



HISTORY CURRICULUM

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

Our History First Order Concepts



Community: **Be**long

SETTLEMENTS & CIVILISATIONS



Commitment: **Be**lieve

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 know 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 know 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.

Sharing books about the past. (eg. You Choose)

Talking about what has happened and will be happening in our daily routine. (Now/next)

Talking about and looking at photos of us as babies.

Small world play with dinosaurs!

Recounting and sharing our personal memories of events

Wishing our friends a Happy Birthday as we turn 5!

Using language related to the passing of time (yesterday, last week, last year)

Looking at photographs from the past and discussing what is the same/different.



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.

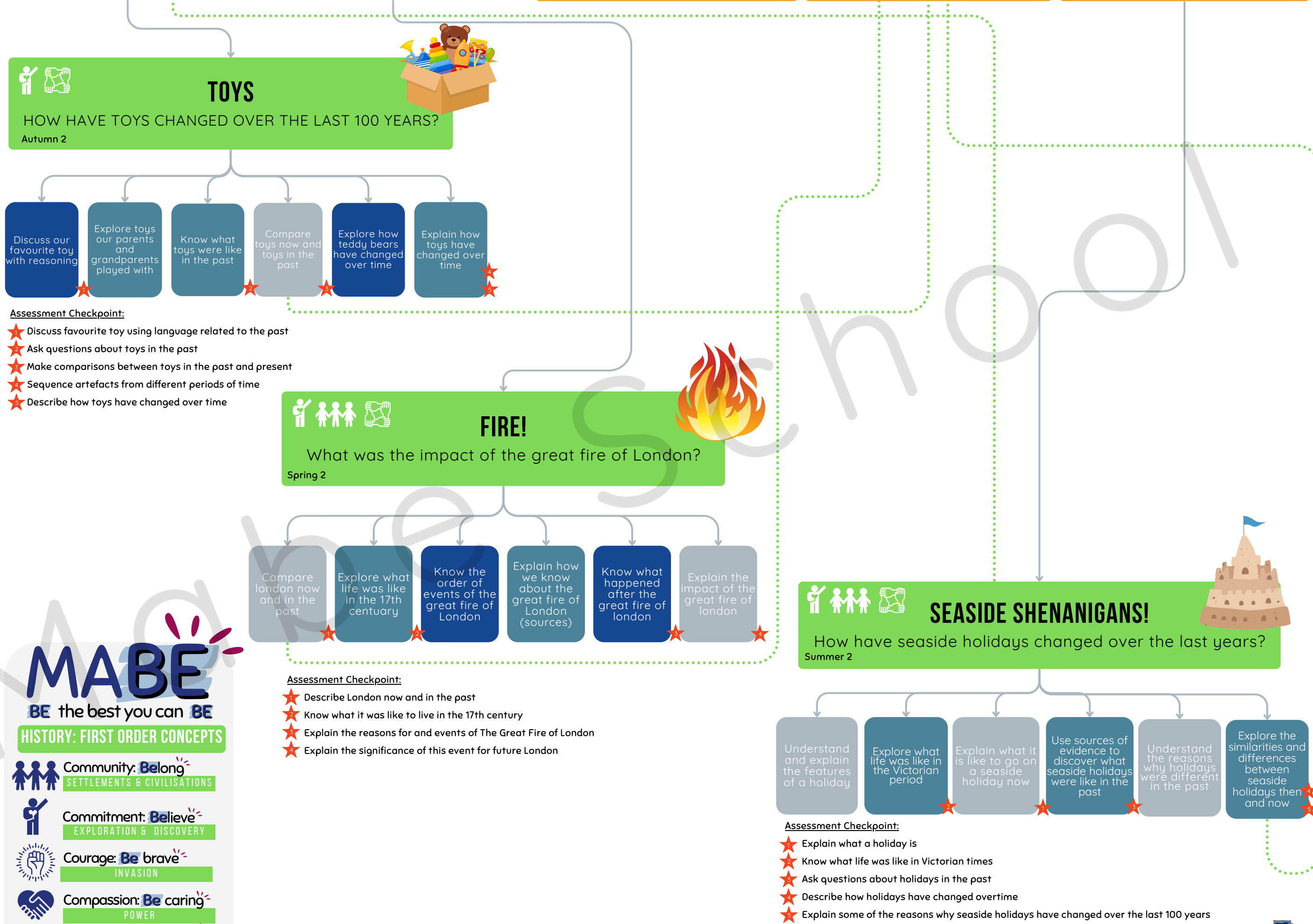
HISTORICAL INTERPRETATION

- 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.

- 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.



MABE
BE the best you can BE

HISTORY: FIRST ORDER CONCEPTS

- Community: Belong**
SETTLEMENTS & CIVILISATIONS
- Commitment: Believe**
EXPLORATION & DISCOVERY
- Courage: Be brave**
INVASION
- Compassion: Be caring**
POWER
- Cooperation: Be helpful**
TRADE



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 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

MABE
BE the best you can BE

HISTORY: FIRST ORDER CONCEPTS

- Community: **Belong** (SETTLEMENTS & CIVILISATIONS)
- Commitment: **Believe** (EXPLORATION & DISCOVERY)
- Courage: **Be brave** (INVASION)
- Compassion: **Be caring** (POWER)
- Cooperation: **Be helpful** (TRADE)

Skills Progression

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

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.

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

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

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BE the best you can BE

HISTORY: FIRST ORDER CONCEPTS

- Community: Belong**
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- Commitment: Believe**
EXPLORATION & DISCOVERY
- Courage: Be brave**
INVASION
- Compassion: Be caring**
POWER
- Cooperation: Be helpful**
TRADE



SKILLS PROGRESSION

CHRONOLOGICAL UNDERSTANDING

- Place some historical periods in a chronological framework.
- Place events in order and comment on reasons for the order.
- Use dates to order and place events on a timeline.
- Use historic terms related to the period of study.
- Give reasons to describe similarities and differences between ways of life in different periods.

HISTORICAL ENQUIRY

- Use sources of information in ways that go beyond simple observations to answer questions about the past.
- Use a variety of resources to find out about aspects of life in the past.

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.

HISTORICAL INTERPRETATION

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

ORGANISATION & COMMUNICATION

- Explain how she/he has found out about the past and inferences from sources.
- Communicate his/her learning in an organised and structured way, using appropriate terminology.
- Present findings through a range of different recording strategies.

Britain's settlement by Anglo-Saxons and Scots

The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor

A non-European society that provides contrasts with British history

Compare aspects of life in different periods



THE BEGINNING OF BRITISH HISTORY

WHAT IS THE STORY OF SETTLERS AND INVADERS IN BRITISH HISTORY?

Autumn 2

Know that the Stone Age people were the earliest settlers in Britain

Describe the features of the Stone Age settlements

Explain how the Iron Age took over from the Stone Age

Explain the impact of The Roman invasion on Britain

Describe how successful The Roman invasion was

Describe the story of British History from the Stone Age settlers to the invasion of the Anglo-Saxons

Assessment Checkpoints:

- Describe Stone Age Settlements
- Explain how the Iron Age changed the Stone Age
- Identify changes and continuities in settlements from prehistoric Britain
- Describe how The Romans and Anglo-Saxons invasions changed settlements in Britain



MAYANS

HOW DID ANCIENT CIVILISATIONS THRIVE?

Spring 2

Recognise when and where the ancient Maya lived

Evaluate the challenges of settling in the rainforest

Compare and contrast Anglo-Saxon and Maya houses

Explain the importance of Maya Gods and Goddesses

Explain what the archaeological remains tell us about Maya cities

Evaluate the reasons for the decline of the Maya cities

Assessment Checkpoints:

- Sequence the key periods in the Maya civilisation
- Identify periods that were happening in Britain at the same time
- Explain how the Maya settled in the rainforest
- Explain the reasons for the decline of the Maya civilisation
- Identify similarities and differences between the Maya civilisation and the Anglo-Saxons



VIKINGS

WERE THE VIKINGS THE MOST SUCCESSFUL INVADERS?

Summer 2

Explain when and why the Vikings came to Britain

Evaluate the validity of a source to discover information about the Vikings

Know and explain how the Vikings travelled to Britain

Know the importance of trade to the Vikings

Explain the consequences of the Anglo-Saxon and Vikings' struggles for Britain

Extract and interpret information from a range of sources to discover what Viking life was like in Britain.

Assessment Checkpoints:

- Identify the different reasons for migration to Britain
- Explain where the Vikings came from and why they invaded Britain
- Describe how sources can be biased
- Explain whether the Vikings were traders or raiders and providing supporting evidence
- Identify Viking trading routes
- Identify important events in the Anglo-Saxon and Viking struggle for Britain

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Commitment: **Believe**
EXPLORATION & DISCOVERY



Courage: **Be brave**
INVASION



Compassion: **Be caring**
POWER



Cooperation: **Be helpful**
TRADE

HISTORY: YEAR 4



SKILLS PROGRESSION

CHRONOLOGICAL UNDERSTANDING

- Use dates to order and place events on a timeline.
- Place events in order and comment on the order and explain the reasons for this.
- Place events and historical figures on a timeline using dates and overlaying chronology.
- Understand the concept of change over time, representing this, along with evidence, on a timeline.
- Use a wide range of historic terms related to the period of study.
- Identify periods of rapid change in history and contrast them with times of relatively little change.

HISTORICAL ENQUIRY

- Compare sources of information available for the study of different times in the past.
- Make comparisons between aspects of periods of history and the present day.

UNDERSTANDING OF EVENTS, PEOPLE & PLACES

- Give some reasons for some important historical events.
- Describe a non-European society that provides contrasts with British history
- Describe and compare the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women, and children.
- Describe the social, ethnic, cultural, or religious diversity of past society.

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.
- Present findings and communicate knowledge and understanding in different ways.

Ancient Greece – a study of Greek life and achievements and their influence on the western world

A local history study

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

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
- Describe who were leaders in the Ancient civilisations
- Compare the Ancient civilisations identifying things that are similar and things that are different
- 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

MABE

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Courage: **Be brave**
INVASION

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Cooperation: **Be helpful**
TRADE



Skills progression

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.

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

THE WORLDS MOST IMPORTANT SHIPS

WHICH SHIP OF THE LAST CENTURY IS TRULY THE GREATEST?

Autumn 2

- Know a significant journey that HMS Beagle made
- Recognise the significance of the Cutty Sark during the 19th century
- Understand the impact of a significant ship during World War I
- Recognise how a significant maritime disaster affected so many in 1912, including those of different classes
- Understand more about a significant event which took place during World War II involving HMS Hood
- Consider which ship from the United Kingdom has had the most significant impact on the world

Assessment Checkpoint:

- ★ Explain the significance of different ships in the last century
- ★ Describe how the class system impacted upon people's lives
- ★ Describe some of the reasons for migration
- ★ Explain the impact of any disasters at sea

THE IMPACT OF WAR IN BRITAIN

HOW HAVE WARS IMPACTED UPON GREAT BRITAIN?

Spring 2

- Understand the causes of WW1 and WW2
- Know other key warfare that has taken place in the last century which has included British soldiers
- Understand the impact of the Falklands war on Great Britain
- Understand how WW1 was won
- Understand how the Battle of Britain was won
- Identify the impact of war on different groups of people - children, women, men

Assessment Checkpoint:

- ★ Identify the causes of different wars
- ★ Identify the different phases in the Battle of Britain
- ★ Use sources to make inferences and deductions
- ★ Describe the impact that wars have on different groups of people

SPACE THROUGH THE AGES

WHAT INVENTIONS HAVE LED TO DISCOVERIES OF SPACE?

Summer 2

- Explore the key historical events of space exploration
- Describe the 'Space Race' and why this was important to different countries
- Describe the early achievements of the Space Race
- Explore the impact of failed missions and disasters of the Space Race
- Know about the lives of significant people who have travelled to space
- Explore what's next for the race to space - deep space exploration, Mars and even Space tourism!

Assessment Checkpoint:

- ★ Sequence the key events of space exploration
- ★ Describe the success and failures of some space missions
- ★ Explain the importance of exploring space,
- ★ Explain the legacy of space exploration
- ★ Consider the future of space exploration and the impact this may have on future generations

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