



HISTORY CURRICULUM

We are the best historians we can **be**!

Our History First Order Concepts



Community: **Belong**
SETTLEMENTS & CIVILISATIONS



Commitment: **Believe**
EXPLORATION & DISCOVERY



Courage: **Be** brave
INVASION



Compassion: **Be** caring
POWER



Cooperation: **Be** helpful
TRADE

In line with the EYFS Programmes of Study, foundations for History at Mabe School are laid through ongoing development of the Prime Areas (developing language and vocabulary, and physical and social/emotional skills for learning). These skills are then strengthened and applied through the Specific Area of Understanding the World. This includes exploration on themes related to Past and Present, linking to People and Communities and The Natural World.

Children begin to learn about the passing of time through exploring a range of personal experiences, and through books and stories. Building on familiar experiences and vocabulary, children's knowledge of the past develops through a deepening understanding of time itself, and observations of changes over time. As this develops, children's concept of 'long ago' and how people used to live in the past is expanded, often captured by comparing what is the same, and what is different.

These learning experiences commonly draw together skills and knowledge from across the EYFS Areas of Learning, laying the foundations for future learning in History by creating a natural curiosity about what has gone before, and what has changed since then.



All about me

- I know that I was a baby once, and that over time babies grow into children and then adults.
- I understand the range of things that babies/children/ adults can do as they grow.



Transport

- I knows that cars, planes and trains in the past were not the same as those today, and that this is because scientists and engineers have found ways to make them faster, safer and cleaner.



Dinosaurs

- I know that dinosaurs were a type of animal that is now extinct.
- I know that some dinosaurs were carnivores, some were herbivores, and some were omnivores, and can explain these terms and begin to use them.
- I know that fossils are very old imprints or remains of animals or plants from a long time ago.
- I knows that fossils are often found around the coast, and that Cornwall is surrounded by coast.
- I can name a range of dinosaurs and describe their features.

Once upon a time



- I know that the castles in our stories were built a long time ago.



Mini-beasts

- I can observe and talk about the lifecycle of a caterpillar.



Holidays



- I can comment on photos of Gylly beach from the past and talk about what is different and the same.



Seasons



- I can observe the changes of the seasons marking the passage of time.

What history might look like in our classroom.



Skills Progression

CHRONOLOGICAL UNDERSTANDING

- Place known events and objects in chronological order.
- Use common words and phrases relating to the passing of time.
- Sequence events and recount changes within living memory.
- Place events in order and comment on the order.

HISTORICAL ENQUIRY

- Find answers to some simple questions about the past from simple sources of information.
- Describe some simple similarities and differences between artefacts.
- Ask and answer relevant basic questions about the past.
- Sort artefacts from 'then' and 'now'

UNDERSTANDING OF EVENTS, PEOPLE & PLACES

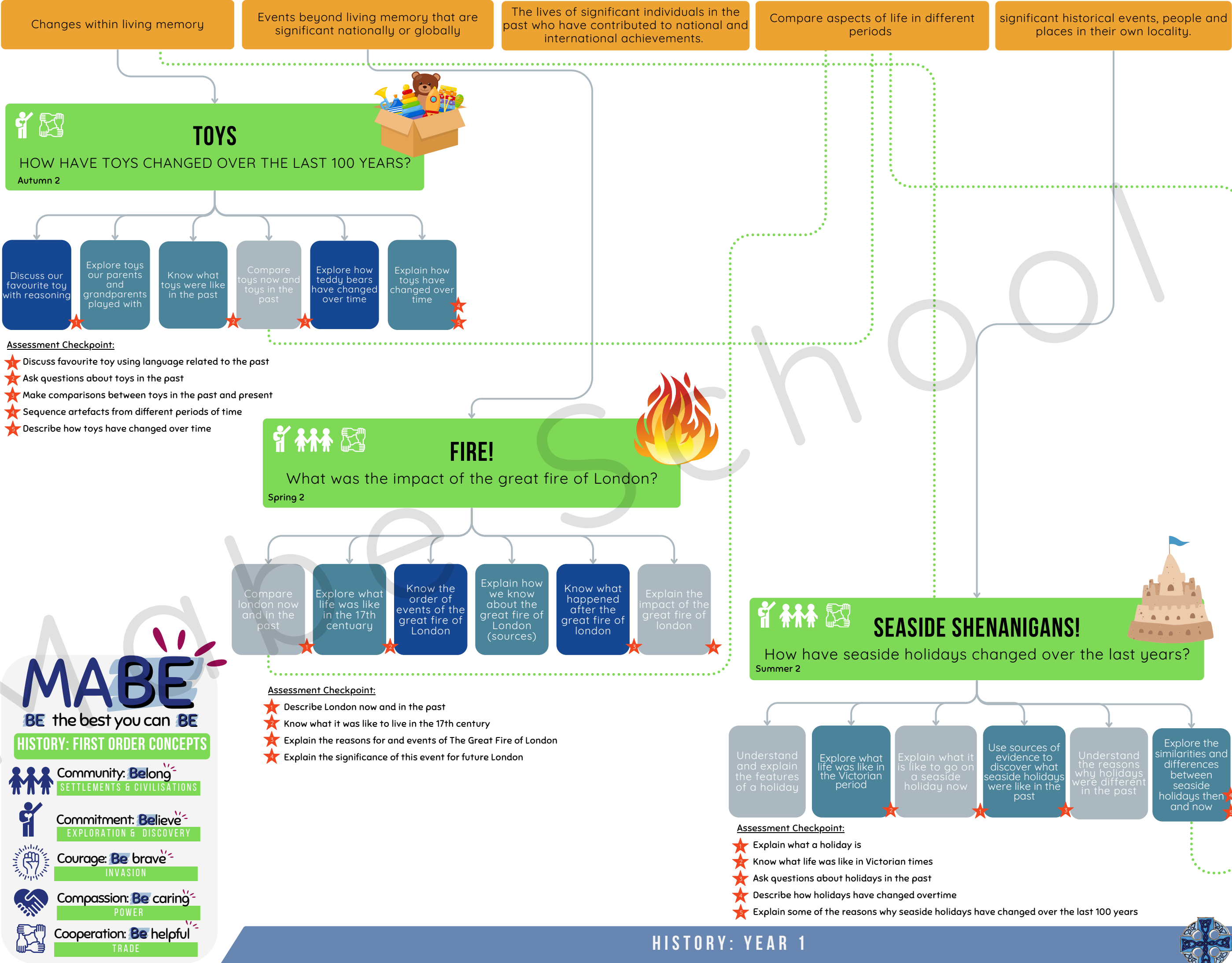
- Understand key features of events.
- Identify some similarities and differences between ways of life in different periods.
- Describe key people in history.

HISTORICAL INTERPRETATION

- Discuss simple impacts of people and events.
- Relate his/her own account of an event and understand that others may give a different version.

ORGANISATION & COMMUNICATION

- Talk, draw or write about aspects of the past.
- Use vocabulary of everyday historical terms.



Skills Progression

CHRONOLOGICAL UNDERSTANDING

- Show an awareness of the past, using common words and phrases relating to the passing of time.
- Describe where people and events studied fit within a chronological framework and identify similarities and differences between ways of life in different periods.
- Place events in order and comment on the order.

HISTORICAL ENQUIRY

- Ask and answer questions, beginning to choose and use parts of stories and other sources to show that he/she knows and understands key features of events.

UNDERSTANDING OF EVENTS, PEOPLE & PLACES

- Discuss the lives of significant people in the past who have contributed to national and international achievements and use some to compare aspects of life in different periods.

HISTORICAL INTERPRETATION

- Describe significant historical events, people and places in his/her own locality.
- Describe changes within living memory and aspects of change in national life.
- Show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented.
- Describe events beyond living memory that are significant nationally or globally.

ORGANISATION & COMMUNICATION

- Use a wide vocabulary of everyday historical terms.
- Speak about how he/she has found out about the past.
- Record what he/she has learned by drawing and writing.

Changes within living memory

Events beyond living memory that are significant nationally or globally

The lives of significant individuals in the past who have contributed to national and international achievements.

Compare aspects of life in different periods

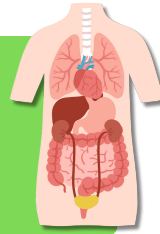
significant historical events, people and places in their own locality.



BRILLIANT BODIES

WHO WERE FLORENCE NIGHTINGALE AND MARY SEACOLE?

Autumn 1



Identify the skills needed to work in the medical profession

Describe Florence Nightingale and Mary Seacole's childhoods

Explain why Mary and Florence went to The Crimean War

Describe battleground and hospital conditions in The Crimean War

Explain why Florence and Mary were given special names.

Consider why Mary and Florence were celebrities.

Identify similarities and differences between nursing now and in Victorian Times

Chronologically sequence and contrast Mary Seacole and Florence Nightingale's lives

Assessment Checkpoint:

- ★ Know who Florence Nightingale and Mary Seacole are
- ★ Know about the Crimean War
- ★ Understand the impact of Florence Nightingale and Mary Seacole
- ★ Compare nursing now and in Victorian times



CASTLES

WHAT IS THE STORY OF PENDENNIS CASTLE?

Spring 1



Compare and contrast castles identifying features and locations.

Explain why castles were important in the past

Sequence and explain Pendennis Castle events.

Use first hand evidence to explain about the features of castles

Identify and describe the roles of people in a castle

Describe if Pendennis castle is a successful castle

Assessment Checkpoint:

- ★ Know why castles were built in the past
- ★ Order, with reasoning, the events of Pendennis Castle
- ★ Explain the roles of people working in a castle
- ★ Explain the significance of Pendennis Castle

MABE

BE the best you can BE

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MABE MATTERS

WHY DOES MABE MATTER?
(PRIMARILY GEOGRAPHY LEAD TOPIC)



Compare Mabe features over time (including within living memory & the impact of Covid-19)

Explain why quarries were a significant part of Mabe's history



PIRATES

PIRACY IN CORNWALL: FACT OR FICTION?

Summer 1



Plot The Golden Age of Piracy' on a timeline.

Understand the local significance of piracy and smuggling

Consider whether our knowledge of Lady Mary Killigrew is accurate.

Explore the myths surrounding pirates.

Describe the life of one significant pirate.

Know that paintings are a source of historical information and consider how truthful they might be.

Assessment Checkpoint:

- ★ Explain 'The Golden age piracy'
- ★ Know why Cornwall was famous for piracy
- ★ Explain why pirates existed
- ★ Describe the life of local pirates in the past

HISTORY: YEAR 2

Skills Progression

CHRONOLOGICAL UNDERSTANDING

- Use an increasing range of common words and phrases relating to the passing of time.
- Describe where the people and events studied fit within a chronological framework and identify similarities and differences between ways of life in different periods.
- Place events in order and comment on the order.

HISTORICAL ENQUIRY

- Ask and answer questions, choosing and using parts of stories and other sources to show that he/she knows and understands key features of events
- Show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented.

UNDERSTANDING OF EVENTS, PEOPLE & PLACES

- Describe changes and impacts on Britain throughout key events in British history.
- Describe a study of an aspect or theme in British history that extends his/her chronological knowledge beyond 1066.
- Understand and describe British settlements.
- Describe the achievements of the earliest civilizations.

HISTORICAL INTERPRETATION

- Begin to discuss viewpoint in sources and how this impacts sources.
- Expand on the significant historical events, people and places in his/her own locality.

ORGANISATION & COMMUNICATION

- Use a wide range of vocabulary pertaining to historical sources and events.
- Refer to how she/he has found out about the past and inferences from sources.
- Communicate his/her learning using appropriate terminology.

Pre-Roman Britain: Pupils should be taught about changes in Britain from the Stone Age to the Iron Age

Ancient Civilizations: Pupils should be taught about the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of the Egyptians.

The Roman empire and its impact on Britain

Compare aspects of life in different periods



THE STONE AGE VS IRON AGE

WHY DID THE IRON AGE REPLACE THE STONE AGE?

Autumn 1

Know how long ago prehistoric man lived

Use evidence from Skara Brae to discover about life in the Stone Age

Know who Amesbury Archer is

Explain how bronze changed life in the Stone Age

Explain how trade changed during the Stone and Iron Age

Describe and explain the changes between the Stone Age and Iron Age

Assessment Checkpoint:

- ★ Explain how bronze was better than stone and the impact this had on farming
- ★ Explain how trade increased during the Iron Age and why coins were needed
- ★ Identify changes and continuities between the Neolithic and Iron Age periods
- ★ Explain which period they would prefer to have lived in, providing evidence for their choice.



EGYPTIANS

HOW DID ANCIENT CIVILISATIONS THRIVE?

Spring 1

Know when and where the Ancient Egyptians lived

Explain the importance of the Egyptian Gods and Goddesses

Evaluate the reasons and challenges of building an Egyptian pyramid

Explain how and why the Egyptians mummified people

Make inferences about Egyptians beliefs, using primary sources

Evaluate significant Ancient Egyptians beliefs

Assessment Checkpoint:

- ★ Explain key periods in Ancient Egypt
- ★ Explain the links between Ancient Egyptian beliefs and mummification
- ★ Name sources that can be used to find out about Ancient Egyptian beliefs

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ROMANS

WHAT WAS THE IMPACT IN BRITAIN OF THE ROMAN INVASION?

Summer 1

Understand why the Romans invaded Britain

Describe how Britain responded to the Roman Invasion

Understand how Roman Soldiers were equipped for war

Understand Roman army battle formations

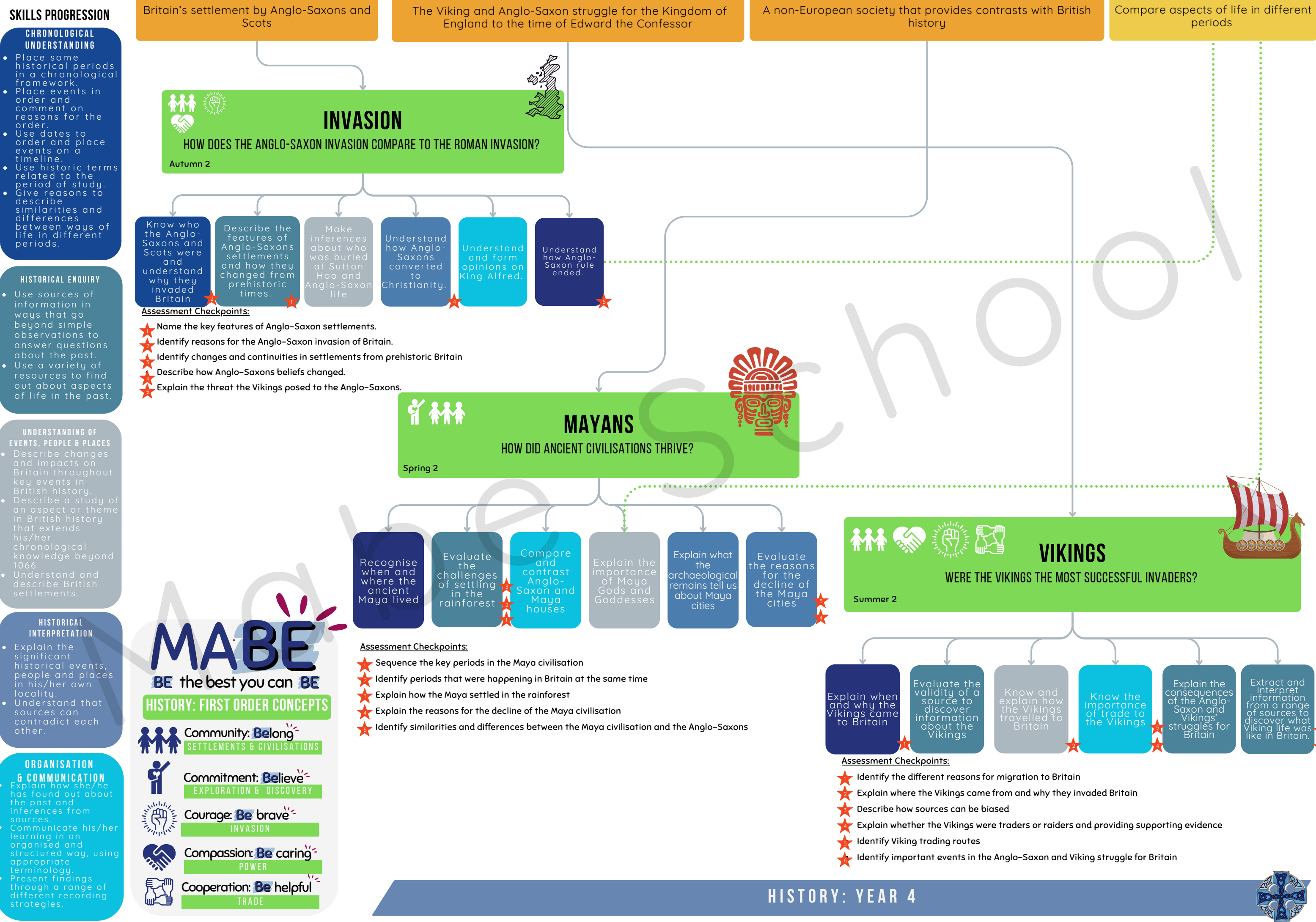
Make inferences about life in Roman times

Identify the Roman legacy in Britain

Assessment Checkpoint:

- ★ Explain the meaning of empire and invasion
- ★ Understand the chronology of the Roman invasion of Britain
- ★ Identify the consequences of the Roman invasion
- ★ Explain why the Romans needed a powerful army
- ★ Identify how the Romans changed Britain







THE ANCIENT GREEKS

HOW DID ANCIENT CIVILISATIONS THRIVE?



Autumn 1

- Understand where and when the three Ancient Civilisations lived – Egyptians, Maya, Greeks

Understand the importance of the gods and beliefs in the Ancient civilisation beliefs

Identify similarities and differences between Athens and Sparta.

Understand how Athenian democracy worked.

Understand the importance of the ancient Greek philosophers.

Identify and explain the lasting achievements of the Ancient civilisations

- Assessment Checkpoint:**
- ★ Identify the key periods in the Ancient civilisations

★ Understand what the Ancient civilisations believed in

★ Compare the Ancient civilisations

★ Identify the achievements of the Ancient civilisations



THE HISTORY OF FALMOUTH

WHY WAS FALMOUTH A VITAL PORT TOWN FOR MAIL?



Spring 1

- Know how Falmouth got its charter

Sequence and explain the key events of the Packet Ship era

Explore how Packet Ships were used during the Napoleonic wars

Explore how commonplace smuggling was on board the Packet Ships

Explain the reasons why the Packet era of Falmouth came to an end

Explain the importance of Falmouth being a port town in the modern day

- Assessment Checkpoint:**
- ★ Identify and sequence the key periods of the Packet Ship era Trade

★ Know that the Packet Ships were used in different ways and explain the reasons why

★ Explain the importance of the Packet Ships to Falmouth's history

★ Explain why the Packet Ships era came to an end in 1680



THE INDUSTRIAL REVOLUTION

WHAT WAS THE IMPACT OF THE INDUSTRIAL REVOLUTION IN BRITAIN?



Summer 1

- Explain the key features of Victorian society

Explain how the living conditions changed during the Industrial Revolution

Explain how the working conditions changed during the Industrial Revolution

Explore what inventions revolutionised the lives of British people

Explain the impact of the Industrial Revolution to locations in the UK

Explain the impact of the political changes that took place during the Industrial Revolution (compare this to the Ancient Greeks democracy)

- Assessment Checkpoint:**
- ★ Know the key events of the Industrial Revolution

★ Explain the impact of the Industrial Revolution on locations and people

★ Compare political changes during the Industrial Revolution and Ancient Greece

★ Describe the legacy of the Industrial Revolution

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Skills progression

A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

A local history study

Compare aspects of life in different periods

CHRONOLOGICAL UNDERSTANDING

- Use dates to order and place events on a timeline from all their learning.
- Place events in order and comment on the order giving well explained reasoning.
- Confidently use historic terms related to a range of periods of study.
- Identify periods of rapid change in history and contrast them with times of relatively little change.

HISTORICAL ENQUIRY

- Address and sometimes 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 our knowledge of the past is constructed from a range of sources.
- Make confident use of a variety of sources for independent research.

UNDERSTANDING OF EVENTS, PEOPLE & PLACES

- Describe where the people and events studied fit within a chronological framework and identify similarities and differences between ways of life in different periods.
- Describe a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods he/she studies.
- Note connections, contrasts and trends over time and show developing appropriate use of historical terms.
- Use evidence to support arguments.

HISTORICAL INTERPRETATION

- Explain the significant historical events, people and places in his/her own locality.
- Understand that sources can contradict each other.

ORGANISATION & COMMUNICATION

- Provide an account of a historical event based on more than one source and comment on the credibility of sources.
- Present findings and communicate knowledge and understanding in different ways.

