Year C History Curriculum

Class structure: YR | Y1/2 | Y2/3 | Y4/5 | Y6

Purpose

This document brings together the Year C History overview and end points for each class. The unit titles are drawn from the school Year C rolling programmes. Suggested learning and end points provide a coherent progression through the mixed-age structure.

Year C whole-school overview

Class	Autumn	Spring	Summer
Y1/2	**The Victorians** How did Victorian children live and learn? How were the lives of rich and poor children different?	**Kings & Queens** How did Queen Elizabeth II's role compare to the King and royal family today?	**The History of Cornwall** How has Cornwall changed over time? What makes Cornwall historically significant?
Y2/3	**The Victorians** How did Victorian children live and learn? How were the lives of rich and poor children different?	**Kings & Queens** How did Queen Elizabeth II's role compare to the King and royal family today?	**The History of Cornwall** How has Cornwall changed over time? What makes Cornwall historically significant?
Y4/5	**The Maya Civilisation** Why was the Maya civilisation successful? What can we learn from Maya society, beliefs and achievements?	**The British Empire** How did the British Empire shape Britain and the wider world? What were the consequences of empire?	**Cornwall's Mining Heritage** Why was mining so important to Cornwall? How did mining change communities and industry?
Y6	**The Maya Civilisation** Why was the Maya civilisation successful? What can we learn from Maya society, beliefs and achievements?	**The British Empire** How did the British Empire shape Britain and the wider world? What were the consequences of empire?	**Cornwall's Mining Heritage** Why was mining so important to Cornwall? How did mining change communities and industry?

Term	Unit	Key Learning / Substantive Knowledge	END POINTS & KEY VOCABULARY		
Autumn	**The Victorians** How did Victorian children live and learn? How were the lives of rich and poor children different?	**Lesson 1: What was life like in Victorian Britain?** **Year 1** • **Queen Victoria was the Queen a long time ago, and the Victorians lived in the past.** • **People travelled, worked and lived differently from today, and some people were rich while others were poor.** **Year 2** • **The Victorian era was the time when Queen Victoria ruled Britain, and new factories and railways changed people's lives.** • **Towns grew as people moved to find work, and rich and poor people often lived very different lives.** **Year 3** • **The Victorian era lasted from 1837 to 1901, and industrialisation led to the growth of factories, railways and towns.** • **People's opportunities and experiences were strongly influenced by wealth, and Victorian Britain experienced significant social and economic change.** **Lesson 2: What was school like for Victorian children?** **Year 1** • **Victorian schools were often strict, with children sitting in rows and following lots of rules.** • **Reading, writing and maths were important subjects.** **Year 2** • **Victorian teachers expected children to be obedient and hardworking, and punishments were often used when rules were broken.** • **Lessons focused on reading, writing and arithmetic, and schools looked very different from schools today.** **Year 3** • **Victorian education aimed to prepare children for work and adult life, and strict discipline was a common feature of schools.** • **School experiences varied depending on wealth and social class, and education became increasingly important during the Victorian period.** **Lesson 3: How did rich Victorian children live?** **Year 1** • **Rich children often lived in large houses, had toys and comfortable homes, and usually attended school.** **Year 2** • **Wealthy children often had servants, access to better education and more opportunities for leisure and recreation.** • **Some rich children were taught at home by a governess instead of attending school.** **Year 3** • **Wealth gave children greater opportunities and choices, including access to private schools and higher-quality education.** • **Rich children experienced very different childhoods from poor children, and their social status helped prepare them for future roles.**	**By the End of Year 1** **Pupils should be able to:** • Know that the Victorians lived in the past. • Know that Queen Victoria was a monarch. • Describe some features of Victorian schools. • Recognise that rich and poor children lived differently. • Talk about some jobs Victorian children did. • Compare one aspect of Victorian life with today. **Key Vocabulary** Victorian, past, present, history, Queen Victoria, school, classroom, rich, poor, home, work, factory, child, toy, rules, compare	**By the End of Year 2** **Pupils should be able to:** • Place the Victorian era on a simple timeline. • Explain key differences between rich and poor Victorian children. • Describe what Victorian schools were like. • Explain why some children had to work. • Use simple historical vocabulary accurately. • Compare Victorian childhood with modern childhood. **Key Vocabulary** Timeline, monarch, education, servant, governess, chimney sweep, coal mine, employment, poverty, wages, overcrowded, differences, similarities, evidence	**By the End of Year 3** **Pupils should be able to:** • Place the Victorian era within British history. • Explain how wealth affected children's education, work and opportunities. • Use historical sources to answer questions about Victorian childhood. • Explain why child labour existed. • Describe how laws and social changes improved children's lives. • Make evidence-based comparisons between rich and poor Victorian children. **Key Vocabulary** All previous vocabulary plus: Industrialisation, reform, legislation, child labour, social class, opportunity, working conditions, welfare, source, artefact, consequence, change, equality, injustice, population, society

Term	Unit	Key Learning / Substantive Knowledge	END POINTS & KEY VOCABULARY		
		Lesson 4: How did poor Victorian children live? **Year 1** • Poor children often lived in small homes, had less money for food and clothing, and some had to work. **Year 2** • Many poor families lived in overcrowded houses and struggled to afford basic necessities. • Poor children sometimes worked instead of attending school, and poverty affected their daily lives. **Year 3** • Poverty limited children's access to education and opportunities, and many worked in factories, mines or as chimney sweeps. • Living conditions were often unhealthy, and wealth and social class had a significant impact on childhood experiences. **Lesson 5: What was it like to work as a Victorian child?** **Year 1** • Many Victorian children worked in factories, mines and other jobs, and the work was often hard and tiring. **Year 2** • Child labour was common in Victorian Britain, with children often working long hours in dangerous jobs. • Some children worked instead of going to school. **Year 3** • Child labour was an important part of the Victorian economy, but working conditions were often dangerous and unhealthy. • Campaigns and new laws gradually improved children's lives by increasing access to education and reducing child labour. **Lesson 6: How were the lives of rich and poor Victorian children different?** **Year 1** • Rich and poor children lived very differently, with rich children having more toys and comforts while poor children often had to work. **Year 2** • Wealth affected where children lived, learned and played, and rich children usually received more education. • Poor children faced greater challenges in daily life, and opportunities were not equal for all Victorian children. **Year 3** • Wealth greatly influenced childhood experiences in Victorian Britain, including education, health and leisure opportunities. • Poor children often experienced hardship, work and limited opportunities, and comparing rich and poor children helps historians understand Victorian society. •			
Spring	**Kings & Queens**	**Lesson 1: What is a monarch?** **Year 1**	**By the End of Year 1** **Pupils should be able to:**	**By the End of Year 2** **Pupils should be able to:**	**By the End of Year 3** **Pupils should be able to:**

Term	Unit	Key Learning / Substantive Knowledge	END POINTS & KEY VOCABULARY		
	How did Queen Elizabeth II's role compare to the King and royal family today?	• **A monarch is a king or queen who represents Britain and is part of the royal family.** • **Kings and queens have special duties and help lead the country.** **Year 2** • **Britain has had kings and queens for hundreds of years, and the monarch is the Head of State.** • **The monarch represents the country at important events and is supported by the royal family.** **Year 3** • **The monarch is Britain's Head of State and carries out important ceremonial and representative duties.** • **Britain has a long history of monarchy, with the royal family helping to support the work of the monarch.** **Lesson 2: Who was Queen Elizabeth II?** **Year 1** • **Queen Elizabeth II was Queen before King Charles III and served Britain for a very long time.** • **She was well known in Britain and around the world.** **Year 2** • **Queen Elizabeth II became Queen in 1952 and was Britain's longest-serving monarch, serving for over 70 years.** • **During her reign, she represented Britain and met many people both at home and abroad.** **Year 3** • **Queen Elizabeth II was an important figure in British history who represented Britain around the world throughout her reign.** • **Her long reign saw many changes in society and provided continuity and stability for the nation.** **Lesson 3: What did Queen Elizabeth II do as Queen?** **Year 1** • **The Queen attended important events, represented Britain and met important people.** **Year 2** • **Queen Elizabeth II represented the United Kingdom by attending ceremonies and national celebrations, supporting charities and delivering messages to the nation.** **Year 3** • **Queen Elizabeth II carried out ceremonial duties, met world leaders, represented Britain internationally and supported hundreds of charities throughout her reign.** • **Her role focused on public service and duty to the country.** **Lesson 4: What does King Charles III do today?** **Year 1** • **King Charles III is the King today and represents Britain at important events.** **Year 2** • **King Charles III became King in 2022 and carries out many of the same duties as Queen Elizabeth II, including attending ceremonies and supporting charities.** **Year 3** • **King Charles III continues the work of the monarchy by representing Britain in the UK and abroad while supporting charitable and environmental causes.** • **His role combines traditional royal responsibilities with modern priorities.**	• Know that a monarch is a king or queen. • Identify Queen Elizabeth II and King Charles III. • Know that Britain has a royal family. • Describe some simple duties of a monarch. • Identify one similarity and one difference between the Queen and King. **Key Vocabulary** king, queen, monarch, royal family, crown, palace, throne, reign, Britain, ceremony, tradition, duty.	• Explain the role of a monarch in modern Britain. • Describe key facts about Queen Elizabeth II. • Explain some duties carried out by King Charles III. • Describe how members of the royal family support the King. • Compare aspects of monarchy in the past and present. **Key Vocabulary** monarch, monarchy, king, queen, reign, coronation, Head of State, royal family, responsibility, represent, charity, public service, nation, compare, change, past, present, history.	• Explain how the role of the monarch has remained similar over time. • Compare the work of Queen Elizabeth II and King Charles III. • Explain how the royal family supports the monarch. • Use photographs, videos and other sources to answer questions about the monarchy. • Discuss how traditions have continued whilst some aspects of royal life have changed. **Key Vocabulary** monarch, monarchy, king, queen, reign, succession, coronation, Head of State, Parliament, constitutional, institution, ceremonial, continuity, significance, chronology, source, evidence, national identity, historic, modern.

Term	Unit	Key Learning / Substantive Knowledge	END POINTS & KEY VOCABULARY		
		Lesson 5: What does the royal family do? **Year 1** • **The royal family helps the King by attending events and supporting charities.** **Year 2** • **Members of the royal family represent Britain, support charities and communities, and carry out different responsibilities.** **Year 3** • **The royal family supports the work of the monarch by undertaking public duties and representing Britain nationally and internationally.** • **They also contribute to charitable, educational and community projects.** **Lesson 6: How has the monarchy changed and stayed the same?** **Year 1** • **Queen Elizabeth II and King Charles III both served Britain, and many royal traditions have stayed the same.** **Year 2** • **Both monarchs carried out similar duties representing Britain, although each brought their own interests and priorities to the role.** • **The monarchy continues to play an important role in Britain today.** **Year 3** • **The monarchy has remained focused on service, representation and national traditions while adapting to modern society.** • **Comparing Queen Elizabeth II and King Charles III helps us understand change and continuity over time.**			
Summer	**The History of Cornwall** How has Cornwall changed over time? What makes Cornwall historically significant?	**Lesson 1: Where is Cornwall and why is it special?** **Year 1** • **Cornwall is a county in the south-west of England, surrounded by the sea on three sides.** • **Cornwall has its own flag and is a special place with its own traditions.** **Year 2** • **Cornwall is the most south-westerly county in England, and the sea has shaped the way people live and work.** • **Cornwall has a unique culture and identity, and many Cornish traditions are still celebrated today.** **Year 3** • **Cornwall has a distinct heritage, including the Cornish language and flag, and many people are proud of its unique history and traditions.** • **Cornwall's location and geography have influenced trade, fishing, travel, culture and identity throughout history.** **Lesson 2: What was life like in Cornwall long ago?** **Year 1** • **People lived in Cornwall a long time ago, and we can learn about the past from old objects and buildings.** • **Cornwall has ancient sites that still exist today.** **Year 2** • **People have lived in Cornwall for thousands of years and built stone circles and burial chambers.**	**By the End of Year 1** **Pupils should be able to:** • Know that Cornwall is a county in England. • Identify some features that make Cornwall special. • Know that people lived in Cornwall a long time ago. • Describe how mining or fishing was important. • Compare one aspect of Cornwall in the past with Cornwall today.	**By the End of Year 2** **Pupils should be able to:** • Describe key events and industries in Cornwall's history. • Explain why mining was important to Cornwall. • Explain how the sea influenced Cornish communities. • Identify historical features found in Cornwall. • Compare Cornwall in the past with Cornwall today using historical vocabulary.	**By the End of Year 3** **Pupils should be able to:** • Explain how Cornwall has changed over time. • Describe the significance of mining, fishing and trade in Cornwall's development. • Use sources and artefacts to answer questions about Cornwall's history. • Explain why Cornwall is historically significant. • Make simple historical judgements about the impact of

Term	Unit	Key Learning / Substantive Knowledge	END POINTS & KEY VOCABULARY		
		• Archaeologists help us learn about Cornwall's past. **Year 3** • Evidence from prehistory includes settlements, stone circles and burial chambers, which help us understand early life in Cornwall. • Archaeologists use artefacts and sites as evidence, helping us learn how Cornwall has changed over time. **Lesson 3: Why was mining important in Cornwall?** **Year 1** • Many people in Cornwall worked in mines, digging for tin and copper. • Mining was an important part of life in Cornwall. **Year 2** • Cornwall became famous for its tin and copper mines, which provided jobs for many Cornish families. • Mining communities developed around the mines and helped Cornwall grow and prosper. **Year 3** • Steam engines were used to extract minerals from deep underground, and Cornish miners became highly skilled and worked across the world. • Mining changed Cornwall's landscape, economy and communities, making Cornish mining internationally significant. **Lesson 4: How did the sea shape Cornwall?** **Year 1** • The sea has always been important to Cornwall, providing food and transport. • Many people worked as fishermen. **Year 2** • Fishing has been important in Cornwall for hundreds of years, and many communities relied on the sea for work. • Harbours allowed people to trade and travel. **Year 3** • Cornwall's coastline encouraged trade, and maritime industries helped Cornwall develop economically. • Seafaring became an important part of Cornish culture and identity, influencing where people lived and worked. **Lesson 5: How has Cornwall changed in recent times?** **Year 1** • Cornwall has changed over time, and fewer people work in mines today. • Many people now visit Cornwall on holiday. **Year 2** • As mining declined, many communities needed new jobs. • Railways helped more visitors travel to Cornwall, and tourism became an important industry. **Year 3** • The decline of mining led to major economic changes, and tourism became one of Cornwall's most important industries.	**Key Vocabulary** Cornwall, county, coast, sea, village, town, past, history, mine, miner, fishing, boat, heritage, landmark, change.	**Key Vocabulary** Cornwall, mining, tin, copper, industry, fishing, harbour, trade, steam engine, monument, archaeologist, artefact, timeline, compare, significance, change.	change on Cornish communities. **Key Vocabulary** chronology, industry, economy, migration, trade, maritime, archaeology, evidence, source, artefact, significance, consequence, change, continuity, community, preservation.

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		• Historic sites are protected so people can learn about Cornwall's past, and Cornwall continues to celebrate and preserve its culture and heritage. Lesson 6: What makes Cornwall historically significant? Year 1 • Cornwall is important because of its history, including its mines, fishing communities and ancient sites. • The past helps us understand Cornwall today. Year 2 • Cornwall has a rich history that includes mining, fishing and ancient monuments. • Historic sites help tell Cornwall's story, and its history has shaped local communities. Year 3 • Cornwall is significant because of its prehistoric, industrial and maritime heritage, and Cornish mining influenced industries across the world. • Cornwall's landscape, industries and communities have shaped its identity, and historians use evidence from a range of sources to understand its significance and influence today.			

Class overview: Y4/5/6

Term	Unit	Key Learning / Substantive Knowledge	END POINTS & KEY VOCABULARY		
Autumn	**The Maya Civilisation** Why was the Maya civilisation successful? What can we learn from Maya society, beliefs and achievements?	**Lesson 1: Who were the Maya and where did they live?** **Year 4** • The Maya civilisation developed in Central America and existed for thousands of years. • The Maya lived across present-day Mexico, Guatemala, Belize and Honduras. **Year 5** • The Maya built large settlements and powerful city-states across Central America. • Their civilisation lasted for thousands of years and spread across a large geographical area. **Year 6** • The Maya developed a complex civilisation made up of independent city-states, with the Classic Period representing the height of Maya achievement. • Their location, organisation and longevity helped them become one of the most successful ancient civilisations. **Lesson 2: How was Maya society organised?** **Year 4** • Maya society was organised into different social groups with different jobs and responsibilities. • Farmers produced food while kings ruled the city-states. **Year 5** • Kings held considerable power, priests led religious life and warriors protected Maya cities. • Farmers, craftspeople and merchants supported daily life and trade. **Year 6** • Maya society was organised into a clear hierarchy, with each social group contributing to the success of the civilisation. • Kings, priests, warriors, merchants and farmers all played important roles in maintaining Maya society. **Lesson 3: What did the Maya believe?** **Year 4** • Religion was an important part of Maya life, and the Maya worshipped many gods. • Temples were important places of worship and ceremonies. **Year 5** • Priests carried out ceremonies and rituals to honour the gods. • Religious beliefs influenced many aspects of Maya life, including farming and daily routines. **Year 6** • Religion influenced government, farming and decision-making throughout Maya society. • Priests, temples and religious ceremonies helped maintain social order and reflected the importance of belief within Maya civilisation. **Lesson 4: What were the Maya's greatest achievements?** **Year 4** • The Maya developed an advanced number system and created a writing system using glyphs. • They carefully studied the stars and planets.	**By the End of Year 4, pupils should be able to:** • **Locate the Maya civilisation in Central America.** • **Describe key features of Maya society, including the roles of kings, farmers and priests.** • **Explain that religion was an important part of Maya life.** • **Identify some important Maya achievements, including writing and mathematics.** • **Describe how trade and farming helped Maya cities succeed.** • **Use historical vocabulary accurately when discussing the Maya.** **Key Vocabulary:**	**By the End of Year 5, pupils should be able to:** • **Explain how Maya society was organised and why different groups were important.** • **Describe how religious beliefs influenced everyday Maya life.** • **Explain the significance of Maya achievements in mathematics, astronomy and calendar-making.** • **Describe how trade routes and agriculture supported the growth of Maya cities.** • **Use evidence from sources to answer questions about the Maya.** • **Explain some reasons why the Maya civilisation was successful.** **Key Vocabulary:** **hierarchy, society, merchant, warrior,**	**By the End of Year 6, pupils should be able to:** • **Explain multiple reasons for the success of the Maya civilisation.** • **Analyse how geography, religion, social structure, trade and agriculture were interconnected.** • **Evaluate the significance of Maya achievements and innovations.** • **Use a range of historical sources and archaeological evidence to support conclusions.** • **Explain the lasting legacy of Maya civilisation.** • **Construct a well-evidenced response to the enquiry question using historical knowledge and evidence.** **Key Vocabulary:** **civilisation, innovation, legacy, significance,**

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		Year 5 • The Maya used the concept of zero and developed accurate calendars to track time and seasons. • Their knowledge of mathematics and astronomy was advanced for the period. **Year 6** • Maya achievements in mathematics, astronomy and writing demonstrate the sophistication of their civilisation. • These innovations helped the Maya organise society, record information and understand the world around them. **Lesson 5: Why were Maya cities successful?** **Year 4** • Maya cities were centres of trade, religion and government. • Trade and farming helped their cities grow and succeed. **Year 5** • Trade routes linked settlements and allowed goods and resources to be exchanged. • Farmers developed successful ways of growing crops, supporting larger populations. **Year 6** • Successful agriculture, trade networks and access to resources helped Maya cities expand and flourish. • Wealth, population growth and strong city leadership contributed to the success of Maya civilisation. **Lesson 6: What can we learn from Maya society, beliefs and achievements?** **Year 4** • The Maya created one of the most advanced civilisations in the ancient Americas. • Their achievements and way of life are still studied today. **Year 5** • Archaeologists and historians use evidence to learn about Maya life and achievements. • Maya culture and traditions continue to exist in parts of Central America today. **Year 6** • The Maya left a lasting legacy through their knowledge, beliefs and innovations. • Historical and archaeological evidence helps us understand why Maya civilisation remains significant today.	**Maya, civilisation, Central America, settlement, city-state, king, priest, farmer, temple, religion, trade, agriculture, glyph, archaeologist.**	**ceremony, ritual, astronomy, mathematics, calendar, zero, trade route, resources, evidence, artefact, achievement.**	**interpretation, chronology, economy, governance, social structure, interdependence, archaeological evidence, influence, sophistication, evaluate.**
Spring	**The British Empire** How did the British Empire shape Britain and the wider world? What were the consequences of empire?	**Lesson 1: What was the British Empire?** **Year 4** • **The British Empire was a group of countries and territories ruled or controlled by Britain.** • **At its largest, the British Empire covered many parts of the world.** **Year 5** • **The British Empire grew over hundreds of years and included territories in Africa, Asia, the Americas and Oceania.** • **Britain became a powerful nation through trade, exploration and empire.** **Year 6**	**By the End of Year 4, pupils should be able to:** • **Know that the British Empire was a collection of countries and territories connected to Britain.**	**By the End of Year 5, pupils should be able to:** • **Explain how trade, resources and exploration contributed to the growth of the British Empire.**	**By the End of Year 6, pupils should be able to:** • **Explain how the British Empire shaped Britain and the wider world.** • **Analyse the economic, political and**

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		• The British Empire became the largest empire in history, governing millions of people across the world. • Expansion of the Empire increased Britain's global influence, wealth and power. Lesson 2: Why did the British Empire grow? Year 4 • Britain wanted new places to trade and valuable resources. • Explorers and traders travelled to different parts of the world. Year 5 • Trade, resources and new markets helped the British Empire expand. • Britain established colonies and trading routes across the world. Year 6 • Economic, political and strategic reasons drove imperial expansion. • The Empire provided access to resources, trade networks and military advantages. Lesson 3: How did the British Empire affect people around the world? Year 4 • People in different countries were affected by British rule. • British ideas, language and customs spread to many places. Year 5 • The Empire brought changes to education, trade, transport and government in some territories. • Not everyone benefited equally from British rule. Year 6 • The impact of empire varied between different countries and communities. • British rule brought opportunities for some but also created inequality, conflict and loss of independence for others. Lesson 4: How did the Empire change Britain? Year 4 • Goods from around the world were brought to Britain. • The Empire helped Britain become wealthier. Year 5 • Trade through the Empire introduced new products, foods and materials to Britain. • People from different cultures contributed to British society. Year 6 • The Empire influenced Britain's economy, culture and population. • Migration and international trade helped shape modern Britain. By the End of Year 5, pupils should be able to: • Explain how trade, resources and exploration contributed to the growth of the British Empire. • Describe some ways the Empire changed Britain and countries within the Empire. • Explain why some countries became independent from Britain. • Compare different experiences of people living within the British Empire.	• Locate some countries that were part of the British Empire on a map. • Explain simple reasons why the Empire grew. • Describe some ways the Empire affected Britain and other countries. • Recognise that the Empire changed over time and eventually became smaller. • Use historical vocabulary to discuss the British Empire. Key Vocabulary: empire, colony, territory, trade, explorer, settlement, goods, resources, power, influence, independence.	• Describe some ways the Empire changed Britain and countries within the Empire. • Explain why some countries became independent from Britain. • Compare different experiences of people living within the British Empire. • Use evidence from historical sources to answer questions about the Empire. • Describe both positive and negative consequences of empire. Key Vocabulary: trade route, merchant, export, import, expansion, migration, culture, government, economy, Commonwealth, consequence, significance, source, evidence.	social reasons for imperial expansion. • Explain why the impact of empire differed for different people and places. • Evaluate the significance of the Empire's legacy on modern Britain and former colonies. • Use a range of historical sources and evidence to support conclusions. • Construct a balanced response to the enquiry question, considering multiple perspectives. Key Vocabulary: imperialism, colonisation, governance, exploitation, trade network, legacy, perspective, interpretation, consequence, significance, chronology, interconnected, global, evidence, source.

Term	Unit	Key Learning / Substantive Knowledge	END POINTS & KEY VOCABULARY		
		• Use evidence from historical sources to answer questions about the Empire. • Describe both positive and negative consequences of empire. Lesson 5: Why did the British Empire decline? Year 4 • Over time, many countries became independent. • The British Empire became smaller. Year 5 • After the World Wars, many countries wanted to govern themselves. • Britain gradually gave independence to many territories. Year 6 • National independence movements and changing global politics contributed to the decline of the Empire. • Many former colonies became independent nations during the twentieth century. Lesson 6: What were the consequences of empire? Year 4 • The British Empire changed Britain and many countries around the world. • Some effects of the Empire can still be seen today. Year 5 • The Empire created lasting links between Britain and other countries. • Some consequences were positive, while others had negative impacts on people and communities. Year 6 • The legacy of the British Empire remains visible through language, culture, migration and international relationships. • Historians continue to debate the consequences of empire because its impact was both significant and complex.			
Summer	**Cornwall's Mining Heritage** Why was mining so important to Cornwall? How did mining change communities and industry?	Lesson 1: What minerals were mined in Cornwall? Year 4 • Know that Cornwall was famous for mining tin and copper. • Understand that people dug minerals from underground. Year 5 • Explain why tin and copper were valuable resources. • Understand that Cornwall became one of Britain's most important mining regions. Year 6 • Explain why Cornwall's geology made mining possible. • Understand how the demand for minerals helped Cornwall become internationally significant. Lesson 2: What was life like for Cornish miners? Year 4 • Know that many Cornish people worked in mines.	By the End of Year 4, pupils should be able to: • Know that Cornwall was famous for tin and copper mining. • Describe some jobs carried out by Cornish miners. • Explain how mining helped communities grow.	By the End of Year 5, pupils should be able to: • Explain why mining became such an important industry in Cornwall. • Describe the impact of mining on families and communities. • Explain how technology	By the End of Year 6, pupils should be able to: • Explain how mining shaped Cornwall's economy, communities and identity. • Analyse the importance of technological developments in mining. • Explain the global

Term	Unit	Key Learning / Substantive Knowledge	END POINTS & KEY VOCABULARY		
		• Describe some of the jobs miners carried out underground. Year 5 • Explain the challenges and dangers faced by miners. • Understand that mining often involved whole families. Year 6 • Analyse how mining shaped daily life and working conditions. • Explain how mining influenced family life and local communities. Lesson 3: How did technology change mining in Cornwall? Year 4 • Know that machines helped miners work underground. • Recognise the importance of steam engines. Year 5 • Explain how steam engines helped remove water from mines. • Understand that new technology allowed mines to become deeper. Year 6 • Explain how technological innovation increased productivity and transformed the mining industry. • Understand why Cornish engineering became respected around the world. Lesson 4: How did mining shape Cornish communities? Year 4 • Know that villages and towns grew around mines. • Understand that mining provided jobs for many families. Year 5 • Explain how mining influenced housing, schools and local businesses. • Understand that communities depended on the success of the mines. Year 6 • Analyse how mining affected the economy, culture and identity of Cornwall. • Explain how communities developed around industrial activity. Lesson 5: Why did Cornish miners travel around the world? Year 4 • Know that some Cornish miners moved to other countries. • Understand that they took their skills with them. Year 5 • Explain why miners left Cornwall when mines began to close. • Describe some countries where Cornish miners travelled. Year 6 • Explain how Cornish mining knowledge influenced industries across the world. • Understand the global impact of Cornish migration and engineering expertise. Lesson 6: Why is Cornwall's mining heritage important today? Year 4	• Identify some ways mining changed Cornwall. • Recognise that Cornwall's mining history is important today. Key Vocabulary mining, miner, tin, copper, industry, community, heritage, steam engine, shaft, pit.	improved mining. • Describe why Cornish miners migrated to other countries. • Explain why Cornwall's mining heritage is preserved today. Key Vocabulary industrial, extraction, technology, engineer, machinery, migration, employment, economy, prosperity, innovation, workforce.	influence of Cornish miners and engineers. • Evaluate the significance of Cornwall's mining heritage. • Use historical evidence and sources to support conclusions about the impact of mining. Key Vocabulary industrialisation, significance, consequence, legacy, productivity, global influence, evidence, source, interpretation, preservation, economic impact, cultural identity, evaluate.

Term	Unit	Key Learning / Substantive Knowledge	END POINTS & KEY VOCABULARY		
		• Know that mining is an important part of Cornwall's history. • Identify some mining sites that still exist today. Year 5 • Explain why mining heritage is preserved and celebrated. • Understand that old mining sites help people learn about the past. Year 6 • Evaluate the significance of Cornwall's mining heritage locally, nationally and globally. • Explain how historians use evidence to understand the impact of mining on Cornwall and the wider world.			

History Curriculum Progression Map
Disciplinary Knowledge

Curriculum Strand	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronological Understanding	Use everyday language related to time. Talk about past and present events in their lives and family members' lives. Know about some events that happened in the past. Know about their own life story. Know about their family's history.	Develop an awareness of the past. Use words and phrases relating to the passing of time, e.g., past, present, older, newer. Describe memories and changes that have happened in their own lives. Sequence artefacts, pictures, and events that are close together in time.	Know where significant people and events studied fit into a chronological framework. Identify similarities and differences between people and events from different time periods. Order dates from earliest to latest on simple timelines.	Continue to develop chronologically secure knowledge of history. Sequence several events, artefacts, or historical figures on a timeline using dates. Develop a chronological understanding of Local, British, and World History. Understand that a timeline can be divided into BC and AD.	Continue to develop chronologically secure knowledge of history. Sequence several events, artefacts, or historical figures on a timeline using dates, which are increasingly further apart.	Establish clear narratives within and across the periods they have studied. Sequence the significant events, societies, and people from units covered, using accurate dates. Understand how some historical events/ periods occurred concurrently in different locations.	Make connections and identify contrasts and trends over time. Sequence the significant events, societies, and people from units covered, using accurate dates. Accurately use dates and chronological vocabulary to describe historical events.
Historical Enquiry	Be curious about people and show interest in stories. Ask appropriate questions related to learning.	Ask and answer questions related to history. Understand some ways we find out about the past.	Ask and answer questions related to history. Choose and use parts of sources to show understanding of historical concepts.	Begin to understand how knowledge of the past is constructed from a range of sources. Begin to construct informed responses to enquiry questions by selecting relevant historical information. Regularly address and sometimes devise historically valid questions.	Begin to understand how knowledge of the past is constructed from a range of sources. Begin to construct informed responses to enquiry questions by selecting relevant historical information. Regularly address and sometimes devise historically valid questions.	Begin to understand how knowledge of the past is constructed from a range of sources. Begin to construct informed responses to enquiry questions by selecting relevant historical information. Regularly address and sometimes devise historically valid questions.	Begin to understand how knowledge of the past is constructed from a range of sources. Begin to construct informed responses to enquiry questions by selecting relevant historical information. Regularly address and sometimes devise historically valid questions.
Using sources	Understand that books help us to learn about the past. Know about the past through the use of settings, characters and events encountered in books and story telling.	Understand that there are different ways that we can find out about the past. Observe, handle and use pictures, photographs, and artefacts to find answers to simple questions about the past.	Identify different ways that the past is represented. Observe, handle and use pictures, photographs, and artefacts to find out about the past.	Begin to understand how our knowledge of the past is constructed from a range of sources. Gather more details from sources such as maps to build a clearer picture of the past.	Begin to understand how our knowledge of the past is constructed from a range of sources. Use a range of primary and secondary sources to find out about the past.	Understand how our knowledge of the past is constructed from a range of sources. Recognise and use a wide range of primary and secondary sources to find out about the past.	Understand how our knowledge of the past is constructed from a range of sources. Recognise and use a wide range of primary and secondary sources to find out about the past.
Interpretations of History		Identify different ways in which the past is represented.	Identify different ways in which the past is represented. Begin to understand that there can be different versions of the same event from the past.	Begin to understand that different versions of the past may exist. Investigate different accounts of historical events and be able to explain some	Begin to understand that different versions of the past may exist. Investigate different accounts of historical events and be able to explain some	Begin to understand that different versions of the past may exist, giving some reasons for this. Consider different ways of checking the accuracy of interpretations of the past.	Begin to understand that different versions of the past may exist, giving some reasons for this. Consider different ways of checking the accuracy of interpretations of the past.

				of the reasons why the accounts may be different.	of the reasons why the accounts may be different.	Know that people in the past represent events or ideas in ways that may be to persuade others.	Show an awareness of the concept of propaganda.
Continuity & Change	Understand that there have been changes to objects over time.	Identify ways that life, places and objects have changed over time through pictures, photographs and objects. Understand that some things change and some things stay the same.	Identify ways that life, places and objects have changed over time through pictures, photographs and objects. Understand that some things change and some things stay the same.	Describe the key changes that occurred during different time periods. Identify that there are reasons for continuities and changes across periods of time and explain some of these.	Make links between changes that have occurred within a time period. Identify that there are reasons for continuities and changes across periods of time and explain some of these.	Make links between continuity and changes that have occurred during different time periods. Understand why some moments of change can be referred to as 'turning points' in history. Identify why some changes between different periods of time have had more significant consequences than others.	Describe and make links between main events, situations and changes within and across different time periods. Explain why some periods in history may have had more changes and some may have had more continuity. Understand why some moments of change can be referred to as 'turning points' in history.
Cause & Consequence		Recognise why people did things and what happened as a result.	Recognise why people did things, why events happened and what happened as a result.	Give reasons why changes occurred within time periods.	Identify and give reasons for historical events taking place, and changes within time periods.	Identify and give reasons for historical events and changes that occurred over time.	Identify and give reasons for the results of historical events and changes that occurred over time.
Similarity / Difference	Know about similarities and differences between things in the past and now, drawing on their own experiences and what has been read in class. Identify similarities and differences between objects from the past and present.	Make simple observations about how life was different for different groups of people, e.g., the rich and the poor. Recognise some similarities and differences between the past and the present.	Make simple observations about how life was different for different groups of people, e.g., the rich and the poor. Recognise some similarities and differences between the past and the present.	Begin to describe the social, cultural, religious, and ethnic diversity in Britain and the wider world. Identify and give some examples of how life was similar in the past.	Begin to describe the social, cultural, religious, and ethnic diversity in Britain and the wider world. Identify and give some examples of how life was similar in the past.	Describe the social, cultural, religious, and ethnic diversity in Britain and the wider world. Explain and give examples to show that life may have been different from place to place at the same time– give reasons for these.	Describe the social, cultural, religious, and ethnic diversity in Britain and the wider world. Explain and give examples to show that life may have been different from place to place at the same time– give reasons for these.
Significance	Know about some events and people in the past. Know about characters from stories, including figures from the past. Know about the lives of people around them, and the jobs that those people do.	Discuss someone who was important and begin to explain why they were important.	Discuss someone who was important and explain why they were important. Talk about an important person or event and explain what happened or changed.	Begin to identify historically significant people and events in situations. Understand that historical significance can be related to specific events, people, locations, and ideas that are seen as being particularly important to us.	Begin to identify historically significant people and events from a period in history and give details about what they did or what happened. Understand that historical significance can be related to specific events, people, locations, and ideas that are seen as being particularly important to us.	Identify a range of historically significant people and events from different time periods and explain why they were significant. Understand that what is considered to be significant can change over time. Identify historically significant people and events from a period of history and give some detail about why they did/ what happened and the impact it had.	Identify a range of historically significant people and events from different time periods and explain why they were significant. Identify historically significant people and events from a period of history and give some detail about why they did/ what happened and the impact it had. Start to explain the importance of a person or event in relation to its impact individually, regionally, nationally or globally.