**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.
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