an advanced form of writing using symbols.</p> <p>Learn about the technology used to design and build the ancient pyramids.</p> <p>Learn about the ox-drawn plough still used in some developing countries today.</p> <p>Learn about the invention of the calendar and clock.</p>
<p>Summer 3/4</p>	<p>Vikings</p> <ul style="list-style-type: none"> Order significant events from with the Viking era on a timeline and relate to Anglo Saxon period. Construct informed responses that involve thoughtful selection and organisation of relevant historical information by learning about and organising information about Viking life. Address and devise historically valid questions prompted from the handing of artefacts. Use maps to study how the Vikings planned their journeys to attack, invade and trade and compare these with the trade routes of different eras. Organisation and selection of relevant historical information, including artefacts, primary and secondary sources. 	<p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</p>	<p>Key enquiry question:</p> <p>How successful was the Viking invasion?</p> <p>Weekly questions:</p> <p>What pre-conceptions do we have of the Vikings already?</p> <p>Who were they, where did they come from and why did they raid?</p> <p>How did the actions of the Vikings effect their reputation?</p> <p>How did the Vikings try to take over the British Kingdoms, and how close did they get?</p> <p>How have recent excavations changed our view of the Vikings?</p> <p>Vikings came from the modern Scandinavian countries of Denmark, Norway and Sweden.</p>



			<p>They travelled in boats called longships and first arrived in Britain around AD 787.</p> <p>The Vikings raided places such as monasteries and pillaged expensive items to trade (the first recorded raid took place in AD 793). Learn about the attack on Lindisfarne.</p> <p>They were looking for valuable goods like gold and jewels, imported foods and other useful materials. The Vikings also wanted to claim land and tried to take over much of Britain.</p> <p>They invaded and settled in Scotland before heading south to places such as York. By AD 878 the Vikings had settled permanently in Britain.</p>
<p>Autumn 5/6</p>	<p>World War II</p> <ul style="list-style-type: none"> • Make comparisons between their lives now and the life of a child in WW2. For example, school life, food/rationing, evacuees. Using primary sources, film clips and interviews of people involved in WW2. • Discuss the sequence of events, leading up to the beginning of WW2. Use knowledge of alliances and government pressures to discuss their views and opinions. (Use their timelines as secondary sources) When appropriate, make connections with past and current affairs and happenings in the world today. • Write a letter from the point of view of someone in WW11 they will draw on their local knowledge and how local areas have been affected, demonstrating empathy for others. • Present findings from secondary sources guided by their written pieces. • Use role play to debate and deepen understanding of the reasons for going to war from the point of view of the allies and/or axis. • Use primary and secondary sources (pictures and diagrams of objects and things used in WW2 e.g. ration poster, shelter design) of history to gain the knowledge of the experiences of children living in London during the war and what it was like when they were evacuated to Cornwall (evacuees). 	<p>The study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. A significant turning point in British history.</p>	<p>Key enquiry question:</p> <p>What impact did World War II have on Cornwall?</p> <p>Weekly questions:</p> <p>What was World War II and why did it begin?</p> <p>How did the German invasion affect Britain?</p> <p>What was evacuation and why did children get evacuated to Cornwall?</p> <p>Why was their rationing and what impact did this have on farming and women's involvement in the war in Cornwall?</p> <p>How did targeted bombing affect Cornwall?</p> <p>What defences were put in place in Cornwall and the Southwest?</p> <p>WWII is an aspect of 'Modern History'. Germany invaded Poland September 1, 1939.</p> <p>Britain and France declared war on Germany (start of WWII) on September 3, 1939.</p> <p>Rationing was introduced across the UK in January 1940. Dunkirk was evacuated and France surrendered to Germany (May –</p>



			<p>June 1940). Germany used blitzkrieg to take over much of western Europe.</p> <p>Germany launched air attacks on Great Britain beginning The Battle of Britain and the Blitz (July 1940); Germany, Italy and Japan signed the Tripartite Pact, creating the axis alliance.</p> <p>The Japanese attacked the US navy in Pearly Harbour (December 7th, 1941). The next day the USA enters the war fighting with the allies.</p> <p>D-Day and Normandy invasion; Allied forces invaded France and pushed back the Germans (6/06/44). Many of these troops were stationed at camps in Cornwall.</p> <p>Germany surrenders on 7/05/20) and VE Day (Victory in Europe) declared the following day.</p> <p>The war ends on September 2nd 1945, following the US bombings of Hiroshima and Nagasaki.</p> <p>Neville Chamberlain was UK Prime Minister from 1937-1940.</p> <p>Winston Churchill was UK Prime Minister from 1940-45 and again from 1951-55).</p> <p>Adolf Hitler was leader of the Nazi Party and chancellor of Germany, 1933-45.</p> <p>To know specific locations in the immediate and wider locality that were affected by bomb damage and relate these to old maps to compare. Penzance and its surrounding area had 867 bombs dropped on it during the Blitz. Falmouth and Truro were also targeted because of their strategic locations.</p> <p>To know and explain how and why local landmarks were targeted. RAF Davidstow Moor was operational from 1942 -1945. There are many remains of defences including pillboxes around the coastline including Crooklets Beach, Bude.</p> <p>To gain knowledge of the experiences of children during the war and know that many children from London were evacuated.</p> <p>90% of all able-bodied single women between the ages of 18 and 40 were engaged in some form of work or National Service.</p>
--	--	--	--



			<p>Royal Cornwall museum and Cornwall Historical Society have information.</p>
<p>Spring 5/6</p>	<p>Anglo-Saxons</p> <ul style="list-style-type: none"> Locate and place the Anglo-Saxon timeline alongside other significant eras on a timeline. Sequence events in the history of England following on from the Roman retreat, to demonstrate how government has changed over time. Explain why invaders chose England to settle (cause and consequence), referring to own recorded evidence from historical sources. Explained and evaluated the skills needed for members of an Anglo-Saxon community, drawing from information obtained from historical sources. Provided historical findings through observation, interpretation and evaluation of original artefacts and archaeological evidence. Identify similarities and differences between lettering from the present day and the past, understanding the influence of the past on the present. <p>Distinguish between certainty, guessing and not knowing and make logical inferences supported by evidence.</p>	<p>Britain's settlement by Anglo-Saxons and Scots.</p>	<p>Key enquiry question:</p> <p>Who were the Anglo-Saxons and why did they invade and settle in Britain?</p> <p>Weekly questions:</p> <p>What happened after the romans left?</p> <p>How do we know about the Anglo Saxons?</p> <p>How was Anglo Saxon England ruled?</p> <p>What was daily life like for Anglo-Saxons?</p> <p>How did the Anglo Saxons, converting to Christianity, change England?</p> <p>The departure of the Romans left Britain vulnerable to invasion by tribal forces from foreign lands.</p> <p>The Angles, Saxons, Jutes and Picts were from other parts of Europe.</p> <p>The invading forces were drawn to England because of floods and famine in their own countries and the contrasting rich and fertile farmland in England.</p> <p>Anglo-Saxon contributions to language, place names, defence and literature changed the social and cultural landscape of England.</p> <p>Anglo-Saxon settlement differed from Roman settlements in England in that they were made up of small agricultural settlements rather than walled cities.</p>



			<p>The effectiveness of Anglo-Saxon society depended on discrete skills of its members.</p> <p>Anglo-Saxon artefacts and sites are an important source of knowledge and have contributed to historical enquiry. The Sutton Hoo burial site holds important information about Anglo-Saxon life. (Edith Pretty and Basil Brown).</p>
<p>Summer 5/6</p>	<p>Early Islamic civilization</p> <ul style="list-style-type: none"> Identify some similarities and differences between life in Baghdad and London in AD 900. I can compare life in the Islamic Empire with that in Europe in the 10th – 11th centuries. Construct informed responses that involve thoughtful selection and organisation of relevant historical information by learning about the House of Wisdom and its legacy. creating and advert and prospectus for study. Regularly address and devise historically valid questions about change, cause, similarity and difference and significance through the study of significant discoveries and concepts developed by early Islamic scholars and evaluate the impact of this on the wonder world Compare how early Islamic and European medicine in the Middle Ages was different. I can describe how the work of early Islamic doctors has influenced modern medicine. Note connections, contrasts and trends over time and develop the appropriate use of historical terms by learning about the role of the caliphate in the early Islamic civilisation; act in role to present an opinion to explain why the Sunni or Shia Muslims should have the first caliphate. Identify and talk about different forms of Islamic art and create my own geometric pattern based on traditional techniques. Identify reasons why the early Islamic civilisation became a major power, know about the Silk Road 	<p>The achievements of the earliest civilisations.</p>	<p>Key enquiry question:</p> <p>What discoveries were made in the early Islamic civilisations?</p> <p>Weekly questions:</p> <p>How different was Baghdad to London around 900AD?</p> <p>How important was the Islamic empire?</p> <p>What was in the house of Wisdom?</p> <p>What new inventions were developed in Baghdad?</p> <p>What was first to be built in Baghdad that impacted the rest of the world?</p> <p>What impact did Islamic discoveries have on maths and art?</p> <p>Islam was founded by the Islamic prophet Muhammad, who was born in Mecca in 570AD.</p> <p>By the middle of the 7th century, Islam had spread to the modern-day countries of Iran, Palestine, Syria, Lebanon, Iraq and Egypt.</p> <p>At its height, the Islamic Empire stretched from Spain to India and was ruled by a caliph.</p> <p>Baghdad was built in 725 AD by Caliph Al-Mansur as the new capital of the Islamic Empire.</p> <p>Baghdad was a perfectly round city, with all the important buildings in the centre. The Silk Road was a trade route which linked the east to west, along which merchants sold their goods. It went through Baghdad.</p> <p>During the Golden Age, Baghdad became the largest city in the world, with a population with more than 1 million.</p>



	<p>trade route and the items offered for trade and be able to describe the methods used by early Islamic chemists when making perfume.</p>		<p>The House of Wisdom was built in Baghdad. It contained a library and attracted scholars from around the world who translated texts into Arabic.</p> <p>By 860 AD, the House of Wisdom had the largest collection of books in the world. All scholars were invited to study there, including Muslims, Jews and Christians. In the House of Wisdom, scholars studied medicine, astrology and science and many new developments were made. The knowledge was very advanced for its time, with cures for many serious ailments being discovered.</p> <p>Many new inventions were developed including the first camera and mechanical devices which told Muslims what time to pray.</p> <p>The world's first hospitals were built in Baghdad along with universities and observatories.</p> <p>Islamic scholars and inventors adopted the Hindi symbol for zero and style of numerals (1, 2, 3, 4, 5, etc.) which we still use today.</p> <p>By the 8th century, Islamic scholars were using paper rather than parchment or papyrus for their writing.</p> <p>Islamic Art developed during this period. It contains geometric shapes and repeated patterns.</p> <p>While the Islamic civilisation was having the Golden Age, Europe was experiencing the Dark Ages (the era took place within the time that the Anglo Saxons and Vikings were in Britain).</p> <p>Baghdad was the world centre of culture and learning until 1258, when the Mongols attacked from Asia. They burned Baghdad, destroyed the House of Wisdom, and killed thousands of people. The city never recovered its former glory, but the ideas lived on. Without the ideas that were created and passed on by the research and work from the House of Wisdom, the renaissance that began in Europe in the 14th century would not have happened.</p>
--	--	--	---

Disciplinary skills: key for key stage 1 and 2

<p><u>KS1</u></p> <ul style="list-style-type: none"> ● Develop an awareness of the past ● Know where the people and events studied fit within a chronological framework ● Identify similarities and differences between ways of life in different periods 	<p><u>KS2</u></p> <ul style="list-style-type: none"> ● Develop chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods studied
--	---

Marhamchurch

St Mark's

History Curriculum



<ul style="list-style-type: none">● Choose and use parts of stories and other sources to show understanding of key features of events● Understand some of the ways in which we find out about the past and identify different ways in which it is presented	<ul style="list-style-type: none">● Note connections, contrasts and trends over time and develop appropriate use of historical terms● Address and devise historically valid questions about change, cause, similarity and difference and significance● Construct informed responses that involve thoughtful selection and organisation of relevant historical information● Understand how knowledge of the past is constructed from a range of sources
--	---