

# History at Mithian

**INTENT, IMPLEMENTATION, IMPACT**

**End of Key Stage Expectations**

**Skills progression in History**

**SEND adaptations**

**Disciplinary and substantive concepts**

**Timelines**

**Curriculum Progression aligned with 2013 National Curriculum**

## **History Curriculum Statement**

### **Intent**

At Mithian School, our History curriculum is designed to equip children with the knowledge and skills of history, which are an integral part in the development of the whole child. Children are given the opportunity to gain a coherent understanding of Britain's past and that of the wider world, as well as their unique position as citizens of their local community, of Cornwall and within a global context. Through the teaching of history, children have the knowledge and skills needed to ask pertinent questions about the past, by thinking critically, weighing evidence and sifting arguments. This will allow them to develop their own personal perspective and judgement on issues. Children will develop their historical knowledge and skills across a range of timescales and a range of geographical areas to allow these judgements to become strongly evidence-based. Our history curriculum allows children to gain skills of historical enquiry and inspires their curiosity to learn more about the past. Children will gain a rich understanding of the breadth of historical study and their place within this from a social, economic, cultural and political perspective. Over time and throughout their study of history, children will begin to find connections within the elements of societies in order to fully understand the interrelation of events and the importance of legacy. Children will gain a sense of identity alongside a greater understanding of the challenges of their own time, becoming historians in their own right.

## **Implementation**

Children will be taught the knowledge and skills required through a progressive curriculum. Each year they will build upon these with a gradual movement from local, recent history to that of the wider world and a further breadth of chronology.

In each history unit, children will be taught key historical terms and develop an understanding of chronology.

History lessons will be taught discreetly and may be based upon a carefully structured enquiry question that will run throughout the topic. Through historical enquiry, understanding will be developed through five key areas:

- Interpreting history
- Continuity and change
- Causes and consequences
- Similarities and differences
- Significance

Children's curiosity will be sparked through visits and visitors into school.

Knowledge and skills will be cemented through genuine links to other areas of the curriculum, for example reading and writing. Regular references back to previous learning will be made to ensure that this learning sticks and this will encourage children to make links across their history learning.

Learning experiences and activities will be carefully tailored and supported by teachers to ensure that all learners are able to achieve to the appropriate level of challenge. Recording activities may be seen in a range of forms, recorded either in books or photographed/videoed and uploaded to the child's area of Seesaw. These could be (but not limited to):

- Written arguments
- Diary entries based upon the imagined experiences of the past
- Drawings (annotated)
- Note taking
- Discussions (both verbal and written)
- Debates
- Sequencing
- Timeline application and discussion
- Questioning



## **Impact**

Children will be able to talk about their learning with confidence and precision. They will be able to show examples of the work that they have done and give a coherent explanation about the impact of this learning.

Children will have opportunities throughout the year to 'show what you know'. This may take many forms, such as a class discussion, double page spread, a quiz or a presentation.

Children will be assessed half-termly against National Curriculum expectations. This will be based upon their teacher's in depth understanding of their abilities in these key areas of historical knowledge and skills:

- Historical enquiry
- Chronological understanding
- Questioning
- Vocabulary
- Knowledge

## **National Curriculum Aims and Expectations**

### **Purpose of study**

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

### **Aims**

The national curriculum for history aims to ensure that all pupils:

- ♣ know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- ♣ know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- ♣ gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- ♣ understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- ♣ understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed History – key stages 1 and 2
- ♣ gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

### **Key Stage 1 Expectations**

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented. In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.

### **Key Stage 2 Expectations**

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 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. In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

## Progression in knowledge and skills

	Year 1/2	Year 3/4	Year 5/6
	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> <li>• changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</li> <li>• events beyond living memory that are significant nationally or globally</li> <li>• the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods</li> </ul>	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> <li>• changes in Britain from the Stone Age to the Iron Age</li> <li>• 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</li> <li>• Ancient Greece – a study of Greek life and achievements and their influence on the western world</li> <li>• the Roman Empire and its impact on Britain</li> <li>• Britain’s settlement by Anglo-Saxons and Scots</li> <li>• the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</li> <li>• a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066</li> <li>• a non-European society that provides contrast with British history - one study chosen from: early Islamic civilization, including a study of Bagdad c.AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300</li> <li>• a local history study</li> </ul>	

	Year 1/2	Year 3/4	Year 5/6
Chronology	<p>Develop, then demonstrate an awareness of the past, using common words and phrases relating to the passing of time</p> <p>Show where places, people and events fit into a broad chronological framework</p> <p>Begin to use dates</p>	<p>Develop increasingly secure chronological knowledge and understanding of history, local, British and world</p> <p>Put events, people, places and artefacts on a timeline</p> <p>Use correct terminology to describe events in the past</p>	
Historical Enquiry	<p>Ask and begin to answer questions about events e.g. When? What happened? What was it like...? Why? Who was involved?</p> <p>Understand some ways we find out about the past e.g. using artefacts, pictures, stories and websites</p> <p>Choose and use parts of stories and other sources to show understanding of events</p> <p>Communicate understanding of the past in a variety of ways</p>	<p>Ask and answer questions about the past, considering aspects of change, cause, similarity and difference and significance</p> <p>Suggest where we might find answers to questions considering a range of sources</p> <p>Understand that knowledge about the past is constructed from a variety of sources</p> <p>Construct and organise responses by selecting relevant historical data</p>	<p>Devise, ask and answer more complex questions about the past, considering key concepts in history</p> <p>Select sources independently and give reasons for choices</p> <p>Analyse a range of source material to promote evidence about the past</p> <p>Construct and organise response by selecting and organising relevant historical data</p>

## SEND adaptations

### General Overview (2020 and 2021 Data for National. 2020, 2021 and 2022 data for Mithian)

Mithian has, at September 2022, 13 of 93 pupils (14%) on the Record of Need and 3 with an EHC (3.2%). A more detailed breakdown and comparison with national data are in the tables below:

	2020		2021	
	EHC	SEND General	EHC	SEND General
<b>Mithian School</b>	1.01% (1 out of 107)	7.5% (8 children out of 107)	1.9% (2 out of 105)	11.4% (12 out of 105)
<b>National</b>	3.3%	12.1%	3.7%	12.2%

### Specific Areas of Need (2021 Data for National, September 2022 data for Mithian)

	SpLD	MLD	SLD	PMLD	C & L	SEMH	SLCN	ASD	C & I	VI	HI	MSI	PD	S & P	Other	NSA	
<b>Mithian</b>	7.7	23.1	7.7	0	38.5%	23.1	15.3	23.1	38.4%	0	0	0	0	0	0	0	0
<b>National</b>	12	18	2.6	0.8	33.4%	18.4	22.6	12.5	35.1%	1	1.8	0.3	2.8	6.9%	4.0	3.2	7.2%

**Cognition and Learning:** SpLD – Specific Learning Difficulty; MLD – Moderate LD; SLD – Severe LD; PMLD - Profound and Multiple LD

**Social, Emotional and Mental Health:**

**Communication and Interaction:** SLCN – Speech and Language or Communication Needs; ASD – Autistic Spectrum Disorder

**Sensory and Physical:** VI – Visual Impairment; HI – Hearing I; MSI – Multi-sensory I; PD – Physical Difficulty

**Other; NSA – No Specialist Assessment**

Please see current Record of Need for an explanation of this categorizing.

	Subject specific adaptation
<p><b>1.1 SLCN</b></p>	<p><b>All subjects</b>  Aim for all pupils with SEND to be included, learning towards the same objectives as peers and at NARE or making accelerated progress  Use clear, unambiguous language and keep unnecessary information to a minimum to reduce cognitive load. Give at least 7 seconds response time to aural questions.</p> <p><b>History</b>  Invite children to comment on a key issue, reformulating it to check understanding. For example, in a lesson on images of conflict or war, discuss how you would explain the issue in a step-by-step manner to another person using alternative forms of communication – e.g. by using drawings, paintings, role-play, possibly accompanied by carefully chosen audio effects and music.</p>
<p><b>1.2 ASD</b></p>	<p><b>All subjects</b>  Aim for all pupils with SEND to be included, learning towards the same objectives as peers and at NARE or making accelerated progress  All staff must understand that challenging behaviour is often communicating a need or difficulty.  Find out which strategies work and use regularly, being aware that their success may be variable and change over time.  Create a word bank organised to show that the same word can have different meanings in different contexts and to highlight difficult or abstract words.</p> <p><b>History</b>  Be aware that some children might feel comfortable with their knowledge of their own world but disorientated by ideas associated with the past. Build on the child's understanding. Start with child's own knowledge, views and understanding and identify their preconceptions and misconceptions (e.g. "What rights do you as year 6 have today?" as a starting point for the status and rights of people in history.)  Encourage story element to promote empathy with people in the past and possibly to encourage the discussion of interpretations or sources, as appropriate. If necessary, plan pre-teach with careful questions based on their prior learning leading to key aspects of lesson content. Recognise that the language of history may be challenging and cause barriers for some children, e.g.: the specific use in</p>

	<p>history of an everyday word like ‘party’ or ‘Church’, or the use of abstract terms, e.g. ‘power’, ‘belief’.</p>
<p><b>1.3 Tourette’s Syndrome</b></p>	<p><b>All subjects</b>  Aim for all pupils with SEND to be included, learning towards the same objectives as peers and at NARE or making accelerated progress  Motor tics of my eyes, head or neck may interfere with reading and affect handwriting or the ability to write for prolonged periods of time.  Motor and vocal tics may make the child reluctant to read aloud, ask / answer questions or ask for help.  Thought tics inhibit auditory processing. Do not assume the child is intentionally not listening.  <b>History</b>  Handwriting (and the ability to write for prolonged periods of time) might be affected by certain tics. Allow talk-to-text, scribing, or alternative ways of recording ideas, as appropriate. Thought tics can inhibit auditory processing. Do not assume the child is intentionally not listening.</p>
<p><b>2.1 MLD; SLD; PMLD</b></p>	<p><b>All subjects</b> – Providing in line with IEP / EHCP, provide differentiated work on the same objective as peers; Make learning multi-sensory when appropriate. Use equipment, apparatus, visual aids, etc.; remind child of 5Bs, as appropriate, to foster independence.  <b>History</b>  Consider converting written sources to an auditory form for children who find text-based work difficult. Emotive auditory recordings are available to engage and motivate all children. Use pictures and symbols to illustrate abstract, new or historical concepts to enhance curriculum access. Provide symbols, for example for artefacts. Scaffold speaking or writing, e.g. using sentence starters, writing or speaking frames that focus children’ attention on key pieces of information. Writing or speaking frames can be used to provide prompts and support, e.g. when working with sources children could use, for example, “This tells me...”; “In this picture I can see...”; “This suggests...”; “I think it was made/drawn/ written in... because...”; “Both sources say...”; “The sources are different in these ways...” For younger children, relate any history to their own reference points, eg family members, and local area. Support them to compare and contrast different aspects of their own lives.</p>

	<p>Use of ICT in history:  ICT can provide children and teachers with access to a wide range of historical source material which they can be supported to analyse in detail using readily available IT tools. ICT can help children develop historical enquiry skills, and help them to realise the importance of these skills in the study of history.  ICT can promote collaboration between children, which in turn can help to develop historical thinking, and enable teachers to present historical materials in ways most suited to individual and personal needs.  Use devices to teach older children to structure written work, cut and paste material into cause and effect tables, use bold, underlining or highlighting to identify fact and opinion, or make revisions easily.</p>
<p><b>2.2 Dyslexia</b></p>	<p><b>All subjects</b> - Aim for all pupils with SEND to be included, learning towards the same objectives as peers and at NARE or making accelerated progress.  Closed questions where possible and appropriate, as the child may experience difficulty in explaining answers.  <b>History</b>  Consider presenting information in tables or diagrams, rather than unbroken text. Summarise ideas in pictures, and perhaps modify visual sources to show changes. Compare visual sources from different times. Visual timelines are very useful. Use graphs to show patterns. Use of visual and auditory resources, eg artefacts, real and via ICT, emotive auditory resources to engage and motivate all children. Lots of speaking and discussion is proven to help understanding and retention. "Acting out" or illustrating in other kinaesthetic ways, eg a class where teacher had pupils illustrate the reason for the large number of casualties at the Somme by tapping out the five rounds per second of a machine gun compared to the much slower firing rate of a bolt-action rifle.</p>
<p><b>2.3 Dyspraxia</b></p>	<p><b>All Subjects</b>  Aim for all pupils with SEND to be included, learning towards the same objectives as peers and at NARE or making accelerated progress  Provide activities that require kinaesthetic learning, and for children who find it difficult to sit still for long period things like role-play, card sorting, modelling structures (e.g. running to jump on the correct digraph, arranging large cards into time-line etc)</p>

	In some cases, use closed questions where possible, as the child may experience difficulty in explaining answers.
<b>2.4 Dyscalculia</b>	<p><b>All Subjects</b> Aim for all pupils with SEND to be included, learning towards the same objectives as peers and at NARE or making accelerated progress</p> <p><b>History</b> Some learners may find the organisation of ideas into a logical way difficult and therefore will need additional support. Adapt tables, data etc, with support to check understanding.</p>
<b>3.1 Trauma</b>	<p><b>All subjects</b> - Aim for all pupils with SEND to be included, learning towards the same objectives as peers and at NARE or making accelerated progress. Understand all behaviour as a form of communication</p> <p><b>History</b> Pre-teach key concepts. Support the child's understanding that other people have different views; ensure clear expectations around behaviour when there are disagreements. Use silent debates where children put their views on Post-it notes to share their ideas to avoid conflict. Offer support to focus on social skills to enable discussions. Consider assigning children particular roles within discussions, so they have a clear purpose in the group and remain focussed. Adult to support small groups, if possible, to facilitate conversations. Consider using motivational initial stimuli to engage children in a history activity, e.g. mysteries, storytelling, visual puzzles.</p>
<b>3.2 ADHD</b>	<p><b>All Subjects</b> Aim for all pupils with SEND to be included, learning towards the same objectives as peers and at NARE or making accelerated progress</p> <p>Ensure a range of practical tasks to allow the learners to be active when in lesson. Allow some activities where learners with ADHD are allowed to work alone. People with ADHD often feel group working is a challenge.</p>
<b>4.1 Hearing Impairment and/or multi-sensory impairment</b>	<p><b>All Subjects</b> Aim for all pupils with SEND to be included, learning towards the same objectives as peers and at NARE or making accelerated progress.</p> <p><b>History</b></p>

	<p>Acting, drama and themed play are good ways of demonstrating vocabulary and content. Ensure understanding of current key vocabulary via pre-teach and visuals. Provide extra visual element and tangible resources during lessons, when possible.</p>
<b>4.2 Visual Impairment and / or Multi-Sensory Impairment</b>	<p><b>History</b> As left, plus artefacts, emotive auditory resources to engage and motivate all children. Lots of speaking and discussion is proven to help understanding and retention. "Acting out" or illustrating in other kinaesthetic ways, eg the teacher who had pupils illustrate the reason for the large number of casualties at the Somme by tapping out the frequency of machine gunfire compared with old rifles.</p>

## Disciplinary concepts

Concept	EYFS	Key Stage 1	Key Stage 2
<p><b>Similarity and difference</b> This is looking at how an aspect of the past has some points that are similar and some that are difference. This can compare time periods, cultures, civilisations or people.</p>	<p>Children explore the idea of “now” and “in the past”. They explore changes that have occurred in their own living memory, including changes within their family and changes in their own physical appearance and abilities. They learn that some of these changes are universal. In simple terms, they compare specific time periods in the past with their own experiences of the present day.</p> <p><small>“Talk about the lives of the people around them and their roles in society.” “Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.” (ELG, Understanding the World, Past and Present.)</small></p>	<p>Children explore the ideas of living memory and beyond living memory through their chronological development. They consider how people within and beyond living memory have had different experiences but learn about the threads that bring these together. They also consider how events can impact people from different parts of society.</p>	<p>Children explore a range of periods of history and develop their chronological knowledge in order to place these in history. They consider how subsequent periods of history may be linked alongside considering how these differ. They also learn about civilisations that were developing concurrently and how these may have had both similarities and differences.</p>
<p><b>Significance</b></p>	<p>Children encounter a range of characters and events as</p>	<p>Children may explore this through comparisons of different historical</p>	<p>Children will develop their understanding of significant further</p>

<p>This is when a person, idea or event has a long-lasting impact upon the society and upon the world. These impacts may be positive or they may be negative. This study gives children the tools to look critically at the past and understand the importance of history.</p>	<p>part of topic content, and in books read to them throughout the year. They are encouraged to reflect on any impact these might have had on their own lives or on relatable elements in the past.</p> <p><i>"Understand the past through settings, characters and events encountered in books read in class and storytelling." (ELG, Understanding the World, Past and Present.)</i></p>	<p>figures that have been considered to have had a significant impact in their time. They may also consider the significance of events in both living memory and beyond and develop their historical skills through discussing which may have been more significant with a clear justification.</p>	<p>through delving deeper into past civilisations and considering the true impact that people, events and ideas have had. They may develop their own criteria of significance through furthering their knowledge of the past, applying this to the context of the study and making coherent, justifiable links between different aspects of history.</p>
<p><b>Continuity and change</b> Continuity is when things remain relatively unchanged over a period of time. This may be within and across civilisations and time periods. Change is the opposite.</p>	<p>Children explore what has changed and what has stayed the same in their own experience. They discover some of the ways their parents' and grandparents' childhoods were similar to and different from their own. They develop an understanding that some features of their local area have changed over time, and some have remained relatively unchanged.</p> <p><i>"Talk about the lives of the people around them and their roles in society." "Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class." (ELG, Understanding the World, Past and Present.)</i></p>	<p>Children explore what has changed and what has stayed the same in their own experiences – within their own living memory. As they develop their chronological knowledge, children will begin to investigate continuities and changes beyond this, for example looking back to the lifetime of their grandparents. They will use ideas that are familiar to them to develop these skills.</p>	<p>Children develop their chronological understanding further through their knowledge of civilisations. They learn to identify trends and key turning points in history, considering the impact – both positive and negative – that both continuity and change may have had upon the civilisations of the time.</p>

<p><b>Cause and consequence</b> This looks at major events and turning points in both living memory and beyond living memory. It considers the causes of key events and the consequences that this led to.</p>	<p>As the children encounter a range of characters and events (as part of topic content, and in books read to them throughout the year), they are encouraged to think about the causes and consequences of these. Again, they are encouraged to reflect on any impact these might have had on their own lives or on relatable elements in the past.</p> <p><small>"Understand the past through settings, characters and events encountered in books read in class and storytelling." (ELG, Understanding the World, Past and Present.)</small></p>	<p>Children explore what may have caused a significant event to take place, considering how a number of factors can lead into this concurrently. Children then learn about the consequences of this, both positive and negative. This may also be considered in the context of a significant individual.</p>	<p>Children learn in more depth how a number of factors can lead to an event taking place. They consider how these causes can be short or can occur over a long period of time before culminating in a key turning point in history. Children develop their historical skills in justifying their ideas of the most significant cause of an event. They consider the consequences, both positive and negative, and the impact that these had on the civilisation studied alongside how this may have impacted upon others in the country or the wider world.</p>
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## Substantive concepts

Concept	EYFS	Year 1/2	Year 3/4	Year 5/6
 <p>Society and culture</p>	<p>Society looks at the world that we live in. We think about the people that connect us and the way in which we live, from our houses to technology and transport. In culture, we look at the way in which different people are connected through the influences of beliefs and behaviours.</p>	<p>Children look at the world around them, considering</p>	<p>Children learn about the changes in the seaside and</p>	<p>Children begin to learn about Ancient civilisations</p>
				<p>Children further develop their understanding of society and culture through greater</p>

	<p>their place in this. They learn about the culture that they live in and begin to investigate the cultures of other groups of people.</p>	<p>about toys over time. They learn about society and culture through familiar mediums to ensure a greater connection with the past. They also widen this to consider the culture of the USA and how this affected the lives of different people.</p>	<p>with an overview of four alongside an in-depth study of Ancient Egypt. They consider the key aspects of these societies and the similarities and differences of these. They extend this knowledge to Britain through studying the society and culture of the Stone Age through to the Iron Age, and look closer to home through a local history study of an important aspect of the local area – farming.</p>	<p>knowledge of the wider world. They closely consider the changing nature of their society and culture through close studies of important aspects of Cornish life – leisure and mining. They learn to relate this to their wider knowledge. This is broadened through their learning about society across Britain in history, considering the differences between societies fairly close in history, such as the Anglo-Saxons and Scots. Children also learn about the society and culture of the ‘Golden Age of Islam’ and are challenged to discuss their own preconceptions and use their broadening knowledge to develop new perspectives on societies and cultures both in the past and in our modern world.</p>
 <p>Governance</p>	<p>Governance focuses upon the way in which societies are led and the rules by which different people live their lives. It considers the range of governance across history and the diversity in the way in which societies function.</p>			
	<p>Children are read stories about kings and queens. They consider the structure of families and, to some extent, the country that we live in.</p>	<p>Children learn less explicitly about governance, still learning stories about kings and queens alongside more incidental history knowledge. They consider the reign of Charles II and his involvement in the Great Fire of London. Through discussion of the news, they learn about the governance</p>	<p>Children consider the governance of the Ancient civilisations and are encouraged to relate this to the rules and structure of other societies. They consider the advantages and disadvantages of differing governance systems. Children also learn about governance in</p>	<p>Children build upon their knowledge of governance in the earliest civilisations through studying the governance of Ancient Greece. They consider the ideas of tyranny, oligarchy, monarchy and democracy, developing their viewpoints on each and justifying these. Children also consider the</p>

		<p>of our country and the rights that we have.</p>	<p>studying life close to home, learning about the rule of King Henry VII and how not all people have been happy about the way in which their society is governed. Children develop their discussion skills in considering the positives and negatives of uprisings.</p>	<p>differing systems of governance in the 'Golden Age of Islam' and the 'Dark Ages of Europe', gaining perspective on two concurrent, but very different, periods of history.</p>
 Trade, migration and invasion	<p>Trade, migration and invasion primarily focus upon the movement of groups of people. It considers the main reasons why people may have moved, whether this is through trading goods or through the mass movement of groups of people to different living conditions through a range of reasons. It also considers the role of invasion in this movement, due to the nature of settling somewhere new for groups of people. Often, this began with an invasion of another community or country.</p>			
<p>Children begin to investigate journeys that they might take, such as walking to local places, their journey to school and those that they might take with their family.</p>	<p>Children lightly consider this through looking at explorers, beginning to understand how and why people may move around. Through learning about railways, they gain an introduction to how movement for trade and migration can change over time.</p>	<p>Children specifically focus on trade and migration through looking at the rise and fall of the Roman Empire. They consider its impact on Britain in particular. Children also learn about why the movement of people may not have been a key aspect of a period such as within the Stone Age to Iron Age.</p>	<p>Trade, migration and invasion come into much of this programme of study. Children gain a deeper understanding of why groups of people may have moved and learn about the consequences of this movement. They learn about more peaceful settlements through their learning on the Anglo-Saxons, comparing this to</p>	

				the huge contrast brought by the Viking invasion and subsequent settlement over many kingdoms. They consider how migration of a people may be over a longer period of time.
 Achievement and legacy	<p>Achievement looks at the important events or new ideas of a society. It considers why these were important for the people at the time. Through legacy, these achievements are explored more in depth to consider how they have affected this society and others in the years to come. Here, links can also be made to the legacy given to our lives today.</p>			
	<p>Children consider their own achievements and begin to celebrate those of their peers. They look at achievements of important people in their lives and of famous people.</p>	<p>The ideas of achievement and legacy and important for children. They build upon their understanding of achievement through considering those in the past that have achieved great things, such as explorers. They consider that they can be both positive and negative views of achievement. They also consider this through learning about the consequences of the Great Fire of London, the achievements of Rosa Parks and the legacy left by the</p>	<p>Children continue to learn about achievements of their time and through regular discussion of local and world events, they develop their understanding of achievement in a range of ways. They further learn about the achievements of early civilisations and consider the legacy that these had, considering the impact that this may have on their own daily lives. They also consider this in the context of the Roman Empire and its legacy on Britain as we know it today,</p>	<p>Children learn to relate the achievements of the past closely to other civilisations and to their own lives today. They begin to make further connections between civilisations and how one may have had an impact upon another. Through studying the Ancient Greeks, children identify the key points in their legacy that, through the centuries, have affected their lives today. They also look at the key achievements of our local Cornish society, focusing on Cornish mining</p>

		development of the railways in our local area and the wider country.	and in a more local context in learning about significant local individuals and the achievements that they had.	and the Industrial Revolution in Cornwall. Children use their local area to identify key turning points in the history of their own community.
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### Curriculum progression aligned with the National Curriculum

#### Year 1/2

	Enquiry question	National curriculum reference	Substantive concepts	Disciplinary concepts
Year A	<b>Who was the greatest explorer?</b>	Lives of significant individuals	Achievement and legacy	Significance Interpretation
	<b>How did the Great Fire of London begin and what were the consequences?</b>	Events beyond living memory - nationally or globally	Achievement and Legacy	Cause and consequence Evidence
	<b>How has the seaside changed over time?</b>	Changes within living memory Local history study	Society and culture	Similarity and difference Evidence
Year B	<b>Who was Rosa Parks/ Sarah Forbes Bonetta and why was she important?</b>	Lives of significant individuals	Achievement and legacy	Significance Interpretation
	<b>How are the toys our grandparents played with different to ours?</b>	Changes within living memory	Society and culture	Similarity and difference Evidence

	<b>How did the railways change Cornwall and the world?</b>	Events beyond living memory - nationally or globally  Local history study	Achievement and Legacy	Significance Interpretation
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**Year 3/4**

	Enquiry question	National curriculum reference	Substantive concepts	Disciplinary concepts
<b>Year A</b>	<b>What were the early civilisations and why are they important?</b>	The achievements of the earliest civilisations – an overview	Achievement and Legacy Society and culture Governance	Significance Continuity and change
	<b>How did life change from the Stone Age to the Iron Age?</b>	Changes in Britain from the Stone Age to the Iron Age	Society and culture	Similarity and Difference
	<b>How has the Cornish farming industry changed over time?</b>	Local history study A study of a theme to extend knowledge beyond 1066	Society and culture	Continuity and change
<b>Year B</b>	<b>Why were the Ancient Egyptians significant?</b>	An in depth study of early civilisation	Achievement and Legacy Society and culture Governance	Significance
	<b>What is the legacy of the Roman Empire?</b>	The Roman Empire and its impact on	Trade and migration	Significance

		Britain	Achievement and legacy	Continuity and change
	<b>Why did the Cornish people rise against an English king?</b>	Local history study A significant turning point in British history	Achievement and Legacy Governance	Cause and consequence

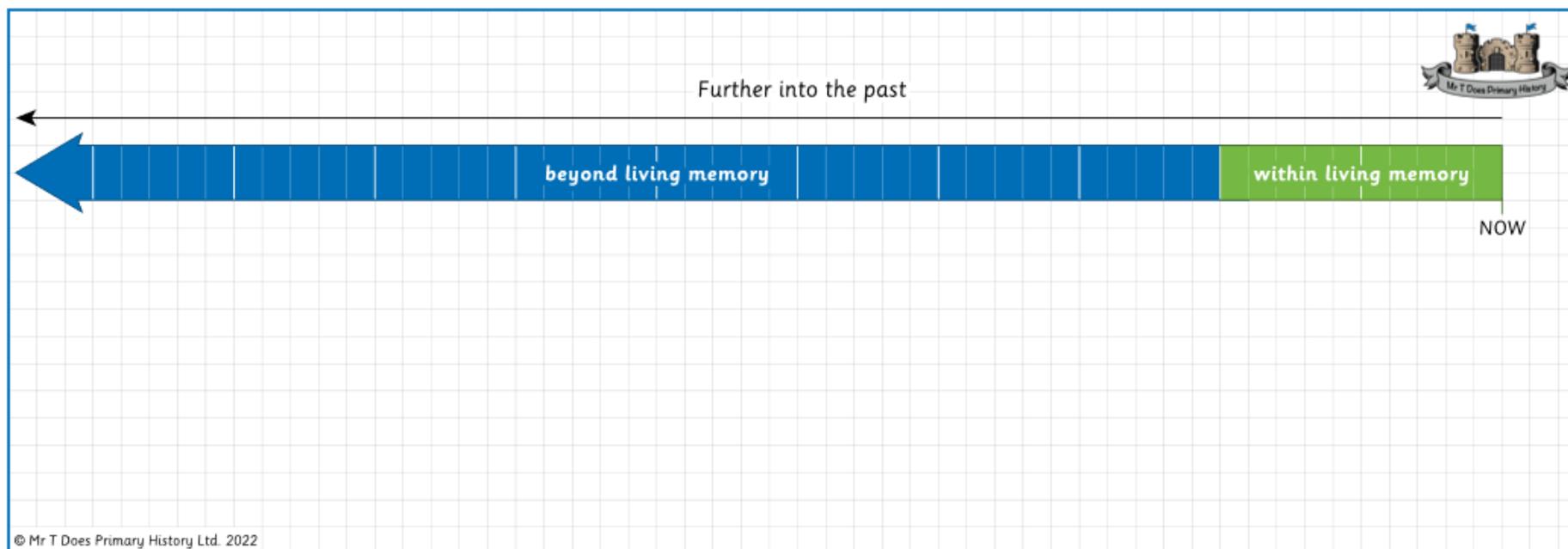
**Year 5/6**

	Enquiry question	National curriculum reference	Substantive concepts	Disciplinary concepts
<b>Year A</b>	<b>What did the golden age of Islam and the dark ages of Europe have in common?</b>	A non-European society that provides contrast with British history	Society and culture Governance	Similarity and Difference
	<b>How did the Anglo-Saxons and Scots change the culture of Britain?</b>	Britain's settlement by the Anglo-Saxons and Scots	Trade and migration Society and culture	Continuity and change
	<b>How did the Industrial Revolution impact Cornish mining?</b>	Local history study A study of a theme to extend knowledge beyond 1066	Achievement and legacy Society and culture	Cause and consequence
<b>Year B</b>	<b>What is the most important legacy left by the Ancient Greeks?</b>	Ancient Greece	Achievement and legacy Governance	Significance
	<b>Were the Vikings really vicious raiders?</b>	The Viking and Anglo-Saxon struggle for England (to Edward the Confessor)	Society and culture Trade and migration	Continuity and change

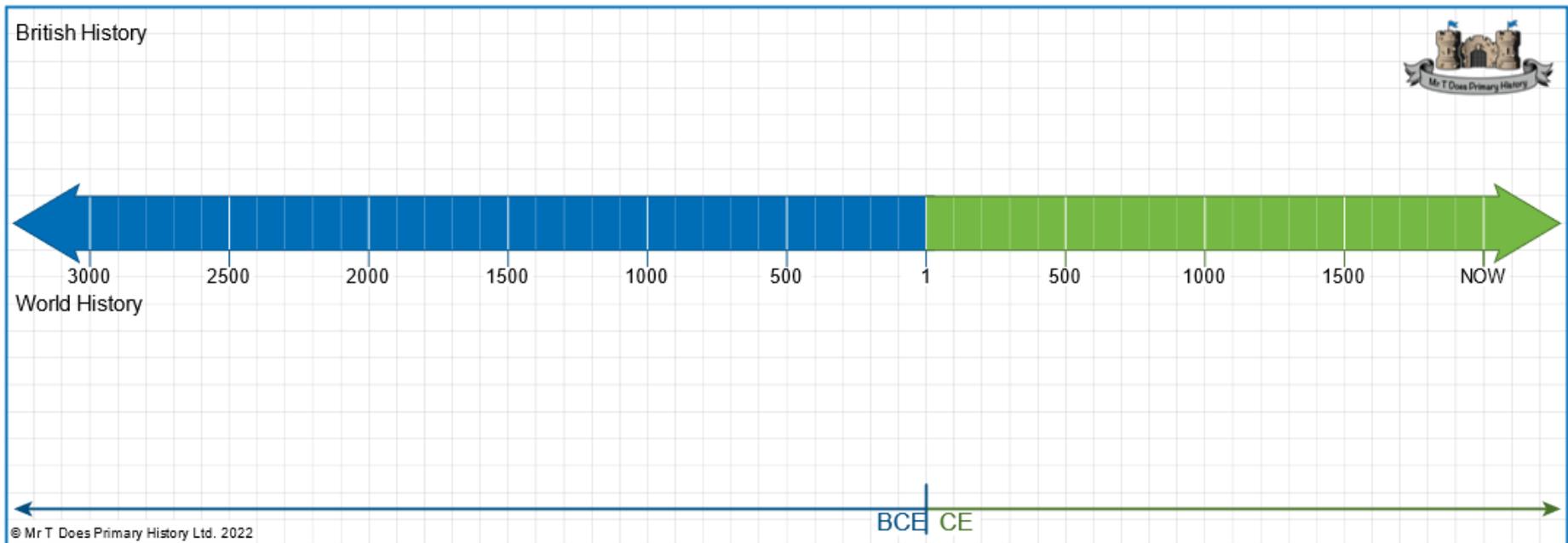
	<b>How has leisure and entertainment changed in Cornwall?</b>	Local history study A study of a theme to extend knowledge beyond 1066	Society and culture	Similarity and difference
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## Timelines

### Key Stage 1



## Key Stage 2



## Lesson Format

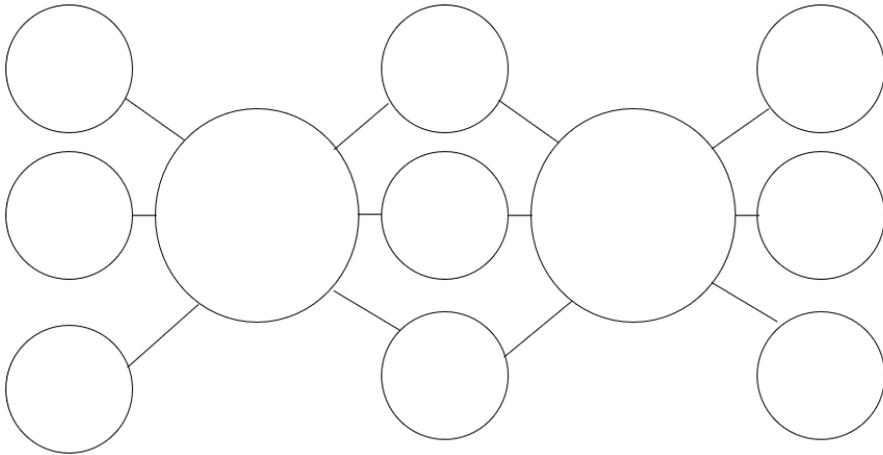
Each lesson will follow the same format across the school, in order to reduce the cognitive load for children. In order to do this coherently, we will follow our whole school PEAS format.

<p><u>P</u></p>	<p><b>Prior knowledge</b></p>	<p>This will focus on timelines this academic year to ensure that children have a secure knowledge of timelines and can confidently discuss time periods. Children will use our school timeline and this will build in complexity as they move through the school. In EYFS, children will consider their living memory. In KS1, children will further consider their living memory, placing events on a timeline focused upon this time period. They will begin to extend this further with another timeline, looking beyond living memory within the units that they study. In KS2, children will be encouraged to recall the events of the timelines that they have studied in previous years, placing these into context and considering what came before, after and what was happening concurrently. Children will also develop their skills in linking these timelines to the disciplinary and substantive concepts that have been studied, for example comparing and contrasting governance across time periods, or looking at the similarities and differences of homes within civilisations studied and beyond.</p>
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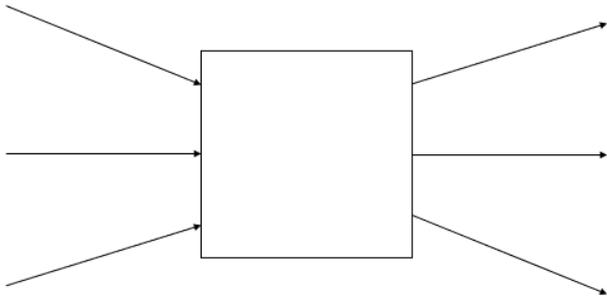
<b><u>E</u></b>	<b>Enquiry question</b>	Children will be introduced to the enquiry question for the unit, gaining any knowledge that has been developed within previous lessons of the unit or any that children may already have. Children will then look in more detail at the enquiry question for the lesson. The teacher will impart the knowledge that is needed in order to answer the question. This may be done in a variety of ways and freedom is given to the teacher in this to choose what is best for the class.
<b><u>A</u></b>	<b>Assessment</b>	In this, children will show their learning. This may be in the form of a variety of activities, but each piece will be directly based upon the history knowledge that they have gained. Teachers may choose to allow children the freedom to 'show what you know' in an independent way. Extension tasks may allow cross-curricular links, such as with English or Geography. At the end of each unit, summative assessment will take place using a grid, flow chart or diagram that best fits the disciplinary concept that has been the focus of the unit of work.
<b><u>S</u></b>	<b>Sequencing</b>	Children will be encouraged to discuss their learning in context, referring back to the over-arching enquiry question of the unit alongside linking their new knowledge to timelines where appropriate. Children will also consider where their learning will be taking them next.

### Assessment grids

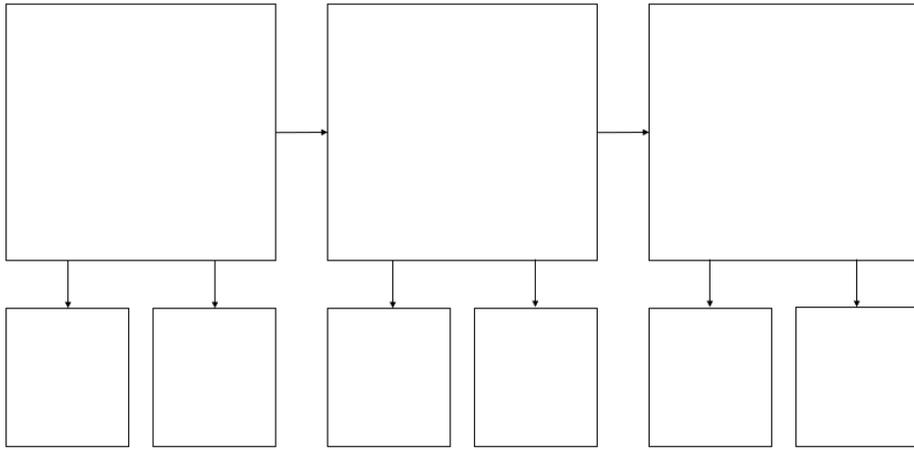
**Similarities and differences:**



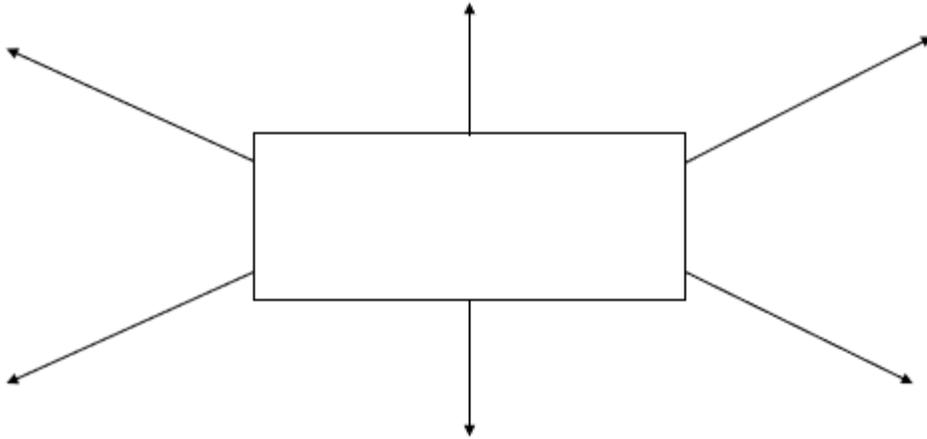
**Cause and consequence:**



**Continuity and Change:**



**Significance:**



## Progression in units of learning

Year 1/2: Explorers			
<b>National Curriculum objectives</b>		<b>Substantive knowledge</b>	
<ul style="list-style-type: none"> <li>Develop an awareness of the past, using common words and phrases relating to the passing of time.</li> <li>Know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.</li> <li>Understand some of the ways in which we find out about the past and identify different ways in which it is represented.</li> <li>The lives of significant individuals in the past who have contributed to national and international achievements.</li> </ul>		<ul style="list-style-type: none"> <li>What an explorer looks like depends on where they are travelling to and when in history they were alive.</li> <li>Explorers travel away from home; explorers find out more about new places they visit; explorers see different landscapes; explorers taste different foods; explorers sometimes wear special clothes; explorers meet different people.</li> <li>Living memory is someone that is remembered by those alive today and beyond living memory is further in the past than that.</li> <li>Ibn Battuta's journey originally began as he undertook the Haj to Mecca. The Haj was important to Ibn Battuta; he went on a long and dangerous journey which took him from Morocco to Mecca in 16 months.</li> </ul>	
<p>← <b>Prior learning</b></p> <p>In EYFS, children will have learnt:</p> <ul style="list-style-type: none"> <li></li> </ul>		<p><b>Future learning</b> →</p> <p>In Lower Key Stage 2, children will learn:</p> <p>Achievement and legacy:</p> <ul style="list-style-type: none"> <li>What the early civilisation were and how they were important.</li> <li>Why the Ancient Egyptians were significant.</li> <li>Why the Cornish people rose against an English king.</li> </ul>	
<b>Chronology</b> 		<b>Achievement and legacy</b> 	
<b>Sources and interpretation</b> 		<b>Disciplinary concept</b>	
<p>How can I use chronology to show where explorers are in living memory and beyond?</p>		<p>Who was the greatest explorer?</p>	
<p>What can I learn about a key explorer from sources?</p> <p>What can I learn about other explorers from different time periods?</p> <p>How can I find answers to questions about explorers?</p>		<p>What is an explorer and what did they do?</p> <p>What was the achievement of Ibn Battuta?</p> <p>Which explorer was the most significant and why?</p>	
		<p><b>Significance</b></p>	
		<p><b>Key figures</b> </p> <p>Christopher Columbus, Francis Drake, Ibn Battuta, Neil Armstrong, Sunita Williams</p>	
		<p><b>Linked texts</b> </p>	
<p>V, O, C, A, B, U, L, A, R, Y</p> <p>Journey, explore, transport, travel, equipment, discovery, different, remember, Mecca, Haj, Morocco, landscape, living memory, beyond living memory, past.</p>			

## Year 1/2: The Great Fire of London

<b>National Curriculum objectives</b>		<b>Substantive knowledge</b>	<b>V, O, C, A, B, U, L, A, R, Y</b>	
<ul style="list-style-type: none"> <li>Show knowledge and understanding of aspects of the past beyond living memory</li> <li>Show understanding that the past has been interpreted in different ways</li> <li>Select and combine information from different sources</li> <li>Gives reasons for and results of changes</li> </ul>		<ul style="list-style-type: none"> <li>The fire started on 2<sup>nd</sup> September 1666 and lasted for 4 days.</li> <li>The fire burned 13000 houses, nearly 90 churches and destroyed 80% of the city. Only 6 people are known to have been killed by the fire.</li> <li>The Thames was full of boats taking many people escaping the fire.</li> <li>Many people thought the city was being attacked and armed themselves with weapons. Other people thought the fire had been started on purpose.</li> <li>Many people were made homeless and money was collected from all over the country to help them.</li> <li>The fire affected poor areas and rich areas.</li> <li>The whole city would have looked extremely different before the Great Fire of London.</li> <li>London had to be almost completely rebuilt after the fire, and this led to lots of good things for the city.</li> <li>Houses and buildings were rebuilt from brick or stone, unlike the old wooden houses they would not set alight easily.</li> <li>Streets were built wider so that fires could not spread as easily as they had before because buildings were further apart.</li> <li>Before the fire there had been open sewers running through the city which were unhygienic and caused the spread of many diseases, but these were destroyed by the fire.</li> <li>There had been a plague not long before but the fire killed many of the rats which carried the deadly disease.</li> </ul>	Stuart London, beyond living memory, firefighters, eyewitness, Thames, attack, homeless, rebuilt, sewers, unhygienic, plague.	
			<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;"> <b>Key figures</b>   </td> <td style="text-align: center;"> <b>Linked texts</b>   </td> </tr> <tr> <td style="text-align: center;">                     Samuel Pepys, King Charles II, John Evelyn,                 </td> <td style="text-align: center;">                     Samuel Pepys' diary,                 </td> </tr> </table>	<b>Key figures</b> 
<b>Key figures</b> 	<b>Linked texts</b> 			
Samuel Pepys, King Charles II, John Evelyn,	Samuel Pepys' diary,			
← <b>Prior learning</b>		<b>Future learning</b> →		
In EYFS, children will have learnt: <ul style="list-style-type: none"> <li></li> </ul>		In Lower Key Stage 2, children will learn: <p>Achievement and legacy:</p> <ul style="list-style-type: none"> <li>What the early civilisation were and how they were important.</li> <li>Why the Ancient Egyptians were significant.</li> <li>Why the Cornish people rose against an English king.</li> </ul>		
<b>Substantive concepts</b>				
<u>Chronology</u> 	<u>Sources and interpretation</u> 	<u>Achievement and legacy</u> 	<b><u>Cause and Consequence</u></b>	
Could anyone have stopped what happened on the 2 <sup>nd</sup> September 1666?	What was Stuart London like?  What did people do first?  What was it like at the height of the fire?	What was left of London?  What did the King do to make London better?	How did the Great Fire of London begin and what were the consequences?	

## Year 3/4: Early civilisations

<b>National Curriculum objectives</b>		<b>Substantive knowledge</b>		<b>V, O, C, A, B, U, L, A, R, Y</b>	
<ul style="list-style-type: none"> <li>Children should learn a chronologically secure knowledge of world history, establishing clear narratives within and across the periods they study.</li> <li>Children should address and sometimes devise historically valid questions about similarity and difference, and significance.</li> <li>To frame Historically valid questions</li> <li>To inspire pupils' curiosity to know more about the past.</li> <li>Equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement</li> <li>understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.</li> <li>the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared</li> </ul>		<ul style="list-style-type: none"> <li>The Ancient civilisations are Ancient Egypt, Ancient Sumer, Indus Valley and Ancient China.</li> <li>They are all on the same line of latitude (NOT the Equator – but along the line approx. 30 degrees north.)</li> <li>These ancient civilisations started at different times and lasted for different lengths of time, but there is one period when all were building cities and their civilisations at the same point in time.</li> <li>All cities grew alongside a river for a number of reasons, such as water for irrigating farmland to grow crops, for fishing for food, for washing, for hygienic ways of dealing with sewerage/ waste disposal, for an easier form of transport, for trade, for religious reasons.</li> <li>Cities had agreed systems, such as writing, number, defence, laws, roads, where to build public buildings and more.</li> <li>Each civilisation achieved great things, such as the Ancient Sumerian chariot for the wheel, the city of Mohenjodaro, (Indus Valley) with its grid pattern of the main streets with residential blocks with access to deep wells, baths, drains, designed with pits to trap sewage; paper, jade or silk from the Shang Dynasty and irrigation systems, pyramids and mummies of Egypt.</li> </ul>		Civilisation, dynasty, location, river valley, irrigation, achievements, latitude, sewer, transport, trade, religion, chariot, wheel, pyramids	
				<b>Key figures</b> 	<b>Linked texts</b> 
				<b>Prior learning</b> ←	
<p><b>In Key Stage 1, children will have learnt:</b></p> <p>Achievement and legacy:</p> <ul style="list-style-type: none"> <li>How railways changed Britain and our locality</li> <li>Why <b>Rosa Parks</b> was important.</li> <li>The consequences of the Great Fire of London.</li> <li>The achievements of the greatest explorers.</li> </ul> <p>Governance:</p> <ul style="list-style-type: none"> <li><b>Some children:</b> an understanding of the significance of Ancient Egypt in depth.</li> </ul>		<p><b>In Upper Key Stage 2, children will learn:</b></p> <p>Achievement and legacy:</p> <ul style="list-style-type: none"> <li>How the Industrial Revolution impacted upon Cornish mining.</li> <li>The important legacies of Ancient Greece.</li> </ul> <p>Governance:</p> <ul style="list-style-type: none"> <li>The similarities and differences of early Islamic civilisation and the European dark ages.</li> <li>The important legacies of Ancient Greece.</li> </ul>			
<b>Substantive concepts</b>				<b>Disciplinary concept</b>	
<u>Chronology</u> 	<u>Sources and interpretation</u> 	<u>Achievement and legacy</u> 	<u>Governance</u> 	<u>Significance</u>	
Was everyone an Ancient Egyptian?  What else was happening in the world at the time of the Ancient Egyptians?	What does our timeline tell us?  Why were the civilisations built in the places that they were?	What was the greatest achievement of each civilisation?	What would the ancient civilisations need to have in order to function as a city?	What were the early civilisations and why were they important?	
<b>Year 3/4: Stone Age to Iron Age</b>					

National Curriculum objectives		Substantive knowledge	V, O, C, A, B, U, L, A, R, Y	
<ul style="list-style-type: none"> <li>Changes in Britain from the Stone Age to the Iron Age.</li> <li>They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.</li> <li>They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</li> <li>They should understand how our knowledge of the past is constructed from a range of sources.</li> </ul>		<ul style="list-style-type: none"> <li>People have been living in Britain for a very long time.</li> <li>The middle Stone Age [Mesolithic Times] to the Iron Age lasted for a period of over 10,000 years.</li> <li>There were many changes in this period.</li> <li>However, there was very little change in houses, house-building or settlement size until well into the Iron Age.</li> <li>For most of the period there is no written evidence, so the archaeological record is very important.</li> </ul>	Sequencing, archaeology, source, extract, interpret, limitation, Bronze, barrow, Iron, Mesolithic, settlement, Neolithic, Palaeolithic, bola, bow and arrow.	
<p style="text-align: center;">← <b>Prior learning</b></p> <p><b>In Key Stage 1, children will have learnt:</b></p> <p>Society and culture</p> <ul style="list-style-type: none"> <li>How the seaside has changed over time</li> <li>How the toys our grandparents played with are different to ours.</li> </ul>			<p style="text-align: center;"><b>Key historians</b></p> 	<p style="text-align: center;"><b>Linked texts</b></p> 
<p style="text-align: center;"><b>Future learning</b> →</p> <p><b>In Upper Key Stage 2, children will learn:</b></p> <p>Society and culture</p> <ul style="list-style-type: none"> <li>The golden age of Islam</li> <li>How the Anglo-Saxons and Scots changed Britain.</li> <li>The impact of the Industrial Revolution on Cornish Mining.</li> <li>The raids of the Vikings.</li> <li>How leisure and entertainment changed in Cornwall.</li> </ul>				
Substantive concepts			Disciplinary concept	
<p><u>Chronology</u></p> 	<p><u>Sources and interpretation</u></p> 	<p><u>Society and Culture</u></p> 	<p><u>Similarity and Difference</u></p>	
<p>When was the Stone Age and what periods did it include?</p>	<p>What is this? What does it tell you?</p> <p>How does learning from written sources compare to archaeology?</p> <p>Do we have a complete picture from using these sources?</p> <p>What doesn't this tell you?</p>	<p>What were the new developments of the Stone Age? Did everyone have access to these?</p> <p>What was the impact of new developments in this period?</p> <p>Why is Skara Brae significant to historians studying this society?</p>	<p>How did life change from the Stone Age to the Iron Age?</p>	

**Year 3/4: Ancient Egypt**

National Curriculum objectives		Substantive knowledge		V, O, C, A, B, U, L, A, R, Y
<ul style="list-style-type: none"> <li>The achievements of the earliest civilisations and an in depth study of one of these.</li> <li>Understand how Britain has been influenced by the wider world.</li> <li>Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind</li> <li>Gain and deploy a historically grounded understanding of abstract terms.</li> <li>Gain historical perspective by placing their growing knowledge into different contexts.</li> <li>Understand historical concepts and use these to make connections.</li> </ul>		<ul style="list-style-type: none"> <li>Ancient Egypt ran from 3100 BCE. In 332BCE the arrival of Alexander the Great ended this way of life.</li> <li>Egyptian society was like a pyramid – slaves, peasants, craftsmen, scribes, priests, pharaoh.</li> <li>The Egyptians invented a new way of writing called hieroglyphics.</li> <li>After 4th Century AD hieroglyphs weren't used anymore and were forgotten about. It then moved to a form of Greek writing.</li> <li>The river's predictability and fertile soil allowed the Egyptians to build an empire on the basis of great agricultural wealth.</li> <li>The way that they farmed meant that they could grow important crops.</li> <li>To make the most of the annual rising and falling of the Nile, the Egyptians dug channels and walls to divert flood water away from cities and towards fields for farming.</li> <li>They were one of the earliest civilisations to use medicinal care to cure health problems.</li> <li>The ancient Egyptians built their pyramids, tombs, temples and palaces out of stone, the most durable of all building materials. Pyramids were built for religious purposes.</li> </ul>		Pharaoh, priest, vizier, scholar, scribe, hieroglyph, agriculture, Nile, pyramid, farming, calendar, empire, annual, durable, religious.
<b>Prior learning</b> ←		<b>Key historians</b> 		<b>Linked texts</b> 
<b>In Key Stage 1, children will have learnt:</b>  Achievement and legacy: <ul style="list-style-type: none"> <li>How railways changed Britain and our locality</li> <li>Why Rosa Parks was important.</li> <li>The consequences of the Great Fire of London.</li> <li>The achievements of the greatest explorers.</li> </ul> Governance: <ul style="list-style-type: none"> <li>No previous learning.</li> </ul>		<b>Howard Carter</b>		<b>The Egyptian Cinderella</b>
<b>Future learning</b> →		<b>In Upper Key Stage 2, children will learn:</b>  Achievement and legacy: <ul style="list-style-type: none"> <li>How the Industrial Revolution impacted upon Cornish mining.</li> <li>The important legacies of Ancient Greece.</li> </ul> Governance: <ul style="list-style-type: none"> <li>The similarities and differences of early Islamic civilisation and the European dark ages.</li> <li>The important legacies of Ancient Greece.</li> </ul>		
Substantive concepts				Disciplinary concept
<u>Chronology</u> 	<u>Sources and interpretation</u> 	<u>Achievement and legacy</u> 	<u>Governance</u> 	<u>Significance</u>
When was Ancient Egypt and how long did it last for?	How can we discover what Ancient Egypt was like?	How did agricultural advances support Egyptian civilisation?  What was education like in Ancient Egypt?  Did the Ancient Egyptians use medicine?	How was Egyptian society structured?	Why were the Ancient Egyptians significant?

## Year 5/6: Early Islamic Civilisation

<b>National Curriculum objectives</b>		<b>Substantive knowledge</b>		<b>V, O, C, A, B, U, L, A, R, Y</b> Duration, interval, civilisation, concurrence, Roman empire, Dark Age, Medieval, Saxons, Vikings, trade, mint, translate, Arabic, contrast	
<ul style="list-style-type: none"> <li>a non-European society that provides contrasts with British history</li> <li>know and understand significant aspects of the history of the wider world</li> <li>understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed</li> <li>gain historical perspective by placing their growing knowledge into different contexts</li> </ul>		<ul style="list-style-type: none"> <li>The chronology of this period comes at the end of the Roman Empire in what is often called the Dark Ages.</li> <li>This period of history falls into the Dark Ages and Early Medieval period.</li> <li>This period of history links directly to the Saxons and Vikings concurrently. The Vikings traded with the city of Baghdad and King Mercia minted a coin that looked like an Abbasid Caliphate dinar.</li> <li>Baghdad was the largest city in the world around 900AD with approximately 1,000,000 people living there.</li> <li>Baghdad contained what was known as the 'House of Wisdom' which was where classical works were translated into Arabic.</li> <li>It was the centre of medical, mathematical and scientific advancements of the age. It presents a stark contrast to Saxon and Viking England.</li> </ul>		<b>Key figures</b> 	<b>Linked texts</b> 
<b>Prior learning</b> ←				<b>Future learning</b> →	
<b>In Lower Key Stage 2, children will have learnt:</b>  Society and culture <ul style="list-style-type: none"> <li>Why the Ancient Egyptians were significant</li> <li>How the Cornish farming industry changed over time</li> <li>How life changed from the Stone Age to the Iron Age</li> </ul> Governance <ul style="list-style-type: none"> <li>What the early civilisations were and why they were important.</li> <li>Why the Ancient Egyptians were significant</li> </ul>				<b>In Key Stage 3, children will learn:</b> <ul style="list-style-type: none"> <li>Know and understand significant aspects of the history of the wider world</li> <li>understand historical concepts</li> <li>A study of a significant society or issue in world history and its interconnections with other world developments</li> <li></li> </ul>	
<b>Substantive concepts</b>					<b>Disciplinary concept</b>
<u>Chronology</u> 	<u>Sources and interpretation</u> 	<u>Society and Culture</u> 	<u>Governance</u> 	<u>Similarity and Difference</u>	
Where does Early Islamic History fit chronologically with our existing knowledge?	How does this civilization tie into our existing knowledge?	What was Baghdad like as a city?  How did the silk road impact on Baghdad?	Why was Baghdad significant?	What did the golden age of Islam and the dark ages of Europe have in common?	