



History at Marazion School

"We are not makers of history, we are made by history." Martin Luther King Jr



Our Vision Statement:

We believe that the study of history is vital for children to learn more about themselves as members of a multicultural and multiracial society by developing an understanding of how key events in Britain and globally have shaped humankind's development. Using an immersive curriculum, the school aims to ignite curiosity and inspire children by bringing the past to the present with: trips, visits from experts, role play, exploring historical artefacts and drama being common teaching strategies. Through these experiences, children will be guided to ask perceptive questions, analyse evidence from a range of sources and think critically to develop perspective and judgement. A carefully planned progression of study gives children a holistic understanding of chronology and how civilisations were interconnected and interdependent. They see the diversity of human experience and understand more about the world they live in by knowing what has gone before. For children to take control of our future it is essential that they learn the lessons from the past. We believe we have one history, human history. To this end, we have a range of role models we focus on within each topic from a range of backgrounds, highlighting to our children how diverse and beautiful our world is.

Marazion School Concepts and Skills Progression

NOTE: Specifics in Concept/Knowledge content is an example of what may be covered but is neither exhaustive or statutory. However, all units will be covered in some form and statutory skills will be taught across all units. Writing and reading skills will also be taught when possible in units to provide meaningful contexts and real-world application.

Skills Progression – Statutory Requirements for Y 5/6

- Be able to sequence events in chronological order within topics and across different topics covered
- Identify significant events, make connections, draw conclusions.
- Identify contrasts and analyse trends
- Understand the difference between primary and secondary sources of information and use both to find out about the past
- Use fieldwork observations and recordings to support theories about the past
- Evaluate the reliability and validity of sources of evidence
- Understand the methods of historical enquiry, including how it is used to make historical claims
- Use a variety of reliable sources to gain a deeper understanding of topics covered
- Address and devise questions about change, cause, similarity and difference, and significance

<p>YEAR 6 Curriculum Concept/Knowledge Content</p>	<p>General 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 begin to understand how different periods of history are interlinked and how events have built on each other to create the present in which we live.</p>		
	<p>Non-British Culture Islands Know when and where cultures developed. Know how beliefs influenced ways of life. Aspects of Mayan civilization e.g., farming, games, traditions. Similarities and differences with development in Europe. Achievements of the Maori civilisation - traditions and cultures Study of Maori myths.</p>	<p>Black History Life and times of Martin Luther and Coretta Scott King. History of back slavery, continuing racism in MLK time and now- BLM. Non-violence as a vehicle for change. MLK’s speeches. MLK day. Legacy – Barrack Obama Recent black movements – Black Lives Matter</p>	<p>Be The Best You Learn about Alan Turing and Roberta Cowell and roles in the war. Know significant events that have been a turning point in British history since 1066. Chronology of key events over the course of WW2 How the Battle of Britain was a turning point in WWII. Local history study – the role of St Michael’s Mount in the English Civil War (Parliamentarians vs the Roundheads). Understand how Hitler rose to power and formation of axis and allies.</p>

	Ancient Greek legacies and influence upon the western world. Study of Greek myths.	Continued stances against racism e.g., in football. All Blacks study 'Better People Make Better All Blacks'	How war affected people in Britain – Blitz, Evacuees, Rationing, Propaganda. Battle of Britain – why Germany's plans failed. Development of weaponry. VE day and implications for life today.
	<p>Skills Progression – Statutory Requirements Y3/4/5</p> <ul style="list-style-type: none"> • Be able to sequence events in chronological order within topics and across different topics covered • Identify significant events, make connections, draw conclusions • Understand the difference between primary and secondary sources of information and use both to find out about the past • Use fieldwork observations and recordings to support theories about the past • Identify when evidence is more valid than others • Understand the methods of historical enquiry, including how it is used to make historical claims. • Use a variety of reliable sources to gain a deeper understanding of topics covered • Address and devise questions about change, cause, similarity and difference 		
	<p>General Y 4/5 Pupils should begin to develop understanding of how humans have developed over time and 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 begin to understand how different periods of history are interlinked and how events have built on each other to create the present in which we live.</p> <p>General Y 3/4 Pupils begin to develop understanding of how humans have developed over time and how Britain has been shaped by influences from different cultures and through technological advancements. Their understanding of timescales and chronology of key events is strengthened and they can see how events are interlinked.</p>		
Local History Mining Y3/4 Why Cornwall was so heavily mined.	Stone Age Y3/4 How Neolithic hunter gatherers lived.	Native Americans Y 4/5 Non-British culture How Neolithic hunter gatherers lived.	Industrial Revolution Y 3/4 British Empire Y 4/5 Know when IR first started in Britain and understand significance.
			Roman or Viking Y 4/5 Know the chronology of different invasions of Britain from Roman to Viking. Roman army – power of

<p>Impact mining had on Cornwall both positive e.g. economic and negative e.g. waste. How landscape was changed due to mining. Importance mining had on influencing technology e.g. Trevithick and Davey. How Cornwall was linked to other areas of the world e.g. Peru. Understand process of mining and features of historical mines. Know why tin was so important and understand trade links. Typical lifestyles in Cornish mining communities. Mining today- thinking about mining for elements for electric cars. Environmental impact and effects.</p>	<p>How early farming changed human development. The chronological story of who lived in Britain from the Paleolithic era to the Iron Age. Looking at local prehistoric sites (Carn Euny and Chysauster) and learning about how prehistoric people would have made shelters, tools and cooked food.</p>	<p>How early farming changed human development and that of America. How Native Americans arrived in America and how their technology and travel developed through to European arrival. Belief's, traditions and practices of early humans. Forms of early art and culture.</p>	<p>Know chronology of key inventions through IR. Understand how IR changed lives. Positive and negative results of IR. Working conditions of different industries. Class divides of the times, Child labour and reform. Know how and why the British Empire began and developed. Think about the impact Briton had upon the world. WW2, Victorians, Railway, Slavery, Christian Conversion and scientific development and understanding.</p>	<p>organisation. Roman features and impact of culture and beliefs e.g. baths, Christianity. British resistance e.g. Boadicea. Understand sequence and origin of subsequent invasions. Know how settlements were developed by Anglo-Saxon invasions, place name significance and aspects of village life. Anglo Saxon laws and justice. Look at King Alfred the Great and his ideas of unification.</p>
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<p>Skills Progression – Statutory Requirements Y1/2 During years 1 and 2, pupils should be taught to use the following skills:</p> <ul style="list-style-type: none"> • Use common words and phrases relating to the passing of time • Put events within their topics in chronological order • Identify similarities and differences between ways of life in different periods • Answer historical questions using different sources of evidence • Talk about why events may have happened • Make fieldwork observations to suggest what things were like in the past 	
<p>YEAR 1/2</p>	<p>General:</p>

Curriculum Content	Pupils develop an awareness of the past and use common words and phrases relating to the passing of time. They should know that ways of life have changed over time due to human development and begin to develop an understanding of where the people and events they study fit within a chronological framework.		
	<p>Lives of significant Individuals Focus on BAME & LGBTQ+ Understand that some individuals have made significant advances and achievements. Understand how events in the past affect how we live today Know key events in the lives of a selection of historical figures from different generations and for different reasons e.g. Mary Seacole, Florence Nightingale, Marie Curie, Nelson Mandela, Samuel Pepys, Neil Armstrong, Kings and Queens.</p>	<p>Significant National Event – Know some of the customs and traditions of the time. Important historical figures of the time and events. Great fire of London, Remembrance Day, The first Airplane Flight, The Gunpowder Plot, Women being allowed to vote, First Man on the Moon, Barack Obama becoming president.</p>	<p>Local History Event Changes in living memory. Local history study linked to ‘The Mystery’ (the boat that sailed from Cornwall to Australia (1854/55)) and the Voyage of the Rosebud to Parliament. Know why local people wanted to go to Parliament and what they wanted changed in the 1930’s. Key features of castles and purposes Know some of the customs and traditions of ships/boats now and then. Find out about local events e.g. St.Piran’s Day, Penlee Lifeboat Disaster, Invention of the Humphry Davy Lamb and Trevithick Steam Engine.</p>
<p>Skills Progression – Statutory Requirements EYFS Put significant events in their lives in chronological order. Ask questions to find out more about people or photographs. Say own opinions and ideas. Ask questions to find out more information. Begin to talk about why something has happened showing their understanding. Use the words Past, Present, Future to describe events Use and understand meanings of words related to topic.</p>			

<p>FOUNDATION STAGE Curriculum Content from Past and Present ELG</p>	<ul style="list-style-type: none">• 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.• Understand the past through settings, characters and events encountered in books read in class and storytelling.
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