

# Substantive Concepts

## Power

Monarchy

Government

Invasion

Empire

## Civilisation and Lifestyles

Hunter- gathering

Farming and settlements

Democracy

Movement and migration

## Diversity/ Equality and Human Rights

Multi-cultural Societies

Individual and collective rights

| Power    |            |          |        |
|----------|------------|----------|--------|
| Monarchy | Government | Invasion | Empire |

### **How Children's understanding of power develops:**

During Special times of the year, Children are exposed to the idea of the monarchy and government. For example, Jubilee Celebrations, Coronation and General Elections. Through Picture News, children may be made aware of national events that promote their natural enquiry skills and result in child-lead learning within provision.

**Year 1** Children learn that King Charles is our King.

**Year 2** They learn about Monarchs from the past and local sites where monarchs visited. They learn about Guy Fawkes and his attempt to overthrow the power.

**Year 3** Pupils learn about early tribal societies

**Year 4** Pupils learn about the development of the ancient civilizations and the classical flourishing in Ancient Greece and Rome. They are introduced to city state government, democracy in Athens, expansion of empire and invasion.

**Year 5** Recap the Roman Empire and discuss the fall of empire and the shift of developments to the middle east. Pupils will consider the term "dark ages" and how power can shift globally. Pupils look in depth about the invasion of Britain by the Vikings. Alfred the Great is discussed during Year 5 and understand of how he changed the political landscape of Britain at the time. Queen Elizabeth and her reign is studied in the Summer.

**Year 6** Pupils explore the power held by the British empire and factors which supported its development and was the power used ethically. Children will understand that the Victorian era is a generation of great technological change.

## Civilization Lifestyles

Nomadic and Hunter  
gatherers

Farming and  
settlements

City states and  
democracy

Movement and migration

*How children's understanding of Civilisation and Lifestyles develops:*

### EYFS

Children's historical understanding in this area begins within themselves and the world around them. We discuss 'our families' and the different types of families. We discuss how they have grown and changed over time and changes that have happened in their own lives. During the Summer Term we focus on Beach

**Year 1** - Children know that Probus Primary School has changed over time and can suggest reasons for them.

When our grandparents and parents were at Probus Primary school, they had a different school uniform, the building was different. They didn't have the same technology we do. Which parts of the school are more modern.

**Year 2** - Children draw upon their knowledge from Reception and Year 1 to identify changes in Probus Village over time, and can suggest reasons for them. Children discuss how people in the past lived in different homes and had a different lifestyle.

**Year 3** - Pupils will learn, in prehistoric Britain, people lived in nomadic tribes in small family groups. The development of farming meant that groups began to settle in one place. Iron Age settlements were hillforts, where they lived as a society.

Pupils learn about Ancient Egypt and the development of city culture and reliance on farming methods. Children learn of a typical house of those periods, often the children begin the year thinking that pyramids are homes.

**Year 4** - Children learn about the Ancient classical periods of Greece and Rome. They learn of the contrasting city states and the Athenian democratic culture. Children make comparisons between Ancient Greece and Rome, helping them to see the links between the two societies. Children learn of the role of women in Athenian city state and contrast this with Modern western experience.

**Year 5** Children building on the knowledge of classical periods explore the "dark ages" and rise of civilizations in the middle east. Children know about the similar/varying natures of the Anglo-Saxons and Vikings, and make comparative links to the Romans, for examples Children understand that invaders and settlers influence the culture of existing population.

**Year 6** Pupils focus on the need for migration for populations and look at the *Great Migration* from Cornwall. Pupils will understand how lifestyles changed for people during in the industrial revolution using the example of rural living to urban living.

## Diversity and Equality

Individuals – Societies-  
Community – Diversity of  
cultures

Complex Society – Diversity  
– Assimilation of culture -

### **How Children's understanding of diversity and equality develops:**

EYFS - Being an individual and being together.

Year 1 - Children will learn about key people who worked to improve society and fought for rights of others. Significant people and the impact they have had.

Year 2 - Key significant people from the past and their influence on our culture.

Year 3 - Understand that cultures were/ are geographical and that from early times people travelled and intermixed.

Year 4 - Understand that invasion and the bringing of slaves increased diversity of Roman cultures and the ability for peoples to gain citizenship. Understanding that women have had different status and opportunities overtime and in different locations.

Year 5 - Diversity of faiths existing in Europe and the clash between cultures. The appreciation of the developments in Mathematics and Science by the Muslim faiths and how this influenced our western thinking.

Year 6 - Focus on diverse culture of the British Empire and how this influences our current culture. The class learn about the British Empire and the later effects of immigration in such movements as the Windrush.

# Chronology

|                          |               |                     |           |           |
|--------------------------|---------------|---------------------|-----------|-----------|
| Sense of self and family | Ancient Times | Classical<br>Period | Dark Ages | Post 1066 |
|--------------------------|---------------|---------------------|-----------|-----------|

## How children's understanding of chronology develops:

**EYFS** - Children will learn to understand past and present; they will be know that they have a past and will have a future.

Year 1 -Children will be able to explain that things can change within living memory. Children will be exposed to pictures, photographs and stories; they will make inferences about what these sources tell us.

Year 2 - Children will know that images of the past can give a valuable insight the differences between past and present. Photographs of the school and pupils when our grandparents and parents were at school. Photographs of the school in the 1900s.

Year 3 - Children gain understanding of the terms Prehistory and History and are able to understand that historians are able to know more in historical eras because there is written evidence Why would we know more about Ancient Egyptians and stone Age people through writings (hieroglyphs). the Romans than the Stone Age - Iron Age people?

Year 4 - Discuss how by Roman times people wrote things down, before thatwas no written evidence. Children will sequence events in simple narrative e.g. Boudicca's revolt

Year 5 - Children will be able to sequence periods of history taught, in order. They will recognize that some periods of history happened at the same time but in different places. Children will create living timelines to show their understanding of the struggle for power between Anglo Saxons and Vikings at times during the Dark Ages.

Year 6 - Focus on the industrial revolution and Victorian Britain. They focus on the chronology of technology and compare these to previous periods taught.

## The Key Stage 2 Pathway of Chronology

|        |   |                                     |                                     |   |  |  |
|--------|---|-------------------------------------|-------------------------------------|---|--|--|
| Year 3 | Stone Age to Iron Age Britain<br>(2.5 million years ago - 43AD) |                                     |                                     |   |  |  |
|        |   | Ancient Egypt<br>(3100 BC - 322 AD) |                                     |   |  |  |
| Year 4 |   |                                     | Ancient Greece<br>(1200BC - 146 AD) |   |  |  |
|        |   |                                     | Romans in Britain<br>(43AD - 410AD) |   |  |  |
| Year 5 |   |                                     |                                     | Anglos Saxons<br>(410AD - 1066AD)       |  |  |
|        |   |                                     |                                     | Vikings<br>(793 AD - 1066AD)            |  |  |
|        |   |                                     |                                     | Golden Age of Islam<br>(610AD - 1258AD) |  | Tudors<br>(1485 - 1603)  |
| Year 6 |   |                                     |                                     |   |  | Industrial and Victorian Britain including Cornwall<br>(1750 - 1901) |

# Research and Enquiry

Archeology

Texts and evidence

Validity of sources

Combining methods

## How Children's understanding of research and enquiry develops:

**EYFS** –Pupils explore objects from the past and look at photographs. They explore questions about change and the past.

**Year 1** – Pupils explore objects, photographs and parts of the school. They explore questions about their own past, how they have changed. How lives for people in the past may have differed from their own.

**Year 2** – Children will compare pictures or photographs of people or events in the past . Children will observe, handle sources to answer questions about the past on the basis of simple observations.

**Year 3** - Understand pre-history is open to interpretation and look at a range of primary resources available to historians and understand that historians need vast amounts of evidence to create accurate interpretations. Children will understand archeological methods and the need to gather evidence observe small details and assess artefacts

Children will question the significance of early artefacts and the information that could be shared with visual and written communication (Rosetta stone/ carvings and language used in tombs)

**Year 4** – Children will question the evidence available in classical periods studied; they will learn of the role of writing as a resource and the ideas that the writer might have a biased opinion.

**Year 5**- Children will demonstrate their ability to use multiple sources to interpret the past e.g. Children use multiple pieces of primary evidence to interpret who the was buried in the mysterious grave discovered in Sutton Hoo by Brown and Pretty.

Children will begin to understand that historians can view some pieces of evidence as unreliable solely on its own.

**Year 6** – Children demonstrate their abilities to use photographs, census records, written letters and newspaper reports to collect, collate and reason in order to ensure they use a range of evidence to interpret the past with best accuracy.

## Evidence



## Sources of evidence

## Perspective

### How Children's understanding of evidence develops:

**EYFS** - Children begin to make interpretations from pictures, photographs and stories. Children know that we can get information from them.

Look at pictures, photographs and stories and make inferences about what they tell us.

**Year 1** - Children will know that photographs and paintings can tell us about the past. Children begin to develop their ability to use sources to find answers to simple questions.

Photographs of the school and pupils when our grandparents and parents were at school. Photographs of the school in the 1900s. Children will see painting of 1500s England and discuss how buildings and homes have changed.

**Year 2** - Children know that we can find out about how places have changed by looking at sources. Children develop their ability to use sources to answer simple questions, some of which they may have posed themselves. Photographs of the school and the Probus over the years between the 1900's and today.

**Year 3** - Children know that archaeological evidence can be used to find out about the past. Children begin to understand the reasons why we know more about some time periods than others.

Using and interpreting sources of evidence.

Why would we know more about the Egyptians than the Stone Age - Iron Age people?

**Year 4** - Children use a range of sources to find out about a period and use evidence to build up a picture of past events.

Archaeologists findings from artefacts such as Greek vases and written accounts of famous philosophers.

**Year 5** - Children develop their understanding of the role of archaeologists in learning about the past. They begin to consider the limitations of sources of evidence and how people may interpret them differently. Children will be aware that some evidence can be biased but this does not mean that they aren't useful.

Archaeologists findings from excavation (artefacts), written accounts, digital maps of the ancient world

**Year 6** - Children can recognize primary and secondary sources. Children identify bias in sources and challenge their reliability.

They identify their limitations and consider their value to historical enquiry.

## Strategies for supporting pupils with Special Educational Needs in History lessons

| How we will help your child             |  |
|---|--|
| Anxiety                                 | <ul style="list-style-type: none"> <li>● A trusting relationship will be nurtured between all adults in the classroom and the child This relationship will enable the adult to know any triggers or changes in behaviour that may be caused by the child feeling anxious.</li> <li>● Responding or giving opinions/thoughts is non-compulsory so that the children do not feel as though they are on the spot.</li> <li>● History lessons provide an environment where children can focus on the learning taking place.</li> <li>● If children feel overwhelmed by the classroom environment, they can use a quiet break out space</li> </ul>  |
| Autism Spectrum Disorder                | <ul style="list-style-type: none"> <li>● Visual cues/resources are used to support the child as necessary throughout the session.</li> <li>● A learning space is provided that best suits the child.</li> <li>● Sensory breaks are given whenever necessary.</li> <li>● Staff avoid asking specific or direct questions that could make the child uncomfortable.</li> <li>● Time will be taken to build a strong and trusting relationship with the child so that the children feel safe and secure.</li> <li>● The children will have the choice to work independently or as part of a group.</li> <li>● Staff are aware of any sensitive topics/triggers so that the children can be prepared.</li> <li>● History sessions are not over stimulating so that the children do not feel overloaded at any given time.</li> <li>● Then children always have access to a quiet break out space should they feel they need to.</li> <li>● The staff are prepared to recognise a change of behaviour as a need for communication and will be prepared to address this with care and a calm attitude.</li> </ul> |
| Dyslexia                                | <ul style="list-style-type: none"> <li>● Different coloured paper can be provided for any written recordings..</li> <li>● Teaching techniques to highlight key components of a lesson are adopted.</li> </ul>  |
| Speech Language and Communication Needs | <ul style="list-style-type: none"> <li>● Visual timetables, signs and symbols will be used to support communication within the History lesson.</li> <li>● Visual displays will be used to support understanding of key information.</li> <li>● Non-verbal clues will be used to back up what is being said.</li> <li>● Icons/ images will be used to support children's understanding.</li> <li>● Any verbal instructions/information will be at a slow, clear pace that matches the child's understanding.</li> <li>● Adults will regularly check the child's understanding so that adults can identify any misconceptions or misunderstandings.</li> </ul>   |
| Cognition and Learning Challenges       | <ul style="list-style-type: none"> <li>● Positive praise will be used so that the child knows they are doing well.</li> <li>● Encourage/support and praise independent learning.</li> <li>● Key vocabulary and ideas will be addressed regularly throughout Personalised target time.</li> </ul>   |

|   |  |
|---|--|
|   | <ul style="list-style-type: none"> <li>● Information will be repeated clearly, varying the vocabulary used and slides will be simple and uncluttered with key information.</li> <li>● Children will be provided with a 'work-buddy' during peer activities/opportunities</li> </ul>  |
| <p>Attention Deficit<br/>Hyperactivity Disorder</p> | <ul style="list-style-type: none"> <li>● Verbal praise is given whenever necessary to help boost confidence and self-esteem.</li> <li>● Use of pictorial representations to support the learning taking place.</li> <li>● Ensure all rules are consistently implemented and revisited so that this becomes routine.</li> <li>● Have a secure 'time-out time' the child can utilise if needed.</li> <li>● Consider clear rewards to reinforce any positive behaviour.</li> <li>● Headphones can be used to allow for breaks when the child is feeling over-stimulated.</li> </ul> |

For children with specific needs not mentioned above a tailored personalised approach will be adopted, this will be developed in consultation with parents and other professionals.