

History

At Penponds our History Curriculum follows the National Curriculum. Our school ethos celebrates all aspects of school life and endeavours to provide positive experiences for all pupils. This is reflected in our values and vision statement.

At Penponds history is taught through our exciting and creative topics. Through history lessons children gain coherent knowledge and understanding of Britain's past and that of the wider world. They are inspired to know more about the past and the people who are significant in our lives today.

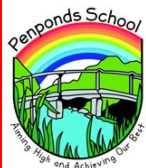
At Penponds we equip the children with the skills they need to become historians and find out about the past for themselves. This enables them to be able to ask questions, think critically, weigh evidence and develop their own opinions. Teachers will give the children the vocabulary they will need to enable them to be able to talk about history, this is planned to be progressive from EYFS up to Year 6.

We believe that children gain knowledge and skills not only through experiences in the classroom, but also with use of fieldwork and educational visits where the children learn about significant events, people and places in their own locality.

The History Lead is responsible for supporting colleagues in their teaching, keeping them informed of current developments in the subject, and by providing a strategic lead and direction for History including following the school's robust system for monitoring and assessing Foundation subjects for History.

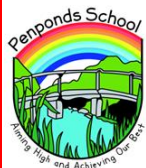
Our children are supported through our four school values – Curiosity, Creativity, Confidence and Caring- all embodied through our vision, 'Aiming High and Achieving Our Best' and our vision statement:

*Penponds School will work with all stakeholders to create a **happy, safe and stimulating environment** where children become '**Leaders of their own Learning**'. By maintaining **high expectations** of the whole school community, our children will be equipped to become **lifelong learners**. We encourage **curiosity about the world, strive to be creative** in everything we do and **build confidence** in our children to enable them to grasp **opportunities and tackle challenges** with **resilience and self-assurance**.*



History

Intent (curriculum design, coverage and appropriateness)	Implementation (curriculum delivery, teaching and assessment)	Impact (attainment and progress)
<p>Our aim of the History curriculum is to ensure that all children are inspired and curious about Britain's past and of the rest of the world.</p> <ul style="list-style-type: none">• We believe high quality history lessons inspire children to want to know more about the past and to think and act as historians.• Many of our lessons use an enquiry-based approach where the children are expected to think critically and be able to ask and answer questions.• The children are equipped with the vocabulary that they need to become historians and to talk about the past and the passing of time.• Lessons provide opportunities for children to support, evaluate and challenge their own and others' views using a range of primary and secondary sources.• We believe that children will gain knowledge and skills not only through experiences in the classroom but also with use of fieldwork and educational visits.	<p>To ensure that high quality history is taking place throughout the whole school we implement a curriculum which is progressive from EYFS through to Year 6.</p> <ul style="list-style-type: none">• History lessons are planned through our termly topics with a focus on knowledge and skills.• Each unit starts with placing the historical period on a timeline.• History lessons have a strong focus on vocabulary which ensures that all children are able to talk about history using the appropriate language.• The subject leaders work closely alongside teachers to ensure that knowledge and skills within history lessons are progressive through the school.• Our monitoring system, including planning scrutiny, book looks, subject coverage checks, lesson observations and pupil conferencing will enable the curriculum leaders to check coverage and progression	<ul style="list-style-type: none">• Children will know more, remember more and understand more about history. Children will be curious about the past and want to know more.• Children will be able to think critically about history and be able to ask and answer questions.• Children will be able to talk about history using historical language which will be built upon each year.• Children will understand and use the key skills: chronological understanding, knowledge and understanding of events in the past, historical interpretation, historical enquiry and organisation and communication.• Children's progress is tracked using the skills progression assessment records too. Any areas of development will have been identified.



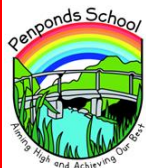
History

Foundation Stage – Reception - some of the wonderful things we do in History (UtW) at Penponds:

- We learn all about ‘real-life’ superheroes including firefighters, police officers, lifeguards, doctors, and nurses. Some real-life superheroes will visit us in school and teach us all about their job.
- Take on the role of some real-life superheroes through role play and small world opportunities.
- Compare real-life superheroes to fictional superheroes.
- Compare transport from history to transport in the modern world.
- Learn about Richard Trevithick, an inventor who invented the steam engine who was from our town.
- Learn about the human life-cycle and sequence members of our own family, while talking about their strengths, similarities, and differences.
- We use non-fiction books, photographs, videos and objects to compare historical and modern concepts.

Reception - Yearly Overview –Skills and knowledge components: Progression document coverage

	Autumn – Superheroes Assemble (PSED/RE- people and communities)	Spring – Let’s Crawl (Science- weather, wildlife, habitats & growing)	Summer – On the Move (History/Geography/Seaside Cornwall)
History- Understanding the World	Skills Components: Can identify similarities and differences between jobs Can identify emergency situations and knows who to call Is able to discuss different occupations of family members Talks about a wider range of occupations (electrician, plumber etc) Shows an interest in different occupations (nurse, doctor, police, fire...)	Skills Components: Comments on fictional characters in stories Shares some similarities between characters, figures or objects Shares likes and dislikes Sequence family members by size and name (baby, child, adult) Sequence family members, explaining who they are (baby, toddler, child, teenager, adult, elderly)	Skills Components: Compare and contrast historical figures and objects from non-fiction texts, sharing similarities and differences Comments on historical figures or objects in non-fiction texts Shares likes and dislikes Shows an interest in different occupations (nurse, doctor, police, fire...) EAD (role play opportunities)



History

Comments on fictional characters in stories
Shares some similarities between characters, figures or objects
Compare and contrast characters from stories, sharing similarities and differences
Shares likes and dislikes

EAD (role play opportunities)

Uses imagination to develop own storylines
Enhance with resources that they pretend are something else
Children enhance small world play with simple resources
Uses experiences and learnt stories to develop storylines
Uses own experiences to develop storylines
Simple small world (farm, cars, trains, dolls)
Plays with familiar resources
Participates in small world play related to rhymes and stories

Sequence family members, explaining who they are and the key differences between what they can/can't do
Can discuss similarities and differences between people in their family
Can talk about members of immediate family in more detail
Can talk about past and upcoming events with their immediate family
Can briefly talk about some members of their family
Can talk about any pets that they might have
Able to say who they are and who they live with

EAD (role play opportunities)

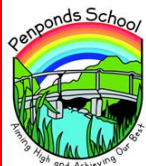
Uses imagination to develop own storylines
Enhance with resources that they pretend are something else
Children enhance small world play with simple resources
Uses experiences and learnt stories to develop storylines
Uses own experiences to develop storylines

Uses imagination to develop own storylines
Enhance with resources that they pretend are something else
Children enhance small world play with simple resources
Uses experiences and learnt stories to develop storylines
Uses own experiences to develop storylines
Simple small world (farm, cars, trains, dolls)
Plays with familiar resources
Participates in small world play related to rhymes and stories

History

		<p>Simple small world (farm, cars, trains, dolls)</p> <p>Plays with familiar resources</p> <p>Participates in small world play related to rhymes and stories</p>	
Sticky Knowledge	<p>Shows an interest in different occupations (nurse, doctor, police, fire fighter).</p> <p>Can identify similarities and differences between jobs.</p> <p>Can identify emergency situations and knows who to call.</p> <p>Compare and contrast characters from stories, sharing similarities and differences.</p>	<p>To know the human life cycle.</p> <p>To consider where members of their family are in the human life cycle.</p>	<p>To have an awareness of Richard Trevithick.</p> <p>To talk about similarities and differences between historical and modern transport.</p>





History

Year 1/2 Year A – some of the wonderful things we do in History at Penponds

Children find out all about the amazing voyage of 'The Mystery' a small fishing boat that travelled all the way from Newlyn to Australia in 1854

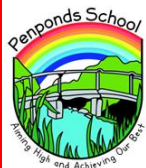
Children will discover more about the past through looking carefully at old photographs and at paintings of scenes from Newlyn

Children will learn about the Newlyn School of painting use paintings to find out about the past

We visit a real castle and find out about jobs and objects from the past

Year 1/2 - Yearly Overview Year A – National Curriculum and Skills and knowledge components: Progression document coverage

History	NC objectives: He/she can describe the similarities and differences between life during a time in the past and life today He/she can ask questions about the past with some support He/she knows some of the ways that we can find out about the past with support He/she can answer questions about the past using given sources with support Historical understanding he/she can use pictures and role play to tell stories from the past. He/she can use a wide vocabulary of everyday historical term including those related to passing of time eg before, after, a long time ago and past He/she can describe an artefact e.g. materials, size, sign and wear and tear with support	NC objectives: He/she can use a wide vocabulary of everyday historical term including those related to passing of time eg before, after, a long time ago and past	NC objectives: He/she can describe the similarities and differences between life during a time in the past and life today He/she can ask questions about the past with some support He/she knows some of the ways that we can find out about the past with support He/she can answer questions about the past using given sources with support Historical understanding he/she can use pictures and role play to tell stories from the past. He/she can use a wide vocabulary of everyday historical term including those related to passing of time eg before, after, a long time ago and past He/she can describe an artefact e.g. materials, size, sign and wear and tear with support He/she can discuss some significant historical events, people and places in his own locality
---------	--	--	--



History

	<p>Sticky Knowledge: Names of the crew of the Mystery with a simple pen portrait A table to show a comparison of how a crew prepare for a voyage now with how the crew prepared to travel on the Mystery A simple story mountain showing the main points of the voyage A photograph comparison of working in Newlyn in the late 1800s and today</p>	<p>Sticky Knowledge:</p>	<p>Sticky Knowledge: Pictures of different castles A diagram with labelled parts of the castle Images of objects from the past used by rich and poor in a castle e.g. plates, toys, clothing Pictures of Pendennis Castle</p>
	<p>Skills Components: Put things in order Significant to themselves. People, photographs, Personal Opinions and facts. Who? Where? When? Why? To talk simply about why something happened. Past , present, future Language specific to topic</p>	<p>Skills Components: People, photographs, Personal Opinions and facts. Who? Where? When? Why? Past , present, future Language specific to topic</p>	<p>Skills Components: People, photographs, Personal Opinions and facts. Who? Where? When? Why? To talk simply about why something happened. Past , present, future Language specific to topic</p>



Year 1/2 Year B – some of the wonderful things we do in History at Penponds

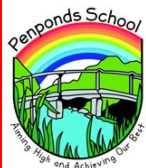
Children learn about historical explorer Percy Fawcett who was lost in the jungle

Children find out about the history of space travel and the first people on the moon - Neil Armstrong and Buzz Aldrin as well as learning about Katherine Johnson and the crucial she played in the Apollo 11 mission

Use timelines to order key historical events

Find out about the age of the dinosaurs

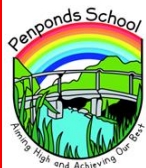
Children will learn about palaeontologists like Mary Anning



History

Year 1/2 - Yearly Overview Year B – National Curriculum and Skills and knowledge components: Progression document coverage

<p>History</p>	<p>NC objectives:</p> <ul style="list-style-type: none"> - can use a wide vocabulary of everyday historical terms including those related to the passing of time. - can place events and objects in chronological order. -can ask questions about the past. -can answer questions about the past using given sources. - discuss significant events and people in Britain within and beyond their living memory -knows some of the ways that we can find out about the past. - describe the similarities and differences between life during a time in the past and life today. can answer questions about the past using given sources. - can discuss significant events and people from the wider world, within and beyond their living memory describe the similarities and differences between life during a time in the past and life today. 	<p>NC objectives:</p> <ul style="list-style-type: none"> - can use a wide vocabulary of everyday historical terms including those related to the passing of time. - can place events and objects in chronological order. -can ask questions about the past. -can answer questions about the past using given sources. - discuss significant events and people in Britain within and beyond their living memory -knows some of the ways that we can find out about the past. - describe the similarities and differences between life during a time in the past and life today. can answer questions about the past using given sources. - can discuss significant events and people from the wider world, within and beyond their living memory describe the similarities and differences between life during a time in the past and life today. 	<p>NC objectives:</p> <ul style="list-style-type: none"> - can use a wide vocabulary of everyday historical terms including those related to the passing of time. - can place events and objects in chronological order. -can ask questions about the past. -can answer questions about the past using given sources. - discuss significant events and people in Britain within and beyond their living memory -knows some of the ways that we can find out about the past. can describe an artefact. - describe the similarities and differences between life during a time in the past and life today. can discuss some significant historical events, people and places in his/her own locality describe the similarities and differences between life during a time in the past and life today.
<p>Sticky Knowledge Percy Fawcett was an explorer who mapped the Amazon rainforest in the late 1800s</p>	<p>Sticky Knowledge A time line showing when the space race started in relation to other key dates</p>	<p>Sticky Knowledge A time line showing the ages of the dinosaurs Pen portrait of Mary Anning</p>	



History

	<p>Pictures of explorers of the past and present day</p>	<p>Pen portrait of significant people; Buzz Aldrin, Neil Armstrong, Katherine Johnson and Russian astronauts Yuri Gagarin and Valentina Tereshkova Images of first rockets launched in space to compare with present day Secondary sources e.g. newspaper headlines</p>	<p>Labelled examples of fossil finds and tools used in discovering artefacts World map with locations of dinosaurs</p>
<p>Components: Put things in order within the topic. Offers opinions and facts with some reasoning. Answer simple questions relating to the topic. Language specific to topic Use sources to find out about the past; people, photographs, Answer simple questions relating to the topic. To talk simply about why something happened. Explore a particular event and how it affected people at the time.</p>	<p>Components: Put things in order within the topic. Offers opinions and facts with some reasoning. Answer simple questions relating to the topic. Explore a particular event and how it affected people at the time. Language specific to topic (e.g. mummified) Use sources to find out about the past; people, photographs, To talk simply about why something happened.</p>	<p>Components: Put things in order within the topic. Offers opinions and facts with some reasoning. Answer simple questions relating to the topic. Language specific to topic (e.g. mummified)</p>	

History

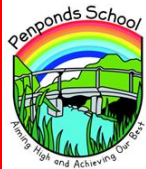


Year 3/4 Year A– some of the wonderful things we do in History at Penponds

- Explore what life was like in the Ancient Egyptian era.
- Visit the local museum and partake in the Egyptian workshop and see a real mummy!
- Find out about famous scientists from the past that have had an impact on our lives today, eg Marie Curie.
- Learn about the rise and fall of the Roman Empire.
- Explore how and why the Anglo-Saxons settled in the UK.

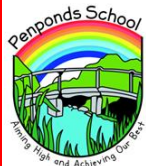
Year 3/4 Year A - Yearly Overview – National Curriculum and Skills and knowledge components: Progression document coverage

History	NC objectives: Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives	NC objectives: Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear	NC objectives: Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives
---------	---	--	---



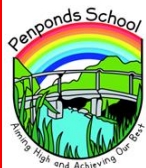
History

	<p>within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.</p> <ul style="list-style-type: none"> - the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China 	<p>narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.</p> <ul style="list-style-type: none"> a significant turning point in British history, for example, the first railways or the Battle of Britain 	<p>within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.</p> <ul style="list-style-type: none"> - the Roman Empire and its impact on Britain - Britain’s settlement by Anglo-Saxons and Scots
	<p>Sticky Knowledge: Hieroglyphs are the Egyptian system for writing that uses pictures and symbols. Pharaohs were rulers of Ancient Egypt. The Ancient Egyptians had lots of different gods and goddesses. Egyptian people mummified their dead.</p>	<p>Sticky Knowledge: George Washington Carver came up with more than 100 uses of a peanut so farmers could sell these plants at a higher price. The uses of peanuts included paints, face creams, plastics and medicines</p>	<p>Sticky Knowledge: The Roman Empire was the land that was controlled by the Romans, including, Europe, the middle East and parts of Africa. Julius Caesar was an emperor of Rome. Romans built many things that we can still see/use today including roads and baths.</p>



History

	<p>Egyptian people believed that once a person died, they moved onto the afterlife.</p>	<p>Marie Curie was a famous scientist who developed the use of x-rays, which meant that a lot more patients could be correctly diagnosed and treated.</p>	<p>The roman emperor, Hadrian, built a wall to protect the Roman Empire in Britain. The last Roman soldiers left Britain in 410 AD. Britain no longer had the strong Roman army to defend it from the invaders. New people came in ships across the North Sea: the Anglo-Saxons. The Anglo-Saxon age in Britain was from around 410 AD to 1066. They were a mix of tribes from Germany, Denmark and the Netherlands. The three biggest were the Angles, the Saxons and the Jutes. The land they settled in was 'Angle-land', or England.</p>
	<p>Skills Components: Year 3 Order events over a larger timescale. Distinguishing between fact and opinions and given reasons. Children pose own questions to gain an understanding of the topic. Question why something happened and how it impacted people. Language specific to topic (e.g. mummified) Year 4 Beginning to think about the impact of historical events/people.</p>	<p>Skills Components: Science history – Marie Curie (year 3 lesson 2 twinkl) Identify changes related to scientific ideas by describing Marie Curie's research into x-rays. George Washington Carver (year 3 lesson 3 twinkl) Identify changes related to scientific ideas by describing the achievements of George Washington Carver. Explain how George Washington Carver helped farmers to grow crops. Notice and describe how changes have taken place in farming in the UK.</p>	<p>Skills Components: Year 3 Order events over a larger timescale. Distinguishing between fact and opinions and given reasons. Children pose own questions to gain an understanding of the topic. Question why something happened and how it impacted people. Language specific to topic (e.g. centurion) Year 4 Beginning to think about the impact of historical events/people. Understanding the difference between primary and secondary sources.</p>



History

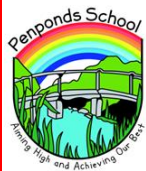
	<p>Understanding the difference between primary and secondary sources. Generate purposeful questions. Question why something happened and how it impacted people long term Language specific to topic (e.g. mummified)</p>	<p>Year 3 Question why something happened and how it impacted people. Year 4 Beginning to think about the impact of historical events/people. Question why something happened and how it impacted people long term.</p>	<p>Generate purposeful questions. Question why something happened and how it impacted people long term Language specific to topic (e.g. centurion)</p>
--	---	---	--

Year 3/4 Year B– some of the wonderful things we do in History at Penponds

- Explore what life was like for the Ancient Maya.
- Hold our own festival in class, in the style of a Mayan festival, with head-dresses, food, weaved mats etc.
- Find out about natural disasters from the past and how they have impacted our world today.
- Explore life in the stone age to the Iron age and how it changed and developed.
- Visit local iron age monuments/iron age village to explore what we can learn about the past.

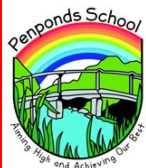
Year 3/4 Year B - Yearly Overview – National Curriculum and Skills and knowledge components: Progression document coverage

History	<p>NC objectives: Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes</p>	<p>NC objectives: Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should</p>	<p>NC objectives: Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes</p>
---------	--	--	--



History

	<p>devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.</p> <p>- a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.</p>	<p>regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.</p>	<p>devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.</p> <ul style="list-style-type: none"> - changes in Britain from the Stone Age to the Iron Age
	<p>Sticky Knowledge: The Maya civilisation began around 2000 BC. Maize was a very important crop that formed up to 80% of the Maya people’s diets. They believed that the first humans were made from maize dough by the gods. The Maya made a bitter chocolatey drink from cacao beans that was enjoyed by the rich and used for medicines and in ceremonies. The beans were highly valued and even used as a form of money. The Maya had their own writing and number system. The Maya believed in and worshipped a number of different gods.</p>	<p>Sticky Knowledge: Name and talk about some natural disasters that have occurred in history.</p>	<p>Sticky Knowledge: Stone Age – When the first humans began to live in Europe. They used stones as tools. Bronze Age - In this era, metals were used to make hunting tools. Humans also began to farm land. Iron Age - Humans now used iron to make tools, and farmed land instead of hunting. They lived in communities. Skara Brae is an archaeological site in Orkney, Scotland. -It is a Stone Age village. -There are 8 houses made of stone. -It is famous because it has been well preserved and has taught us a lot about life in the Stone Age. -Stonehenge is a famous monument located in Wiltshire, England. -It is a circle of very large</p>



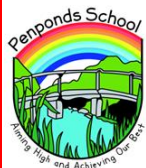
History

			<p>stones standing upright. -It was built in the Stone Age. -Nobody knows why it exists. Some believe it was built to learn about the movements of the sun and moon. Some believe it was a burial mound.</p>
	<p>Skills Components: Year 3 Order events over a larger timescale. Distinguishing between fact and opinions and given reasons. Children pose own questions to gain an understanding of the topic. Question why something happened and how it impacted people. Language specific to topic Year 4 Beginning to think about the impact of historical events/people. Understanding the difference between primary and secondary sources. Generate purposeful questions. Question why something happened and how it impacted people long term. Language specific to topic</p>	<p>Skills Components: Revisit previous taught skills components but linked to topic. Natural disasters including: Hurricane Katrina, Boxing day Tsunami, Pompeii, New Zealand Christchurch earthquake. Year 3 Children pose own questions to gain an understanding of the topic. Question why something happened and how it impacted people. Language specific to topic (e.g. mummified). Year 4 Beginning to think about the impact of historical events/people. Generate purposeful questions Question why something happened and how it impacted people long term. Language specific to topic (e.g. mummified)</p>	<p>Skills Components: Year 3 Order events over a larger timescale. Distinguishing between fact and opinions and given reasons. Children pose own questions to gain an understanding of the topic. Question why something happened and how it impacted people. Language specific to topic. Year 4 Beginning to think about the impact of historical events/people. Understanding the difference between primary and secondary sources. Generate purposeful questions. Question why something happened and how it impacted people long term. Language specific to topic.</p>



Year 5/6 Year A– some of the wonderful things we do in History at Penponds

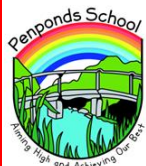
- Explore what life was like in Ancient Greece.
- Visit the local museum, investigate the Greek display and attend a workshop making tiles to represent Greek vases.
- Find out about our interaction with our environment and how that has led to climate change
- Learn how changes in behaviour and technology may help rebalance our weather and climate.
- Explore how and why the Vikings settled in the UK



History

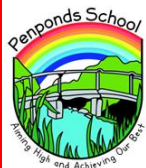
Year 5/6 Year A - Yearly Overview – National Curriculum and Skills and knowledge components: Progression document coverage

History	<p>NC objectives: Ancient Greece – a study of Greek life and achievements and their influence on the western world The legacy of Greek culture (art, architecture and literature) on the present day</p>	<p>NC objectives: Changes from the Stone Age to the present day. Learning how the transition from late Neolithic hunter-gatherers to early farmers influenced our relationship with the environment.</p>	<p>NC objectives: The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p>
	<p>Sticky Knowledge: The ancient Greeks were people who lived from about 1200BC to 150BC</p> <ul style="list-style-type: none"> • The Trojan War was fought between the Greeks and the Trojans The first Olympic games took place in 776BC. • The Ancient Greeks invented government, democracy, the Olympics and practised early medicine. • Greek myths are well known stories which were made up in the past to explain natural events. • Zeus was the most powerful of all the gods. • Aphrodite was the goddess of love and beauty. • Plato founded the first ever University and was the first to argue that women should receive the same education as men. • Socrates was a famous philosopher who taught others to question things. • Ancient Greece was made up of a few wealthy people, citizens and many slaves. Most lived in the countryside and only the wealthy lived in the city. • The Romans invaded Greece in 146 BC 	<p>Sticky Knowledge: Know that humans were once hunter gatherers We became settlers when we learnt how to grow crops and domesticate animals These changes allowed us to settle and build villages, towns and cities. The infrastructure required for these urban developments placed new demands upon our design and engineering skills Growing crops and specialising in manufacture allowed us more trading opportunities. Competition for these resources may sometimes have contributed to warfare between tribes, states, nations and their armies.</p>	<p>Sticky Knowledge:</p> <ul style="list-style-type: none"> • The first Viking raid was in 793AD. It was at Lindisfarne. • When they arrived, they fought the Anglo-Saxons for control. • Eventually they shared the land between them. • The Vikings originated from the Scandinavian countries. • Not all Vikings were warriors. Some were farmers and came in peace. • Vikings spoke Norse, which had an alphabet made up of runes. • Know what Britain was like in the 8th Century • Know why this time was known as the Dark Ages • Impact on monasteries – Lindisfarne • Be able to gather information from a range of sources effectively • Know about Danelaw and where in Britain was under control of Danelaw • Know who King Alfred the Great was and what he did to earn that title



History

		<ul style="list-style-type: none"> · Know about key figures of the time – King Edgar, King Edward, Ethelred the Unready, King Cnut, Edmund Ironside and King Sveyn · 1016 – unification of England · Edward the Confessor · William the Conqueror · When the Vikings arrived, they were pagans. They believed in multiple Gods.
<p>Skills Components: Shows some understanding and talks with some clarity about the impact of historical events. Use a variety of reliable sources to gain a deeper understanding of history. Compare historical sources and suggest the validity of these. Begin to use questions to understand significant events. Language specific to topic (e.g. democracy, oligarchy) Talk in depth about the theme in relation to other historical events and the impact of these, linking to modern day. Understand the methods of historical enquiry, including how it is used to make historical claims. Identify significant events, make connections, draw contrast and analyse trends</p>	<p>Skills Components: Use a variety of reliable sources to gain a deeper understanding of history. Compare historical sources and suggest the validity of these (include the growth of ‘fake news’) Begin to use questions to understand significant events. Language specific to topic (e.g. solar, hydro) Talk in depth about the theme in relation to other historical events and the impact of these, linking to modern day. Understand the methods of historical enquiry, including how it is used to make historical claims. Identify significant events, make connections, draw contrast and analyse trends.</p>	<p>Skills Components: Shows some understanding and talks with some clarity about the impact of historical events. Use a variety of reliable sources to gain a deeper understanding of history. Compare historical sources and suggest the validity of these. Begin to use questions to understand significant events. Language specific to topic (e.g. invader, settler) Talk in depth about the theme in relation to other historical events and the impact of these, linking to modern day. Understand the methods of historical enquiry, including how it is used to make historical claims. Identify significant events, make connections, draw contrast and analyse trends.</p>



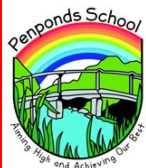
History

Year 5/6 Year B– some of the wonderful things we do in History at Penponds

- Examine the reasons leading to World War 2.
- Imagine what life was like in Britain during the second World war.
- Discover about the ‘space race’ - and how that now continues between rich individuals
- Explore life in Victorian Britain.
- Consider the huge expansion of the British Empire

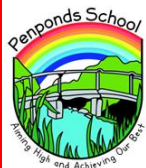
Year 5/6 Year B - Yearly Overview – National Curriculum and Skills and knowledge components: Progression document coverage

History	<p>NC objectives:</p> <ul style="list-style-type: none"> · Develop a chronologically secure knowledge and understanding of world history, establishing clear narratives within and across the periods they study by learning about the events leading to the outbreak of World War II. · Construct informed responses that involve thoughtful selection of relevant historical information by learning about when, where and why children were evacuated in World War II. · Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference and significance by learning about rationing during World War II and how people adapted to deal with reduced product availability. 	<p>NC objectives:</p> <ul style="list-style-type: none"> · During this term children will look back at our relationship with space and how it has influenced our understanding of how our universe exists. We shall study advances that were made during the ages, especially by the ancient Greeks. Thanks to the work of Galileo and the telescope, we will understand the shift from geocentric to heliocentric views of the world. · We will learn how World War II forced advancements in rockets and aircrafts which finally enabled experts to send aircrafts into space. · The years following WW II led to Sputnik 1 and the · ‘Space Race’ between USA and Russia. This culminated with Man’s first landing on the moon. 	<p>NC objectives:</p> <ul style="list-style-type: none"> · the changing power of monarchs using case studies such as John, Anne and Victoria · changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century · the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day · a significant turning point in British history, for example, the first railways or the Battle of Britain
---------	--	--	--



History

<ul style="list-style-type: none"> · Construct informed responses that involve thoughtful selection of relevant historical information by learning about the importance and significance of the role of women during World War II. · Construct informed responses that involve thoughtful selection of relevant historical information by learning about the events of the Holocaust in World War II. · Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study by learning about a variety of key events from World War II. 	<ul style="list-style-type: none"> · Recent developments have included The Hubble Telescope, the ISS (International Space Station), an increasing use of satellites for communications and private space flights. In 2021 it was announced that Cornwall would be the location for a space station in the UK. 	
<p>Sticky Knowledge:</p> <p>Why did the war begin? What were the main events? What were the key dates? What was it like in Britain during WW2? Which countries formed the two main groups (Allied and AXIS) The Blitz The Battle of Britain Hiroshima (nuclear bomb) The power of propaganda</p>	<p>Sticky Knowledge:</p> <p>Geocentric model Years ago people believed that planets moved around the Earth. The work and ideas of many astronomers (such as Copernicus and Kepler) combined over many years before the idea of the heliocentric model was developed. Galileo's work on gravity allowed astronomers to understand how planets stayed in orbit.</p>	<p>Sticky Knowledge:</p> <ul style="list-style-type: none"> · How did the railway network grow? · Why were workhouses necessary? · What did it look like in a hospital? · How did the British Empire expand during this period – name the countries affected and know where in the world they are situated? · Understand about conditions in schools <p>Describe the main reasons behind the Industrial Revolution – and the growth in factories</p>
<p>Skills Components:</p> <p>Year 5 Shows some understanding and talks with some clarity about the impact of historical events.</p>	<p>Skills Components:</p> <p>Year 5 Shows some understanding and talks with some clarity about the impact of historical events.</p>	<p>Skills Components:</p> <p>Year 5 Shows some understanding and talks with some clarity about the impact of historical events.</p>



History

Use a variety of reliable sources to gain a deeper understanding of Compare historical sources and suggest the validity of these. subject.
Begin to use questions to understand significant events.
A detailed study of a particular famous person and their historical legacy.
Language specific to topic (e.g. armistice)
Year 6
Talk in depth about the theme in relation to other historical events and the impact of these, linking to modern day.
Understand the methods of historical enquiry, including how it is used to make historical claims.
Identify significant events, make connections, draw contrast and analyse trends

Use a variety of reliable sources to gain a deeper understanding of Compare historical sources and suggest the validity of these. subject.
Begin to use questions to understand significant events.
A detailed study of a particular famous person and their historical legacy.
Language specific to topic (e.g. gravity)
Year 6
Talk in depth about the theme in relation to other historical events and the impact of these, linking to modern day.
Understand the methods of historical enquiry, including how it is used to make historical claims.
Identify significant events, make connections, draw contrast and analyse trends
A detailed study of a particular famous person and their historical legacy from at least two different points of view.
Language specific to topic (e.g. gravity)

Use a variety of reliable sources to gain a deeper understanding of a subject. Compare historical sources and suggest the validity of these.
Begin to use questions to understand significant events.
A detailed study of a particular famous person and their historical legacy.
Language specific to topic (e.g. workhouse)
Year 6
Talk in depth about the theme in relation to other historical events and the impact of these, linking to modern day.
Understand the methods of historical enquiry, including how it is used to make historical claims.
Identify significant events, make connections, draw contrast and analyse trends
A detailed study of a particular famous person and their historical legacy from at least two different points of view.
Language specific to topic (e.g. workhouse)



Strategies for supporting pupils with Special Educational Needs and Disabilities in History lessons.

	Here's how we will help.
Attention Deficit Hyperactivity Disorder	<ul style="list-style-type: none"> • All adults supporting the child within the classroom will have a good understanding of how best to support the child using a non-confrontational approach • Any rules/expectations will be consistently implemented • Seating arrangements will be considered carefully to minimise distractions within the history session • 'Time out' or 'help cards' can be used to ensure the child is able to communicate that they need to use their breakout space • Instructions and key information will be given clearly so the child understands what is being asked of them and how they will achieve the learning goal • Children will be given the correct preparation before the lesson so they know what will be happening and what to expect prior to the history session
Anxiety	<ul style="list-style-type: none"> • Before the lesson, there will be a discussion between the adult and child so that the child can choose their preference for where they would like to sit • Children will be given the necessary preparation prior to the lesson so that they know what to expect within the lesson. Any new vocabulary will also be shared with the child before the lesson • Any changes that will be made to the seating plan or organisation of the lesson will be shared with the child beforehand • Children will be able to use a 'help card' if they feel that they need support within the classroom

<p>Autism Spectrum Disorder</p>	<ul style="list-style-type: none"> • Adults who have a positive, supportive, trusting relationship with the child will be available to support during the lesson • Learning will be adapted so that it is accessible to the child • Seating arrangements will be agreed with the child prior to the lesson and any changes to the organisation of the lesson or classroom will be shared with the child through a social script/the use of visuals • Preparation for what is coming will be provided with the use of visuals • Time will be given for the child to process new information and instructions with the support of visual cues • Planned and unplanned sensory breaks will be used and there will be a breakout space available throughout the lesson • Any group activities will be thought out carefully and children can work independently if the child finds the social expectations of group work tricky or difficult
<p>Dyscalculia</p>	<ul style="list-style-type: none"> • The use of an individual whiteboard will be used to ensure the child is not expected to copy from the shared whiteboard • Adults will ensure that questioning is adapted to support the child's understanding
<p>Dyslexia</p>	<ul style="list-style-type: none"> • Adults will ensure that font size is 12 or above and any printed resources will be on pastel coloured paper, avoiding black font on white paper • Numbered points or bullet points will be used rather than large paragraphs of writing/information • Children will be able to use a ruler or their finger to follow writing/text when reading • Text boxes or borders will be used to highlight important information • The use of pictures, diagrams, clear sub-titles and 'colour-coded text' will be used to break up large sections of information • Text to speech technology will be used if necessary
<p>Dyspraxia</p>	<ul style="list-style-type: none"> • Children will be provided with a large working space with an accessible route into and out of the classroom • Instructions will be written clearly for the child, using different colours for each line • Visual timelines of the lesson will be provided with a tick list of activities/expectations so that the child is aware of how to reach the learning goal • Time will be provided for the child to: move around the room, complete tasks within the lesson, process information and pack up and leave the session early if needed

<p style="text-align: center;">Hearing Impairment</p>	<ul style="list-style-type: none"> • Adults will discretely check that the child is wearing their hearing aid • A discussion will take place between the adult and child so that the child is able to choose where they sit/where is best for them to access the learning within the classroom environment • Background noise will be minimised and the classroom will be a quiet, calm environment • Questions asked by other children will be repeated clearly so that the child is aware of any key information being shared • Adults will face the child when talking, children will sit closely to the front having clear vision of all aspects of the lesson • Children will be provided with key vocabulary specific to history with technical terms explained
<p style="text-align: center;">Toileting Issues</p>	<ul style="list-style-type: none"> • Children will be able to leave the classroom whenever necessary • Seating arrangements will be carefully organised so that the child can access the toilet as easily as possible • Staff will be aware that the child may arrive late to the lesson
<p style="text-align: center;">Cognition and Learning Challenges</p>	<ul style="list-style-type: none"> • Learning will be carefully adapted to suit the child's individual learning needs. Visual diagrams and pictures will be used to support new information • Instructions will be given clearly with both physical and verbal cues with visuals to support so that the child fully understands the expectations of the lesson • Children will be given time to process questions and formulate answers • Word banks will be provided with key vocabulary linked to the history focus of the lesson • Information will be repeated in a variety of ways, using a range of vocabulary • A writing frame will be provided to support writing during independent activities
<p style="text-align: center;">Speech, Language & Communication Needs</p>	<ul style="list-style-type: none"> • Children will be given time to process information and to give responses to answers • Speech will be clear and slowly paced so that children can understand what is being said, what information is being shared and any instructions that are being given

	<ul style="list-style-type: none"> • Long sentences will be broken up into smaller, shortsentences that can clearly be interpreted • Symbols, signs and visual timetables will be used tosupport communication • Lots of opportunities will be given to communicate in either a pair or small group context to develop confidence • Positive responses will be given to any attempts atcommunicating • Adults will regularly check the child’s understanding throughout the lesson
<p>Tourette Syndrome</p>	<ul style="list-style-type: none"> • Adults will have understanding of how to individually support the child with tics to ensure they feel safe andrespected • Adults will support the child to ensure they feel supported in participating within the lesson however theyfeel comfortable • Children will be provided with a tick list/structure to completing an activity that supports their attention spanand helps with the planning and organisation of the activity • Adults will plan sessions carefully, being mindful of the sensory processing that this lesson exposes the child to
<p>Experienced Trauma</p>	<ul style="list-style-type: none"> • The PACE approach will be used by all adults supportingthe child within the lesson • Adults will carefully check through the content of the lesson to ensure they are considering the child’s contextand background before the lesson takes place. If necessary, lessons will be adapted with this information inmind to avoid triggers and to ensure the child feels safe and secure • Children will be provided with a safe and familiar breakout space if they need it throughout the lesson • The use of a ‘help card’ will be available at all times • Adults supporting the child will have good understanding of how best to support the child with their emotions

Visual Impairment

- A thicker/darker pencil will be provided to support the child with reading their own writing
- Children will be given enlarged images, pictures and diagrams
- If the child needs a typoscope when reading information, this will be accessible whenever necessary
- Resources will be provided in the correct font size rather than enlarged to ensure sharpness and contrast is as clear as possible