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History runs through our LMTW curriculum topics; this ensures historical knowledge, concepts and skills are built on across the year groups as well as giving our children the opportunity to see how history has affected the world in which we live and how it links to other curriculum subjects. We plan for enrichment days, visits and visitors to inspire imagination and bring history to life. To ensure full coverage and progression for each year group, we use the Historical Association to enrich our curriculum and to provide a source of CPD for our teachers.







Autumn Term 2024		
	Autumn 1	Autumn 2
Nursery	N1: N2:	N1: N2:
Puffins R	Happy to be Me <ul style="list-style-type: none">To know how to use language such as 'yesterday', 'today', 'tomorrow' when relating to the passing of timeTo identify ways their family celebrates special events such as weddings, christenings, birthdays etc.To identify features about themselves that make them individualsTo identify how we are similar and differentTo know who is in their family and how families can differTo know what a community is and identify the communities and groups they belong to  Chronology  Similarities & Differences	 Chronology  Continuity & Change  Cause & Consequence  Historical Vocabulary  Perspectives & Interpretation  Similarities & Differences
Puffins 1	Happy to be Me <p>Children will identify significant events in their own and their families' lives. Children will order significant events in the school year and in the lives of their families.</p> Concepts NC - Pupils should be taught about changes within living memory	 Chronology  Similarities & Differences
Choughs 2	Land Ahoy	Zero to Hero- 'Inspirational Figures Past and Present' <p>In this unit, pupils will learn about a range of influential people from both modern times and the recent past. They will explore chronology by recognising that these people were born, lived and, for some, died in different time periods. Pupils will learn about each individual's achievement and reflect on how</p>  Chronology





			<p>they have changed the lives of many people across the world. Pupils will start to analyse their work through evidence, for example, animations Walt Disney has left us. Historical language relating to the passing of time; decade, century etc. is introduced.</p> <p>Concepts NC - Pupils should be taught about events beyond living memory that are significant nationally or globally</p> <p>A. To realise that setbacks do not have to be a barrier to achievement - Michael Jordan B. To learn that perseverance is vital to achievement - Thomas Edison C. To understand that circumstances do not have to be a barrier to achievement - Malala Yousufzai D. To learn to overcome rejection in order to go on to succeed - Walt Disney To understand how showing respect for individuals leads to gaining respect - Mother Teresa</p>	 Continuity & Change  Historical Vocabulary
Choughs 3 Choughs 4			<p>NC- Pupils should be taught about a non-European society that provides contrasts with British history Recognise similarities and differences between people's lives during different periods of time Use dates and vocabulary relating to the passing of time and sequence events Explore the different ways we can find out about the past and how to understand evidence Place events, people and changes into correct periods of time on a timeline Identify how significant events, developments or individuals and groups have influences their locality, the UK and beyond in the recent and distant past</p>	 Chronology  Cause & Consequence
Razorbills 5 Razorbills 6	<p>A World of Bright Ideas- 'Inventions and Developments' By using their understanding of chronology, pupils will build a timeline around either the development of transportation or technology. They will be required to compile a set of questions around their chosen subject to guide their research. They will then need to analyse and pare down their findings to build a clear, succinct timeline.</p> <p>Concepts NC - Pupils should be taught a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 A. To learn about important inventions from the past</p>	 Chronology  Continuity & Change	<p>In Your Element- 'Earth, Fire, Water, Air'</p> <p>Pharaoh Queen- 'The Story of Hatshepsut' Initially, pupils will engage some of their geographical map reading skills by locating Egypt on a globe / atlas and discussing its location on the north coast of Africa, in relation to the Equator and Tropics of Cancer and Capricorn. Pupils will then compare a map of modern-day Egypt with that of Ancient Egypt. Pupils will turn their focus to some of the important people and places in Ancient Egypt, particularly focusing on Queen Hatshepsut. They will analyse evidence to find reasons why she became queen when women could not traditionally rule, why the people of Egypt were loyal to her and then, strangely, why almost all evidence of her existence as pharaoh were destroyed. Pupils will write a written account of her life, using all the evidence gathered and conclusions drawn.</p> <p>Concepts NC - Pupils should be taught about an Early Civilization e.g. Egypt</p> <ul style="list-style-type: none"> To know the location of Egypt To know about the significant Ancient Egyptian places and individuals To know about Ancient Egyptian beliefs and practices To understand how evidence is used to make historical claims To understand the importance of the River Nile in Ancient Egyptian times <p>To learn about the third female pharaoh, Hatshepsut</p>	 Similarities & Differences  Perspectives & Interpretation

Spring Term 2025				
	Spring 1		Spring 2	
Nursery	N1: N2:		N1: N2:	
Puffins R	<p>Come Fly With Me- Asia</p> <ul style="list-style-type: none"> To look at photographs of old fashioned forms of transport and notice what is different on modern day equivalents To identify 'odd ones out' when exploring aspects of Chinese culture To identify similarities and differences between their own family and one from India To know about a range of cultural and religious festivals, including Christmas, and compare them with how they celebrate special times 	 Similarities & Differences	<ul style="list-style-type: none"> To know the story of Pocahontas and comment on events in her life To know some stories from different cultures and compare with stories that they have been told and know well Understand the past through settings, characters and events encountered in books read in class and storytelling Compare and contrast characters from stories including figures from the past 	 Perspectives & Interpretation

<p>Puffins 1</p>	<ul style="list-style-type: none"> Use different sources of information to find out about the past Using episodes from stories about the past, identify the difference between past and present Make a personal link to the past by exploring artefacts and images Explore places and investigate artefacts 	 <p>Similarities & Differences</p>  <p>Perspectives & Interpretation</p>	<p>Powhatan People Pupils will explore the story of Pocahontas, her relationship with English colonialists and the building of trust between them and her tribe, the Powhatan. Pupils will learn about her life but be aware that some aspects of her story have been embellished or made up to make her story more exciting. They will look at artefacts to compare how the Powhatan tribe and the English colonialists lived and learn about the actions taken by Pocahontas to help the two groups understand one another.</p> <p>Concepts NC - Pupils should be taught about the lives of significant individuals in the past who have contributed to national and international achievements</p> <ul style="list-style-type: none"> To know and be able to retell the life story of Pocahontas To know what made Pocahontas famous To understand the contribution made to cross-cultural relationships To understand what makes Pocahontas an inspirational historical figure 	 <p>Perspectives & Interpretation</p>  <p>Cause & Consequence</p>
<p>Choughs 2</p>		 <p>Continuity & Change</p>		 <p>Similarities & Differences</p>  <p>Historical Vocabulary</p>
<p>Choughs 3 Choughs 4</p>	<p>That's All Folks- 'Film and Animation' Pupils will learn that animation is a process that has developed and changed greatly over time. They will explore the concept of the moving image through making flipbook animations and Zoetropes. They will learn about famous animated characters such as Mickey Mouse and Wallace and Gromit before using computer animation software to create their own modern animations.</p>	 <p>Continuity & Change</p>  <p>Chronology</p>	<p>Lindow Man- 'The Story of Prehistoric Man' In this unit, pupils will explore the changes and developments that took place over several millennia in Ancient Britain. They will use vocabulary relating to specific eras (Stone, Bronze and Iron Age) to categorise development and societal change during these eras. They will recognise that we can make claims about the lives people led in ancient times because of evidence left behind. Pupils will also learn about key people from history and how their actions still impact our present day.</p> <p>Concepts NC - Pupils should be taught about changes in Britain from the Stone Age to the Iron Age</p> <ul style="list-style-type: none"> To know when the Stone Age, Bronze Age and Iron Age took place To know what evidence exists for these different historical periods (Stonehenge, Skara Brae etc.) To know who the Celts were, in particular, Boudicca To know how the people living during these three periods of time influenced the locality To understand how evidence from the past is used to make historical claims <p>To understand the way in which the past impacts on the present</p>	 <p>Continuity & Change</p>  <p>Historical Vocabulary</p>  <p>Cause & Consequence</p>  <p>Chronology</p>
<p>Razorbills 5 Razorbills 6</p>	<p>Come Fly With Me- America Using a podcast, pupils will listen to the story of how America was discovered and re-tell it in their own words. They will then explore in more depth the impact that European discovery and settlement had on Native American tribes. Pupils will be expected to carry out their own research on a chosen tribe, and then produce a short drama piece on daily life.</p> <p>Concepts NC - Pupils should be taught about a non-European society that provides contrasts with British history</p> <ul style="list-style-type: none"> To learn about the discovery of America To know about the Native Americans 	 <p>Similarities & Differences</p>  <p>Cause & Consequence</p>	<p>Wars of the World- 'Wars, Past and Present' This unit studies war in a much wider context. Pupils will explore the causes of war, including analysing the reasons for the conflict in Gaza. Pupils will develop their research skills by finding out more about either WWI or WWII and presenting their findings to their peers, with opportunity to question each other's findings. They will learn the term 'civil war', recognising that conflict does not just occur between two or more countries. As well as the causes, pupils will discuss the consequences of war and the concept of pacifism in preventing conflict and resolving problems in other ways. Pupils will also recognise that war is not just a historic concept but that there are conflicts still occurring across the globe today.</p> <p>Concepts NC - Pupils should be taught a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 Legacy</p>	 <p>Cause & Consequence</p>  <p>Continuity & Change</p>

		<p>A. To know and understand why wars occur</p> <p>B. To learn about the two world wars and understand their impact</p> <p>C. To understand what a civil war is and have some knowledge of famous civil wars</p> <p>D. To know where current wars are taking place</p> <p>To learn about pacifism and the concept of peace</p>	 <p>Historical Vocabulary</p>
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Summer Term 2025			
	Summer 1		Summer 2
Nursery	<p>N1:</p> <p>N2:</p>		<p>N1:</p> <p>N2:</p>
Puffins R			<p>What on Earth...?</p> <ul style="list-style-type: none"> To identify old things and recognise what can be done to look after them To identify past events and experiences and discuss what happens/happened at them <p>To know who the older people are in their lives and identify similarities and differences between their childhood and their own</p>  <p>Similarities & Differences</p>
Puffins 1	North, South, East, West		 <p>Similarities & Differences</p>
Choughs 2			
Choughs 3 Choughs 4	<p>Picture Our Planet- 'Scenes from Around the World'</p> <p>Local History Study Flora Day Compare with May Day traditions across Great Britain Flora Day traditions of parents/ grandparents/ community</p>  <p>Continuity & Change</p>		<p>Viking Warrior- 'Ragnar Lothbrok'</p> <p>Pupils will explore some of the oral history of the Viking period through the tales told about Ragnar Lothbrok. Pupils will discover that stories of events of this time were often not written down until much later and therefore may not be accurate. As historians, pupils will have to explore further evidence to be sure that certain events took place; Ragnar may not have existed! Pupils will use chronology to plot Viking invasions and relating their time in Britain with that of the Romans and Anglo-Saxons. Pupils will also begin to use questioning and research to find out why the Vikings chose to invade Britain. Finally, pupils will assess evidence of what the Vikings left behind and how they still influence our lives today.</p> <p>Concepts NC - Pupils should be taught about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <ul style="list-style-type: none"> To know and be able to retell the life story of Ragnar Lothbrok To know the chronology of invaders and settlers in Britain To understand that Viking sagas were often written down many years after the events had possibly happened and, therefore may contain more fiction than fact To understand that evidence from the Viking period was passed from person to person verbally, leading to inaccuracies and omissions To understand why the Vikings invaded Britain To understand the way in which the past impacts on the present  <p>Perspectives & Interpretation</p>  <p>Chronology</p>  <p>Cause & Consequence</p>

<div>Razorbills</div> <div>5</div> <div>Razorbills</div> <div>6</div>	<div><div>Full of Beans- ‘Energy’</div><div>Local History Study</div><div>Cornwall’s Mining Heritage</div></div> <div><div></div><div>Chronology</div></div> <div><div></div><div>Continuity & Change</div></div>	<div><div>British Bulldog- ‘The Story of Winston Churchill’</div><div>In this unit, pupils will begin by finding out why Winston Churchill is regarded as the UK’s most well-known Prime Minister and why his image is still used in popular cultural today. They will listen to and study some of his famous speeches during World War 2 and discuss how and why these speeches were so important to the morale of the British people both at home and away fighting. Pupils will investigate the reasons why Winston Churchill is now seen as a controversial figure in British cultures due to some of the views that he held. Additionally, pupils will learn that Churchill was an accomplished painter and will study some of his works in order to produce some artwork of their own in a similar style.</div><div>Concepts</div><div><ul style="list-style-type: none">To know who Winston Churchill was and why he is an important figureTo know and be able to retell the life story of Winston ChurchillTo know what the main achievements of Winston Churchill were, both as a very capable politician and military leaderTo understand how speech and oratory can have both positive and negative effectsTo know that as well as a politician, Winston Churchill was an accomplished painter</div><div>To know that his views can now be seen as controversial</div><div>To understand that, when exploring controversial views, we must look at a wide range of sources before drawing conclusions</div></div> <div><div></div><div>Perspectives & Interpretation</div></div> <div><div></div><div>Chronology</div></div>
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