**Probus Primary School – History – Key Disciplinary Concepts**

**Chronology** runs throughout each unit (see learning journey slides).

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| **Year** | **1** | **2** | | **3** |
| **Y 1 Unit** | **Torrey Canyon Diaster** | **Mary Anning** | | **The Moon Landings** |
|  | * Working with evidence   Cause and Consequence | * Significance * Cause and Consequence | | * Significance * Working with evidence |
| **Y2 Unit** | **Guy Fawlkes** | **Grace Darling** | | **Local History Figure: R Trevithick** |
|  | * Significance * Change and Continuity | * Significance * Change and continuity | | * Significance * Change and Continuity |
| **Y3 Unit** | **Stone Age to Iron Age** | **The Earliest Civilisations featuring Ancient Egypt** | | **Local History – Our Village & Surrounding Areas** |
|  | * Change and Continuity * Working with evidence | * Similarities and Difference * Working with evidence | | * Change and Continuity * Similarity and difference |
| **Y4 Unit** | **Ancient Greece** | | **Roman Britain** | |
|  | * Working with evidence * Similarities and differences | | * Causes and Consequences   Interpretations and Significance | |
| **Y5 Unit** | **Anglo Saxons** | **Vikings** | | **Early Islamic Empire** |
|  | * Cause and Consequence * Interpretations and Significance | * Cause and Consequence * Interpretation and Significance | | * Change and Continuity * Similarities and Difference |
| **Y6 Unit** | **Victorians** | **Crime and punishment** | | **Local Study: How did clay industry effect the lives of the Cornish?** |
|  | * Working with evidence * Cause and Consequence | * Change and continuity * Working with evidence | | * Cause and Consequence * Interpretations and significance. |