



History at Cockington Primary School



Cockington Curriculum Drivers

As a result of being taught the Cockington Curriculum, our children will:

❑ Believe: Understand Self

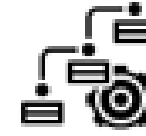
Believe in themselves as individuals and as learners

❑ Achieve: Build Knowledge and Skills

Have the knowledge and skills needed for the next stage of their lives

❑ Succeed: Be Good Citizens

Have the strength of character and knowledge that will help them to succeed as citizens, within and beyond our locality



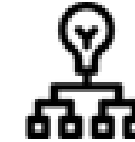
Sequential Curriculum

Historical strands identified, with substantive and disciplinary knowledge that deepens and broadens progressively each year.

- ❑ Chronology
- ❑ Cause and consequence
- ❑ Historical interpretations
- ❑ Sources and evidence
- ❑ Continuity and change

Substantive concepts identified within history. The understanding of these is deepened every time they are re-visited through links to prior learning:

Key vocabulary and texts to teach are carefully planned to build a widening knowledge of language.



Purposeful Learning

The majority of the curriculum is taught through 'Learning Experiences' driven by carefully mapped content within and between LEs.

Learning Experiences begin with a 'hook' that inspires the children and sets a stimulating, purposeful and time-limited challenge.

A sequence of well-judged, rigorous lessons to develop knowledge follows.

A high-quality 'outcome' concludes the experience, showcasing learning to a wider audience.



Ambition For All

Children receive Quality First Teaching through pedagogy rich in Rosenshine's principles of effective instruction. Priority is given to the professional development of staff.

The typical gaps of vocabulary, oracy, reading fluency and cultural capital are a focus in our curriculum.

Reading is our priority. Our environment and culture celebrates reading. Our Reading curriculum is evidence-informed, sequential and focuses in equal measure on fluency and comprehension.

Additional needs are met through carefully planned, individualised support.



Building Knowledge

Pedagogy and content are carefully considered so that knowledge is built within and across teaching sequences.

Reviews of knowledge are built into our curriculum, including a focus on fluency in reading and maths.

Learning experiences dove-tail so that learning can be retrieved and applied. Portfolios aid retrieval of knowledge across the years.

Learning Experience outcomes demonstrate the learning that has taken place.



Big Ideas

We choose to deliver our curriculum in a way that encourages children to open their eyes to the world and find their spark.

- ❑ Sustainability
- ❑ Global Citizens
- ❑ Connecting to our locality
- ❑ Talents and Interests
- ❑ Making a positive difference
- ❑ STEAM



History at Cockington Primary School



Intent

Our history curriculum is designed to promote a love of learning, regardless of need or barrier, through experiences that enable our children to gain knowledge with understanding about the history of Torquay and its surrounding area. In addition to local history, we want the children to be able to explore and enquire about national and international history to prepare them for the ever-changing world they are growing up in. Children will leave Cockington with a secure knowledge of how to interpret a range of different sources of information and will have a firm understanding of the concepts which underpin our history curriculum - civilisation, legacy, power & invasion.



History at Cockington Primary School



Timeline & Themes

4000BCE	3000BCE	2000BCE	1000BCE	0	1000CE		2000CE	2020CE
						Newcomen engine	Brunel - railways	

Y1 Transport 1712CE (Engine invented) - 1856CE (Brunel died)

4000BCE	3000BCE	2000BCE	1000BCE	0	1000CE		2000CE	2020CE
						Florence Nightingale Mary Seacole	NHS	

Y2 Nurses – NHS 1853CE (Crimean war) - 1948CE (start of NHS)

4000BCE	3000BCE	2000BCE	1000BCE	0	1000CE		2000CE	2020CE
						Drake	Fawcett	Scott

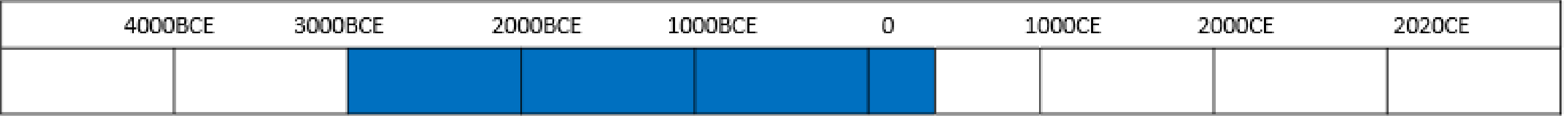
Y2 Explorers Drake 1577 (circumnavigation), Fawcett 1906 (first expedition) Scott 1910 (Polar expedition)

4000BCE	3000BCE	2000BCE	1000BCE	0	1000CE		2000CE	2020CE
						Torre Abbey built	1539 at the Dissolution of the Monasteries	Spanish Armada in 1588

Y5 Torre Abbey - Built - 1196, Dissolution - 1539, Spanish prisoners of war - 1588



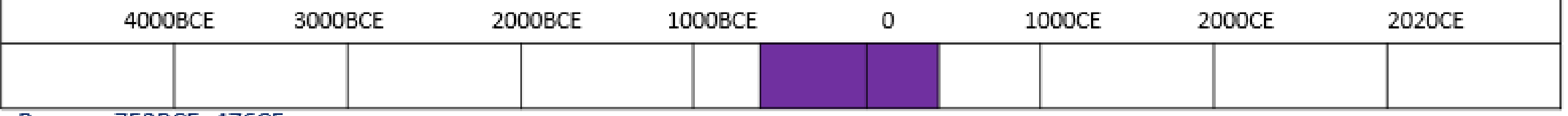
Stone age 10,000BCE – 2000BCE Iron age 800BCE – 43CE (Roman invasion in Britain)



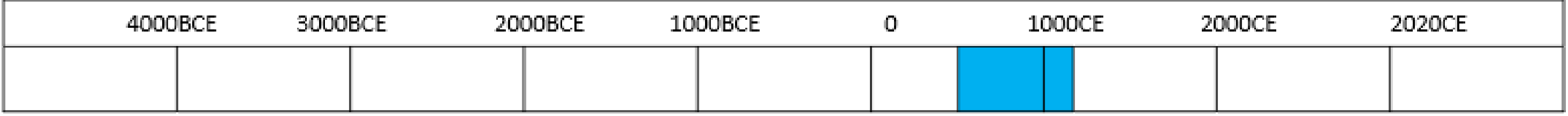
Ancient Egypt 3000BCE- 332CE



Ancient Greece – 1300BCE - 600CE



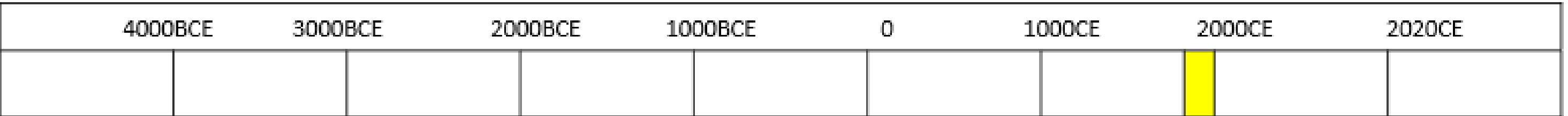
Romans 753BCE- 476CE



Anglo Saxons in Britain 410CE - 1066CE



Mayans 2000BCE- 1697CE



WWII 1939CE-1945CE

Substantive Concepts

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Legacy: Links to 'Getting to Know You' LE (Autumn 1) Civilisation: Links to 'The Lost World' LE (Spring 1). Power: Links to 'Once Upon a Time' LE (Spring 2)					
Y1					Explorers Legacy Civilisation	
Y2			Mary & Florence Invasion legacy		Brunel Civilization legacy	
Y3		The Mayan civilisation Civilisation Power Invasion legacy				Stone Age Civilisation legacy
Y4	Roman Empire Civilisation Power Invasion legacy				Anglo Saxons Civilisation Power Invasion legacy	
Y5		Ancients Civilisation Power legacy			Torre Abbey Power Invasion legacy	
Y6				WWII Invasion legacy		

Themes

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Getting to Know You		The Lost World	Once Upon a Time		
	Stories of the past e.g. traditional tales					
Y1						Why have people from Devon wanted to explore the world?
Y2			How has nursing changed over time?		Can we learn from the past to build a bridge that is strong & stable? (Brunel)	
Y3		What was the Mayan Civilisation?				What was it like being a prehistoric man or woman in Torbay?
Y4	How did the arrival of the Romans change Britian?				What was Anglo Saxon life like in Cockington?	
Y5		What impact did Ancient civilisations have on societies of the future?			How can Torre Abbey help us learn about Cockington's history?	
Y6					How have the events of WWII impacted on events of today?	

EYFS						
Content	Getting to Know You				The Lost World	
Purposeful Learning: Hook	Read the story 'We're Going on a Bear Hunt'. Children arrive to find a big dark cave in their learning space. Who could live in the cave? Where are they? Why do they live in the cave? How can we find them?				The children arrive at school to discover a dinosaur egg in a nest in the classroom. Where has the egg come from? Who could the egg belong to?	
Purposeful Learning: Outcome	- To draw and talk about your family using the children's family pictures to support and share with class and on Tapestry. - To create a family display within the classroom which includes family photographs that children can refer to.				Learn facts about 3 different dinosaurs and retell these facts to an audience (Year 1). Video and place on Tapestry to share learning with parents.	
Progress for All	Oracy: All children to use their developing language skills to talk about their family. Adults support using the blanks to develop oracy. Stem Sentences: 'In my family there is...'/ 'When I go for a walk with my family, we go to...' Reading: We're Going on a Bear Hunt Vocabulary: Family, relatives, household, sister, brother Cultural Capital: Awareness and knowledge of own immediate family, other families, traditions and communities.				Oracy: Develop oracy and language skills through learning facts about the past (pre-historic world). Stem sentences: 'I think the egg belongs to a... because...'/ 'My favourite dinosaur is a... because...'/ 'This dinosaur is a... and it has...' A T-Rex has sharp teeth and eats meat. Reading: Reading information about Mary Anning, Dinosaur Roar, Harry and the Bucket Full of Dinosaurs, Dinosaur fact books. Vocabulary- Prehistoric, fossil, skeleton, predator, prey, carnivore, herbivore, meteorite, extinct, Palaeontologist (Mary Anning). Cultural Capital: Awareness and knowledge of the past and how are world has changed over time.	
Sequential Curriculum	Focus strands: - I can begin to make sense of my own life-story and family's history. - I can comment on images of familiar situations in the past. - I can talk about the lives of people around me and their roles in society. - I know some similarities and differences between things in the past and now, drawing on my own experiences (ELG). - I understand the past through settings, characters and events encountered in books read in class and storytelling (ELG).				Focus strands: - I know some similarities and differences between things in the past and now, drawing on my own experiences and what has been read in class (ELG). - I understand the past through settings, characters and events encountered in books read in class and storytelling (ELG).	
Big Ideas	Celebrating diversity and achievement: Children will be given the opportunity to share family photographs and family trees with their class and with their parents on Tapestry. A 'family tree'/ family photo display will allow the celebration of diversity amongst families. Awe and Wonder: Children arrive to find a big dark cave in their learning space. Who could live in the cave? Where are they? Why do they live there? How can we find them? Citizenship: Healthy lives- children may be inspired to go for walks in our local environment with their families. Children will learn about changes to their body during P.E and Physical development activities.				Celebrating diversity and achievement: Children will have the opportunity to share and celebrate their learning with their parents and the wider school during the learning outcome. Awe and Wonder: The hook will create awe and wonder through the discovery of an egg in a nest in the classroom. Where has the egg come from? Who could the egg belong to? Big Idea 3. Connecting to our locality: Our locality is a place of historical, cultural and geographical significance and this impacts our lives.	
Building Knowledge	Building towards: Y1 Transport				Building towards: Y1 Transport	

Year 1					
Term	Summer 2				
L.E.	How has transport changed over time?				
Key areas of learning (brief lesson overviews)	Lesson 1 - How can I put events from my life on a timeline? Lesson 2 - How can I find out about changes of transport through time? Hook lesson visit to Golden Hind and Brixham , comparing old and new. Lesson 3 - How has transport changed over time? Timeline lesson. Lesson 4 - How has transport changed over time? (similarities and change lesson) Lesson 5 - How has the change in transport impacted our lives? Lesson 6 -How will transport continue to change?				
Second Order Disciplinary concepts:	Chronology	Cause & consequence	Historical interpretation	Sources & evidence	Continuity & change
NC Links	I can use a vocabulary of historical terms. I can fit areas I have studied in order.	I can give simple reasons for events in the past. I understand the people often cause change and this can have long term impact.	I can find similarities and differences between ways of life in different periods. I can compare adults talking about the past. I can listen to stories to distinguish between fact and fiction	I can find answers to simple questions about the past using sources of information. I understand and explain some of the ways we find out about the past. I can use simple sources to answer questions, including handling the source.	I can explain simple similarities and differences. I can understand some things change quickly and may have long lasting impacts I can identify differences between ways of life at different times. I can compare pictures of people and things in the past.
Hook/Outcome	Hook - The children will visit the Golden Hind in Brixham to compare old and new modes of transport. Outcome -				
Sticky/sequential knowledge	✓ People who find out about the past are called historians. ✓ Historians find out about the past using sources. ✓ We can plot historical events on timelines. ✓ The wheel was invented in the Stone Age. ✓ The first railway train was invented by George Stephenson.				
Vocab	Sources Past Present Future Transport				
Building Knowledge	Builds from: ➤ EYFS - The lost world ➤ Builds towards: ➤ Y2 - Great Fire of London & How has Nursing changed through time. - significant individuals.				

	Year 2											
Term	Spring 1					Summer 1						
L.E.	How have significant individual's legacies changed nursing over time?						Why was the <i>Great Fire of London</i> significant?					
Key areas of learning (brief lesson overviews) Each lesson starts with a question.	Lesson 1 - How do historians use evidence to tell them about the past? Lesson 2 - How did Mary Seacole help soldiers in war? Lesson 3 - How did Florence Nightingale change the way people nursed and helped save many lives? Lesson 4 - Who was Edith Cavell and how did she help soldiers during the First World War? Lesson 5 - What are the similarities and differences between Florence Nightingale, Mary Seacole and Edith Cavel? Lesson 6 - Presentation linked to question and computing,					Lesson 1 - Where is London & what is it like? (Location/Landmarks) Lesson 2 - What was life like in 17 th Century London? (Sources/evidence/comparisons) Lesson 3 - What was the <i>Great Fire of London</i> & how did it happen? (Sequencing events) Lesson 4 - Who was Samuel Pepys and why was he significant? Lesson 5 - How did the <i>GFoL</i> change the way people lived? (Civilisation/Legacy link) Lesson 6 - Outcome lesson - Tudor house focus.						
Second Order Disciplinary concepts:	Chronology	Cause & consequence	Historical interpretation	Sources & evidence	Continuity & change	Chronology	Cause & consequence	Historical interpretation	Sources & evidence	Continuity & change		
NC Links	I can sequence photographs etc. from different periods of someone's life.	I can give simple reasons for events in the past I understand the people often cause change and this can have long term impact.	I can identify differences between ways of life in Britain at different times.	I can find answers to simple questions about the past from sources of information. I understand some ways in which we find out about the past. I can observe sources to answer questions about the past based on simple observations.	I can explain simple similarities and differences. I can understand some things change quickly and may have long lasting impacts I can identify differences between ways of life at different times. I can compare pictures of people and things in the past	I can put areas I have studied in order. I can use simple historical terms. I can sequence and understand the terms past and present. I can match objects and artefacts to times I have studied. This can include photographs.	I can give simple reasons for events in the I understand the people often cause change and this can have long term impact	I can compare adults talking about the past. I can listen to stories to distinguish between fact and fiction.	I can find answers to simple questions about the past from sources of information.	I can explain simple similarities and differences I can understand some things change quickly and may have long lasting impacts I can identify differences between ways of life at different times. I can compare pictures of people and things in the past.		

Hook/Outcome	Hook - Children will be visited by nurses who will speak to the children about their jobs. Outcome - Display of learning at local doctor's surgery.	Hook - Children will be hooked into learning by watching a video of the GFoL provided by London Museum The Great Fire of London London Museum Outcome - Children to present their history learning and make/burn Tudor houses.
Sticky/sequential knowledge	✓ Important people in history have helped improve the ways things for the good of others. ✓ Historians use evidence to tell them about the past. ✓ Mary Seacole travelled to many different countries and helped soldiers in war. ✓ Florence Nightingale changed the way people nursed and helped save many lives. ✓ Edith Cavell was a British nurse who helped all soldiers during the First World War.	✓ The Great Fire of London started on 2nd September 1666 on Pudding Lane & lasted 5 days ✓ In 1666, lots of people had houses made from wood which burns easily. Houses were built too close together and there was no organised fire brigade. ✓ London's architecture and weather helped the fire spread ✓ Samuel Pepys was a significant individual during the GFoL due to his preserved diary entries (primary source) ✓ King Charles II made a decree that houses should be made from brick rather than wood & made further apart following the GFoL
Vocabulary	NHS Source Evidence Artefact Chronological	Chronology Significant Legacy Civilisation Source Recount
Building Knowledge	Build from ➤ EYFS - The lost World ➤ Y1 - Transport Builds towards: ➤ Y3 - Stone Age, Mayans ➤ Y4 - Anglo Saxons, Romans	Build from ➤ EYFS - The lost World ➤ Y1 - Transport Builds towards: ➤ Y3 - Stone Age, Mayans ➤ Y4 - Anglo Saxons, Romans

	Year 3									
Term	Autumn 2 (NEW 2025-26)					Summer 1				
L.E.	What was the Mayan Civilisation?					What was it like to be a prehistoric man or woman in Torbay?				
Key areas of learning (brief lesson overviews)	Lesson 1 - What was the Mayan Civilisation? Lesson 2- How did Maya settlers survive and thrive in the rainforest? Lesson 3 - Who did the Mayan's worship? Lesson 4 - Who was Pakal the Great? Lesson 5 - What do archaeological remains tell us about Maya Culture? Lesson 6 - What is the mystery of the abandoned Maya cities? (decline of the Mayans)					NB: lesson order may vary due to the availability of geologist and Kents Cavern. Lesson 1 - What period of time classes as prehistory? (chronology lesson) Lesson 2 - What are the differences and similarities between the Paleolithic, Mesolithic and Neolithic periods? Lesson 3 - How did life in the Stone Age, Iron Age and Bronze age compare and contrast? (linked to the same aspect) Lesson 4 - What kind of sources tell us about pre-history? Lesson 5 - What was it like to be a Stone Age man or woman living in Kents Cavern? (Trip to Kents Cavern) Lesson 6 - How did the world's physical geography and climate change over the pre-history period?				
Second Order Disciplinary concepts:	Chronology	Cause & consequence	Historical interpretation	Sources & evidence	Continuity & change	Chronology	Cause & consequence	Historical interpretation	Sources & evidence	Continuity & change
NC Links	I can place the time and events from the period studies on a timeline and create a clear narrative across a period. I can use dates and terms related to the study unit and passing of time including more complex terms e.g. BC/AD	I can identify reasons for and results of people's actions. I can examine causes and results of great events and the impact on people	I can use the internet for research. I can ask questions about similarity and difference.	I can use a range of sources to find out about an aspect of time past. I can select information to tell others about the past. I can use books and the internet for research	I understand that not all things change and some stay constant today. I understand that some things remain relatively unchanged. I understand change takes place relatively slowly	I can place the time and events from the period studies on a timeline and create a clear narrative across a period. I can use dates and terms related to the study unit and passing of time including	I can identify reasons for and results of people's actions. I can examine causes and results of great events and the impact on people. I can compare life in different periods studied, comparing and contrasting the	I can use the internet for research. I can ask questions about similarities and difference.	I can use a range of sources to find out about an aspect of time past. I can select information to tell others about the past. I can use books and the internet for research	I can look at the differences and similarities between Stone Age, Bronze Age and Iron Age and the periods within the Stine Age. I understand that not all things change and some stay constant today.

					across long time periods.	more complex terms e.g. BC/AD	same aspect (e.g. food, houses)			I understand that some things remain relatively unchanged. I understand change takes place relatively slowly across long time periods.
Hook/Outcome	Hook - afternoon spent playing pok ta pok, drinking hot chocolate and other Mayan based activities. Outcome - Link to ICT - word processed fact sheet.					Hook - Visit from local historian/geologist who shows children 'A timeline of the toilet roll" & trip to Kents Cavern Outcome - Sharing knowledge with another year group.				
Sticky/sequential knowledge	✓ The Mayans were travellers who settled in Central America around 12,000 years ago. ✓ The Mayans were very religious, worshipping over 150 different Gods. ✓ Archaeologists have discovered remains of settlements which help them learn about Mayan civilisation ✓ Pakal the Great was the longest serving ruler in Maya history ✓ Around 900 AD cities were abandoned, but no one knows why.					✓ . The Stone Age period is broken up into the Palaeolithic, Mesolithic and Neolithic periods. ✓ The Stone Age is so called because the earliest humans used stone to make tools with a sharp edge or point. ✓ The earliest evidence of the stone age were footprints found in Africa. ✓ The earliest dwelling in England was found to be in Kent's Cavern. ✓ The Bronze Age and the Iron Age are named after the main materials that replaced stones for making tools. ✓				
Vocabulary	✓ Civilisation ✓ Archaeologist ✓ BC ✓ Sources ✓ Abandonment					Prehistoric BC Archaeologist / archeology Sources Settlement				
Building Knowledge	Builds from: ➤ EYFS - A journey through time ➤ Y1 - Transport ➤ Y2 - building bridges (up to 24/25), great fire of London (from 2025) Builds towards: ➤ Y4 - Anglo Saxons, Romans ➤ Y3 Stone Age to iron Age					Builds from: ➤ EYFS - A journey through time ➤ Y1 - Transport ➤ Y2 - building bridges (up to 24/25), great fire of London (from 2025) ➤ Y3 - Mayan (2025 onwards) Builds towards: ➤ Y4 - Anglo Saxons, Romans				

	Year 4									
Term	Autumn 1					Summer 1				
L.E	What legacy did the Romans leave behind in Britain?					What was Anglo Saxon life like in Cockington?				
Key areas of learning (brief lesson overviews) Each lesson starts with a question.	Lesson 1 - Concept map - What was the Roman Empire? Lesson 2 - When did the Romans rule Britain? Lesson 3 - Who were the significant rulers in the Roman Empire? Lesson 4 - Which significant legacies did the Romans leave behind? Lesson 5 - Who was Boudicca and why did she rebel against the Romans? Lesson 6 - Museum trip - What was daily life like in the Roman Empire?					Lesson 1 - Anglo-Saxon Day - Hook Lesson 2 - Who were the Anglo-Saxons and where did they come from? Lesson 3 - What were the significant events which happened during the Anglo-Saxon period? Lesson 4 - Who was Alfred, the Great? Who was Alric & why did he settle in Cockington? (Significant individuals) (Walk to Cockington Village) Lesson 5 - What was life like for an Anglo-Saxon? Lesson 6 - What can we learn from the findings at Sutton Hoo?				
Second Order Disciplinary concepts:	Chronology	Cause & consequence	Historical interpretation	Sources & evidence	Continuity & change	Chronology	Cause & consequence	Historical interpretation	Sources & evidence	Continuity & change
NC Links	I can place the time and events from period studied on a timeline and create a clear narrative across a period. I can use dates and terms related to the study unit and passing of time including more complex terms e.g. BC/AD. I can place current study on timeline in relation to other studied.	I can compare the past with our life today. I can identify reasons for and results of people's actions I use evidence to reconstruct life in past. I can examine causes and results of great events and the impact on people. I can compare life in different periods studied, comparing and contrasting the same aspect (e.g. food, houses)	I can use text books and find historical knowledge and begin evaluate different sources (including artistic/ oral/ photographic/ written). I can ask questions about change, similarity and difference. I begin to offer some reasons for different versions of events.	I can use the library and internet for research. I can begin to identify primary and secondary sources. I can use a range of sources to find out about a period and so build up a picture of a past event. I can ask a variety of questions. I can choose relevant materials to present a picture of one aspect of life in time past.	I can make appropriate use of dates and terms in a structured piece of work.	I can place the time and events from period studied the Roman Empire on a timeline and create a clear narrative across a period, linking previous periods studied in Y3. I can use dates and terms related to the study unit and passing of time including more complex terms e.g., BC/AD	I can identify reasons for and results of people's actions I use evidence to reconstruct life in past. I can examine causes and results of great events and the impact on people. I can compare life in different periods studied, comparing and contrasting the same aspect (e.g. food, houses, clothing) I can compare the past with our life today.	I can compare different versions of the same story- fact or fiction. I can use textbooks and find historical knowledge and begin evaluating different sources (including artistic/ oral/ photographic/ written). I can ask questions about change, similarity and difference. I can ask questions. I can select information to tell others about the past. I can use books and the internet for research.	I can select and record information relevant to the study with increasing confidence. I can ask a variety of questions and chose relevant materials to present a picture of Roman life. I can use several sources to find out about a period and so build a picture of the past. I can explain some similarities and constants across the same periods (e.g., the need for shelter) I understand that not all things change, and some stay constant today. I understand that some things remain relatively unchanged. I understand change takes place relatively slowly across long time periods.	I can study change over a longer period of history and across other periods. (e.g., how life changed from Stone Age to Iron age)

									I being to understand about primary and secondary sources.	
Hook/Showcase	Hook - Children to visit an online gallery to look at how landscape paintings depict images and scenes from a certain time - Focus on Lowry and Monet. Using this, and images from the book 'A street through time', set the challenge to the children that they will answer the challenge question and show how Britain has changed through the medium of art. Showcase - Writing a historical explanation to answer the enquiry question.					Hook - Children will take part in an Anglo-Saxon themed day, they will be emersed in Anglo-Saxon life including shield making, brooch design, leaf printing and clay coin making. Showcase - Children will share their learning online (via Seesaw QR codes) with another Connect Year 4 class, showcasing what they have learnt throughout the half term.				
Sticky/sequential knowledge	✓ Our timeline of history is split at the year 0. Before zero is known as either BC (Before Christ) or BCE (Before Common Era). After zero is known as AD (Anno Domini) or CE (Common Era). ✓ After failed attempts to invade Britain from 55 BCE, the Romans occupied parts of Britain from 43 CE until the end of Roman Britain in 410 CE. ✓ The Roman Empire expanded from the settlements in Rome to a huge empire that included countries in Europe, Africa and Asia. ✓ The Romans introduced important changes to parts of Britain's society including new religion; money, taxes and trade; health and hygiene and language and education. ✓ There are different types of historical sources e.g. written documents, paintings and excavated artefacts.					✓ Anglo Saxons - raiders and traders - struggle for the Kingdom of England ✓ The Anglo-Saxons ruled from the 5th century up until 1066. ✓ The Anglo-Saxons comes from Northern Germany and Southern Scandinavia and were made up of 3 tribes: Angles, Saxons and Jutes. ✓ Anglo-Saxon kingdoms were carved out of the conquered areas: Northumbria, East Anglia, Essex, Sussex, Kent, Wessex and Mercia. ✓ Anglo-Saxon daily life and systems of governance was totally different to life today. ✓ The artefacts found in Sutton Hoo have informed our knowledge of the past.				
Vocabulary	Invasion Empire Civilisation Society Economy					BCE CE Anglo-Saxon Kingdoms conquered Settlement Legacy				
Building Knowledge	Builds from: ➤ EYFS - A journey through time ➤ Y1 - Transport ➤ Y2 - ➤ Y3 - Romans, Mayans Builds towards: ➤ Y5 - Ancients ➤ Y6 - WWII					Builds from: ➤ EYFS - A journey through time ➤ Y1 - Transport ➤ Y2 - GFoL ➤ Y3 - Stone age, Mayans Builds towards: ➤ Y4 - Anglo Saxons ➤ Y5 - Ancient civilizations				

	Year 5									
Term	Autumn 2					Summer 1				
L.E.	What impact did Ancient Civilizations have on societies of the future?					How can Torre Abbey help us to learn about English history and the legacy of the Tudors?				
Key areas of learning (brief lesson overviews)	Lesson 1 - What do we mean by Ancient Civilisations and when were they? (chronology lesson) Lesson 1 - Who built the Great Pyramid at Giza? Lesson 2 - What was daily life like for Ancient Egyptians? Lesson 3 - What was daily life like for the Ancient Greeks? Lesson 4 - What was similar and what was different about the Ancient Greeks and Egyptians? Lesson 5 - What legacy did ancient civilisations leave for the societies that followed? Lesson 6 - museum trip (order may vary)					Lesson 1 - How was Torre Abbey used as a monastery? (trip) Lesson 2 - How was Torre Abbey used as a monastery? (Follow-up lesson) Lesson 3 - What events led up to the dissolution of Torre Abbey and the monasteries? Lesson 4 - What events led up to the dissolution of Torre Abbey and the monasteries? Lesson 5 - Why is there a building at Torre Abbey called "The Spanish Barn"? Lesson 6 - How can we present our knowledge?				
Second Order Disciplinary concepts:	Chronology	Cause & consequence	Historical interpretation	Sources & evidence	Continuity & change	Chronology	Cause & consequence	Historical interpretation	Sources & evidence	Continuity & change
NC Links	I can use relevant dates and terms. I can sequence events and major periods on a timeline. I can make comparisons between different times in the past.	I can find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings. I can understand and discuss the class divide between the rich and poor and how opportunities differed significantly based on class.	I can confidently use the library and internet for research. I can use the web and Padlet to research how the ancients used to live.	I can use a range of sources to find out about an aspect of time past. I understand that history understanding is constructed from a range of sources of information. I am aware different evidence will give different reasons for change	I can decide what the situation was like before a historical development occurred. I can explain what was clearly different after this development. I can explain why this change occurred in terms of the causes of the change.	I can make comparisons between different times in the past. I can use relevant dates and terms. I can sequence events and major periods on a timeline. I can select and organise information to produce structured work, making appropriate use of dates and terms.	I can make comparisons between different times in the past. I can use relevant dates and terms. I can sequence events and major periods on a timeline. I can find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings. ADDED IN	I can consider ways of checking the accuracy of interpretations - fact or fiction and opinion. I am aware that different evidence will lead to different conclusions. I can confidently use the library and internet for research.	I can use a range of sources to find out about an aspect of time past. I can suggest omissions and the means of finding out. I can gather knowledge together from several sources in a fluent account.	I can explain why some things remembered the same. I understand some of the changes that occurred from a certain event in terms of political, economic, social and economic change.

Hook/Outcome	Hook - Museum trip and Ancient Egypt workshop Outcome - Museum of information & artefacts to share with families & Year 2.	Hook - Visit to Torre Abbey Outcome - Presentation of information learnt.
Sticky/sequential knowledge	✓ The ancient civilisations studied are: Egypt 3000BCE - 332BCE Greece 1300BCE - 600 CE and Mayan 2000BCE - 1697CE ✓ There are different class divides of each society, and the rich and poor lived in very different ways. ✓ Ancient civilizations have developed their own systems such as: democracy, inventions, law and order which have shaped future societies. ✓ Historians have used different methods to find out about the ancient civilisations - including written documents, first-hand witness accounts and relics	✓ The Spanish Armada was a fleet of ships from Spain that intended on invading England in 1588. ✓ Sir Francis Drake was born in Devon in 1540. He was famous for defeating the Spanish Armada. ✓ Henry VIII was King of England from 22 April 1509 until his death in 1547. Henry is best known for his six marriages. He expanded royal power during his reign. ✓ Torre Abbey was built in 1196 as a place of worship for Roman Catholic priests and has been important in Torquay's history ever since. ✓ Torre Abbey stopped being a religious place in 1539 after Henry VIII appointed himself Supreme Head of the Church of England. Henry VIII changed England's religion.
Vocabulary	✓ Relic ✓ Society ✓ Civilisation ✓ Ancient ✓ Chronology ✓ Democracy ✓ Achievements	✓ Sources ✓ Artefacts ✓ Monarch ✓ Monastery ✓ Chronological
Building Knowledge	Builds from: ➤ EYFS - A journey through time ➤ Y1 - transport ➤ Y2 - GFoL ➤ Y3 - Stone age, mayans ➤ Y4 - Anglo Saxons, romans Builds towards: ➤ Y6 -, WWII	Builds from: ➤ EYFS - A journey through time ➤ Y1 - transport ➤ Y2 - GFoL ➤ Y3 - stone age, mayans ➤ Y4 - Anglo Saxons, romans Builds towards: ➤ Y6 -, WWII

Year 6					
Term	Summer 1/2				
L.E.	How do significant worldwide events from the past still impact our lives today?				
Key areas of learning (brief lesson overviews)	Lesson 1 - What happened in Torquay between 1939 and 1945? (station trip) Lesson 2 - Who were the allies? Lesson 3- How can we interpret wartime propaganda? Lesson 4 -What was the Blitz? Lesson 5 -What was the role of women during the war? Lesson 6 - Who was Henry Moore and what can we learn from his work? Lesson 7 -What is the significance of D-Day? Lesson 8 - What was it like to live in wartime Britain? (Immersion day) Lesson 9 - Summary lesson - how do significant worldwide events from the past still impact our lives today? ADD in World War II immersion day/railway station lesson.				
Second Order Disciplinary concepts:	Chronology	Cause & consequence	Historical interpretation	Sources & evidence	Continuity & change
NC Links	I can make comparisons between different times in the past- 1940s Britain and life today.	I can compare beliefs and behaviour with another time studied. I can write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation.	I can identify and give reasons for different ways in which the past is represented through analyzing propaganda I can link sources and work out how conclusions were arrived at. I can consider ways of checking the accuracy of interpretations - fact or fiction and opinion.	I can recognise primary and secondary sources.	I can decide what the situation was like before a historical development occurred. I can explain what was clearly different after this development. I can explain why this change occurred in terms of the causes of the change.

			I am aware that different evidence will lead to different conclusions.		I am aware different evidence will give different reasons for change. I understand some of the changes that occurred from a certain event in terms of political, economic, social and economic change.
Hook/Outcome	Hook - The children will visit the local train station to hear about the impact of WWII on Torquay. They will listen to stories written by evacuees and see images of Torquay during the war. Outcome - The children will experience a morning experiencing wartime activities.				
Sticky/sequential knowledge	✓ WW2 began in 1939 and ended in 1945 ✓ The Blitz was the systematic attack, by air, of key British cities and harbours. ✓ WW2 started after Hitler invaded Poland. ✓ Evacuation was the removal of children and vulnerable adults from large cities into the countryside. ✓ During the holocaust, millions of Jews were killed within concentration camps. ✓ Propaganda is way of trying to influence people to believe something - regardless of the truth.				
Vocabulary	✓ Evacuation ✓ Invasion ✓ Nazi ✓ Allies ✓ Warfare ✓ Battle ✓ Axis				
Building Knowledge	Builds from: ➤ EYFS - A journey through time ➤ Y1 - transport ➤ Y2 - GfL ➤ Y3 - Mayans, Stone age ➤ Y4 - Anglo Saxons, Romans ➤ Y5 - Ancients Builds towards (KS3 from NC):				

- challenges for Britain, Europe and the wider world 1901 to the present day

In addition to studying the Holocaust, this could include:

Examples (non-statutory)

- women's suffrage
- the First World War and the Peace Settlement
- the inter-war years: the Great Depression and the rise of dictators
- the Second World War and the wartime leadership of Winston Churchill
- the creation of the Welfare State
- Indian independence and end of Empire
- social, cultural and technological change in post-war British society
- Britain's place in the world since 1945

Substantive concepts progression at Cockington							
	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Power	Power: Links to 'Once Upon a Time' LE. Stories: Cinderella, Aladin, Rapunzel, King Arthur, Princess and the Pea, Snow White.				Romans The Roman Empire expanded from the settlements in Rome to a huge empire that included countries in Europe, Africa and Asia. Anglo - Saxons Anglo-Saxon kingdoms were carved out of the conquered areas:	Ancients There are different class divides of each society. The rich had power over the poor which affected the way they lived. Torre Abbey Henry VIII appointed himself Supreme Head of the Church of England. Henry VIII power enabled him to change England's religion.	
Legacy	Legacy: Links to 'Getting to Know You' LE. I know some similarities and differences between things in the past and now, drawing on my own experiences (ELG). I understand the past through settings, characters and events encountered in books read in class and storytelling (ELG).	Explorers I can recognise the difference between past and present in my own and others' lives I know and recount episodes from stories about the past I can find out about everyday lives of people that affect today.	Mary Seacole/Florence Important people in history have helped improve the ways things for the good of others. Florence Nightingale changed the way people nursed and helped save many lives. Brunel built many bridges, ships and railway stations. Many of these can still be seen today. GFoL Samuel Pepys diary is a lasting legacy from the GFoL The way houses are built is a legacy - changed houses forever	Stone age The Stone Age is so called because the earliest humans used stone to make tools with a sharp edge or point this was the basis for future civilizations.	Romans The Romans introduced important changes to parts of Britain's society including new religion; money, taxes and trade; health and hygiene and language and education. Anglo - Saxons The artefacts found in Sutton Hoo have informed our knowledge of the past.	Ancients Ancient civilizations have developed their own systems such as: democracy, inventions, law and order which have shaped future societies. Torre Abbey Tore Abbey was built in 1196 as a place of worship for Roman Catholic priests and has been important in Torquay's history ever since.	WWII The Blitz was the systematic attack, by air, of key British cities and harbours which shaped our landscape today.
Invasion			Mary Seacole Edith Cavell was a British nurse who helped all soldiers during the First World War.		Romans After failed attempts to invade Britain from 55 BCE, the Romans occupied parts of Britain from 43 CE until the end of Roman Britain in 410 CE. Anglo - Saxons The Anglo-Saxons came from Northern Germany and Southern Scandinavia and were made up of 3 tribes: Angles, Saxons and Jutes.	Torre Abbey The Spanish Armada was a war between Spain and England from 1585-1604. Sir Francis Drake was born in Devon in 1540. He was famous for defeating the Spanish Armada.	WWII During the holocaust, millions of Jews were killed within concentration camps.
Civilisation	Civilisation: Links to 'The Lost World' LE. I know some similarities and differences between things in the past and now, drawing on my own experiences and what has been read in class (ELG).	Explorers By exploring the world, explorers learned about other civilisations.	GFoL Life was changed in London with houses required to be built further apart and using brick	Stone age I can compare life in different periods studied, comparing and contrasting the same aspect (e.g. food, houses) Focusing on Stone Age through to Iron Age	Romans The Romans introduced important changes to parts of Britain's society including new religion; money, taxes and trade; health and hygiene and language and education. Anglo -Saxons Anglo-Saxon daily life and systems of governance was totally different to life today	Ancients Ancient civilizations have developed their own systems such as: democracy, inventions, law and order which have shaped future societies.	

Second Order Disciplinary concepts progression at Cockington

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Chronology	I can begin to make sense of my own life-story and family's history. I know some similarities and differences between things in the past and now, drawing on my own experiences and what has been read in class (ELG).	I can use a vocabulary of historical terms. I can fit areas I have studied in order.	I can sequence 3 or 4 artefacts from different periods of time. I can sequence photographs etc. from different periods of someone's life. I can put areas I have studied in order. I can use simple historical terms. I can sequence and understand the terms past and present. I can match objects and artefacts to times I have studied. This can include photographs.	I can place the time and events from period studied on a timeline and create a clear narrative across a period. I can use dates and terms related to the study unit and passing of time including more complex terms e.g. BC/AD.	I can place the time and events from period studied on a timeline and create a clear narrative across a period. I can use dates and terms related to the study unit and passing of time including more complex terms e.g. BC/BCE. I can place current study on timeline in relation to other studied. I can place the time and events from period studied the Roman Empire on a timeline and create a clear narrative across a period, linking previous periods studied in Y3. I can use dates and terms related to the study unit and passing of time including more complex terms e.g., BC/AD	I can use relevant dates and terms. I can sequence events and major periods on a timeline. I can make comparisons between different times in the past. I can select and organise information to produce structured work, making appropriate use of dates and terms. I can make comparisons between different times in the past. I can use relevant dates and terms. I can sequence events and major periods on a timeline.	I can make comparisons between different times in the past- 1940s Britain and life today.

Cause and consequence	I know some similarities and differences between things in the past and now, drawing on my own experiences (ELG).	I can give simple reasons for events in the past (e.g., why castles were built) I understand the people often cause change and this can have long term impact.	I can give simple reasons for events in the past (e.g., why castles were built) I understand the people often cause change and this can have long term impact.	I can identify reasons for and results of people's actions I use evidence to reconstruct life in past. I can examine causes and results of great events and the impact on people. I can compare life in different periods studied, comparing and contrasting the same aspect (e.g., food, houses)	I can compare the past with our life today. I can identify reasons for and results of people's actions I use evidence to reconstruct life in past. I can examine causes and results of great events and the impact on people. I can compare life in different periods studied, comparing and contrasting the same aspect (e.g. food, houses) can identify reasons for and results of people's actions I use evidence to reconstruct life in past. I can examine causes and results of great events and the impact on people. I can compare life in different periods studied, comparing, and contrasting the same aspect (e.g. food, houses, clothing) I can compare the past with our life today.	I can find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings. I can understand and discuss the class divide between the rich and poor and how opportunities differed significantly based on class. I can consider ways of checking the accuracy of interpretations - fact or fiction and opinion. I am aware that different evidence will lead to different conclusions. I can confidently use the library and internet for research.	I can compare beliefs and behaviour with another time studied. I can write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation.

Historical interpretation	I can talk about the lives of people around me and their roles in society. I know some similarities and differences between things in the past and now, drawing on my own experiences (ELG).	I can find similarities and differences between ways of life in different periods. I can compare adults talking about the past. I can listen to stories to distinguish between fact and fiction	I can identify differences between ways of life in Britain at different times. I can compare adults talking about the past. I can listen to stories to distinguish between fact and fiction.	I can use textbooks and find historical knowledge and begin evaluating different sources (including artistic/ oral/ photographic/ written). I can ask questions about change similarity and difference. I can look at the difference between Stone age and Iron age with comparison between Palaeolithic, Mesolithic, Neolithic periods	I can use textbooks and find historical knowledge and begin evaluate different sources (including artistic/ oral/ photographic/ written). I can ask questions about change, similarity and difference.	I can confidently use the library and internet for research. I can use the web and Padlet to research how the ancients used to live. I can consider ways of checking the accuracy of interpretations - fact or fiction and opinion. I am aware that different evidence will lead to different conclusions. I can confidently use the library and internet for research.	I can identify and give reasons for different ways in which the past is represented through analysing propaganda I can link sources and work out how conclusions were arrived at. I can consider ways of checking the accuracy of interpretations - fact or fiction and opinion. I am aware that different evidence will lead to different conclusions.
				I begin to offer some reasons for different versions of events. I can compare different versions of the same story- fact or fiction. I can use textbooks and find historical knowledge and begin evaluating different sources (including artistic/ oral/ photographic/ written). I can ask questions about change, similarity and difference.			

Sources and evidence

I understand the past through settings, characters and events encountered in books read in class and storytelling (ELG).	I can find answers to simple questions about the past using sources of information. I understand and explain some of the ways we find out about the past. I can use simple sources to answer questions, including handling the source.	I can find answers to simple questions about the past from sources of information. I understand some ways in which we find out about the past. I can observe or handle sources to answer questions about the past based on simple observations.	I can use several sources to find out about a period and so build a picture of the past. I can ask questions. I can select information to tell others about the past. I can use books and the internet for research. I being to understand about primary and secondary sources.	I can use the library and internet for research. I can begin to identify primary and secondary sources. I can use a range of sources to find out about a period and so build up a picture of a past event. I can ask a variety of questions. I can choose relevant materials to present a picture of one aspect of life in time past. can select and record information relevant to the study with increasing confidence. I can ask a variety of questions and chose relevant materials to present a picture of Roman life. I can use several sources to find out about a period and so build a picture of the past. I can ask questions. I can select information to tell others about the past. I can use books and the internet for research. I being to understand about primary and secondary sources.	I can use a range of sources to find out about an aspect of time past. I understand that history understanding is constructed from a range of sources of information. I am aware different evidence will give different reasons for change. I can use a range of sources to find out about an aspect of time past. I can suggest omissions and the means of finding out. I can gather knowledge together from several sources in a fluent account.	I can recognise primary and secondary sources.
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Continuity & change	I can comment on images of familiar situations in the past.	I can explain simple similarities and differences. (E.g., castles and houses have doors, but the materials may vary) I can understand some things change quickly and may have long lasting impacts (e.g. the starts of war) I can identify differences between ways of life at different times. I can compare pictures of people and things in the past.	I can explain simple similarities and differences. (E.g., castles and houses have doors, but the materials may vary) I can understand some things change quickly and may have long lasting impacts (e.g., the starts of war) I can identify differences between ways of life at different times. I can compare pictures of people and things in the past	I can study change over a longer period of history and across other periods. (e.g., how life changed from Stone Age to Iron age) I can explain some similarities and constants across the same periods (e.g., the need for shelter) I understand that not all things change, and some stay constant today. I understand that some things remain relatively unchanged. I understand change takes place relatively slowly across long time periods.	I can make appropriate use of dates and terms in a structured piece of work. I can study change over a longer period of history and across other periods. (e.g., how life changed from Stone Age to Iron age) I can explain some similarities and constants across the same periods (e.g., the need for shelter) I understand that not all things change, and some stay constant today. I understand that some things remain relatively unchanged. I understand change takes place relatively slowly across long time periods.	can decide what the situation was like before a historical development occurred. I can explain what was clearly different after this development. I can explain why this change occurred in terms of the causes of the change. I can explain why some things remembered the same. I understand some of the changes that occurred from a certain event in terms of political, economic, social and economic change.	I can decide what the situation was like before a historical development occurred. I can explain what was clearly different after this development. I can explain why this change occurred in terms of the causes of the change. I can explain why some things remembered the same. I am aware different evidence will give different reasons for change. I understand some of the changes that occurred from a certain event in terms of political, economic, social and economic change.
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