

Our History Journey



Intent . . . We Can, We Will

ALL Children Make
Exceptional Progress



Literacy is the Key
to Unlocking Learning



Fun with Memorable
Moments



Feeling Safe and
Ready to Learn



Empowered and
Autonomous



Kind to Self and
Others



All Pupils



History recall at Berrycoombe



Topic	Revisit in Year 1	Revisit in Year 2
KS1 1: 1 Big Build (Great Fire of London)	EYFS	Kings and Queens
KS1 1:2 Transport	Big Build	Big Build
KS1 1:3 Sporting Event	Transport	Transport
KS1 2:1 This is Me	EYFS	Sporting Event
KS1 2:2 Nurturing Nurses	This is Me	This is Me
KS1 2:3 Kings and Queens	Nurses	Nurses

History recall at Berrycoombe



Topic	Revisit Year 3	Revisit Year 4
LKS2 1: 1 Stone Age	Kings and Queens (KS1)	Railways
LKS2 1:2 Romans	Stone Age	Stone Age
LKS2 1:3 Dark Ages	Romans	Romans
LKS2 2:1 Vikings	Sporting Event (KS1)	Dark Ages
LKS2 2:2 Crime and Punishment	Vikings	Vikings
LKS2 2:3 Railways	Crime and Punishment	Crime and Punishment

History recall at Berrycoombe



Topic	Revisit Year 5	Revisit Year 6
UKS2 1: 1 Migration	Railways (LKS2)	Cornish Mining
UKS2 1:2 World War 2	Migration	Migration
UKS2 1:3 Ancient Egypt	World War 2	World War 2
UKS2 2:1 Ancient Greeks	Dark Ages (LKS2)	Ancient Egypt
UKS2 2:2 Mayans	Ancient Greeks	Ancient Greeks
UKS2 2:3 Cornish Mining	Mayans	Mayans

History Themes at Berrycoombe



Conflict

*including invasion
and empire*

Romans
The Dark Ages
Vikings
World War II



Children

This is Me
Cornish Mining
Migration



Society

*including settlement
and beliefs*

Big Build (GFL)
Sporting Event
Kings and Queens
The Stone Age
Ancient Egypt
Ancient Greece
Ancient Maya



Invention

Transport
Nurturing Nurses
Railways
Crime and
Punishment



History Key Vocabulary at Berrycoombe



Conflict

*including invasion
and empire*

*Conflict
Invasion
Alliance
Battle
Rebellion
Surrender
Casualty
Soldiers
Weapons
Victory*



People

*Community
Culture
Heritage
Tradition
Settlement
Event
Historical Figure
Legacy
Migration
Landmark*



Society

*including settlement
and beliefs*

*Settlements
Migration
Agriculture
Trade
Infrastructure
Religion
Mythology
Ritual
Deity
Worship
Monarch
Medieval*



Invention

*Innovation
Infrastructure
Reform
System
Rules
Connected
Trial
Record
Public
Design*





Begin to make sense of their own life-story and family's history. For example, sharing baby pictures of themselves and family members

Understand the past through settings, characters and events encountered in books read in class and storytelling. For example, *Then There Were Giants* (book)

Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. For example, considering what they can do now and what they could do as a baby



Big Build



NC - events beyond living memory that are significant nationally or globally

1. London-past and present (HI2: 3 ; CU: 2, 5 ; EPC: 1; POC: 1)
2. Jobs in 1666 – similarities and differences (EPC: 1)
3. The Great Fire of London-timeline and events (CU: 1 ; EPC: 3 ; POC: 3)
4. How do we know- eyewitness and diaries (HI1: 2, 4 ; HI2: 3)
5. What happened after the fire – design and rebuild (EPC: 2 ; POC: 2)

Transport



NC - events beyond living memory that are significant nationally or globally

1. How has transport changed – past and present (CU: 3, 5 ; EPC: 1)
2. Viking Longboats – where and how were they used (HI1: 2 ; HI2: 1, 2 ; EPC: 1)
3. Cars- invention and change (EPC: 1, 2)
4. Flight – History and the Wright brothers (CU: 3 ; EPC: 1, 5 ; POC: 4)
5. Comparison –Past, present and future (CU: 5 ; EPC: 1)

NC - significant historical events, people and places in their own locality.

1. Where I live-Church, Camel Trail, Bodmin Beacon (HI2:3 ; POC: 2, 3, 4)
2. Home- people, home, bedroom (CU: 4, 5; POC: 2, 3)
3. School- Berrycoombe Primary School (HI2: 2 ; CU: 4 ; POC:2,3 , 4)
4. Shopping-past and present (HI1: 2, 4 ; HI2: 3 ; CU: 5 ; EPC: 1, 2 ; POC: 2 , 3)
5. Playground games-past and present (HI1: 1, 4 ; CU: 4, 5 ; EPC: 3, 4 ; POC: 2)

This is Me



NC - events beyond living memory that are significant nationally or globally .

1. History-Olympics and Paralympics (CU: 1, 5 ; EPC: 5 ; POC: 20)
2. Olympians - Jesse Owens (HI1:2 ; EPC: 4, 5)
3. Olympians- Tom Daley (HI2: 1 ; EPC: 5)
4. Paralympians - Ellie Simmonds (HI2: 3 ; EPC: 4, 5)
5. Athletes and nutrition – Changes and Developments (HI1;2 ; CU: 5 ; EPC: 1, 2 ; POC: 3)

Sporting Event



Year 1/2

Year 1/2

Nurturing Nurses



NC -the lives of significant individuals in the past who have contributed to national and international achievements

1. Significant people - who and why (EPC: 5)
2. Florence Nightingale – her life and how she helped (HI1: 2 ;HI2: 1 ; EPC: 5)
3. Mary Seacole – her life and how she helped (EPC: 5)
4. Edith Cavell – her life and how she helped (EPC: 4, 5 ; POC: 2)
5. Comparison – similarities and differences (EPC: 2)

Kings and Queens



NC - the lives of significant individuals in the past who have contributed to national and international achievements

1. The Role of a monarch (POC:1, 2,3,4)
2. Significant British Monarchs (Cu:2, 3, 5; HI1: 3; EPC: 5)
3. Medieval Banquets (HI1: 2, 3; HI2: 2; EPC: 1, 2; POC: 4)
4. Comparing Elizabeth 1 and Queen Victoria – (EPC: 5; POC: 1,2,3)

Romans

NC - the Roman Empire and its impact on Britain:

1. The Invasions – Julius Caesar and Emperor Claudius (CU 1,2 ; EPC: 1; POC:1)
2. Roman Roads – Reasons and how they were built. (EPC 1,3; POC:2)
3. Boudicca's Rebellion – The Celts, Boudicca, Rebellion (HI: 1; HI2 2,4; EPC: 4; POC:2)
4. Hadrian's Wall- Emperor Hadrian and building the wall (HI2 2.; EPC 4.; POC 2.)
5. Roman Baths – Amenities and Engineering (HI2 2,5; POC:2,3)



NC – changes in Britain from the Stone Age to the Iron Age

1. Surviving the Stone Age– What was the Stone Age and how to survive (EPC:4)
2. Tools – Tools for survival including flint hand axes (HI2:2)
3. Stonehenge – Purpose (HI2:3,5)
4. Skara Brae – People and buildings (HI2 2; POC:2)
5. Painting and crafts – Jewellery and cave paintings (HI2:5; CU:3; EPC:2,3,4)

The Stone Age



Year 3/4

The Dark Ages



NC - Britain's settlement by Anglo-Saxons and Scots. Anglo-Saxon invasions, settlements and kingdoms: place names and village life.

1. The invasions– Scots and Anglo-Saxons (HI2: 3; CU: 1; EPC: 4; POC: 1)
2. Village Life– Everyday life (HI2: 2; EPC: 4; POC: 2)
3. Artefacts and Sutton Hoo – Anglo-Saxon finds (HI2: 1, 4..)
4. Anglo-Saxon gods- Festivals and Gods (HI2 2; POC:3)
5. Conversion to Christianity- History and Religion (HI2: 4; EPC: 4; POC: 2)

Vikings



NC - the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor:

1. Viking Invasions – Raiders and Invaders (HI2: 3 ; EPC: 4 ; POC:2.)
2. Anglo Saxon Kings – Alfred and Athelstan (HI2: 2.)
3. Danegeld – King Ethelred and paying the Dane (HI1 2 ; HI2: 3; EPC: 4; POC: 2)
4. Viking Life – Religion, homes and writing (EPC 4.; POC 2.)
5. End of an Era – Edward the Confessor to the Battle of Hastings (HI1 2.)

Railways



NC - a significant turning point in British history, for example, the first railway.

1. The Development of the British railway – A timeline (CU 1,3)
2. The History of Steam (HI2: 4,5; EPC:1; POC:2)
3. Steam – A local History Study (HI2 4, 5; POC:2,3)
4. Bodmin and Wendford: A Local History study (HI2: 2; CU:3; EPC:3; POC: 2)
5. The impact of the Railways (HI2: 2,5; EPC:1, 3; POC:2)

Crime and punishment



NC - changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present

1. The Romans- Legacy (CU: 1, 2 ; EPC: 2, 4)
2. Anglo Saxons – Laws and Justice (EPC: 5.)
3. Torturing Tudors– Punishment and Crime (HI2: 1, 4 ; EPC: 5.)
4. The Highwayman– Hero or Villain (HI1: 1, 2.)
5. Victorian prisons – (EPC: 4 ; POC: 2.)

Year 3/4

Local History Study: Mining

Year 5/6

NC – a local history study - a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.

1. Cornish mining-a timeline (CU: 1,2)
2. Location of Mines in Cornwall. (HI2: 2,4.)
3. Consequences of Mining in Cornwall (HI1: 1,2 ; HI2: 1,2,3,4 ;EPC: 4. POC:1,2,3)
4. Children- child labour (HI1 3,4,7 ; HI2: 1 ; EPC:4.)
5. The legacy of Cornish mining-national and international (HI: 1,2; HI2: 2, 4; CU: 3 ; EPC: 1, 2, 4; POC: 1)

World War II



NC - a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

1. The outbreak of war – Allies and Axis (CU: 1)
2. Rationing – Food and goods (HI2: 3.)
3. Evacuation – Children and families (HI2: 2 ; CU: 3 ; EPC: 4.)
4. Women at war – Doing their bit (HI1 1,3 5,6 ; HI2: 2 ; EPC:1,3,4.)
5. The Holocaust (HI1: 1; HI2: 2, 3; EPC: 3; POC: 2)

NC - Ancient Greece – a study of Greek life and achievements and their influence on the western world

1. The Ancient Greeks – Who were they? (CU: 1,2,3,; EPC: 2, 3; POC:1)
2. Ancient Greece – Daily Life in Ancient Greece (HI2: 2, 3, 4; EPC: 4.)
3. Athens and Sparta– City States (HI1: 4; EPC: 1, 2, 4; POC: 1, 2)
4. Religion and Mythology: Gods and Goddesses (HI1: 5; EPC: 2, 4; POC: 1, 2)
5. The Trojan War- a famous Greek Myth (HI1: 1, 4 , 7; HI2: 1, 2; EPC: 4)

Ancient Greeks



NC - the achievements of the earliest civilizations

1. The Ancient Egyptians– Who were they? (EPC: 4; POC: 1)
2. Egyptian life-what was life like in Ancient Egypt? (HI2: 2, 4; CU: 3)
3. Mummies– Canopic Jars (HI1: 1)
4. Tutankhamun: A boy pharaoh (HI2: 1.)
5. Egyptian Writing- Hieroglyphics (HI2: 2; EPC: 2)

Ancient Egypt



Year 5/6

Ancient Maya

Year 5/6



NC - the achievements of the earliest civilizations

1. The Ancient Mayans– Who were they? (CU: 3 ; POC: 2)
2. Mayan Gods- Mayan religions (HI2: 3; EPC: 2; POC: 1)
3. Counting and reading– the number and writing system (HI1: 2, 4)
4. Discovery - A European discovery of the Mayans (HI1: 1 ; HI2: 1, 2, 3.)
5. Mayan Food- Corn and chocolate (EPC: 4; POC: 2)

Migration



NC - a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

1. Caribbean-The British Empire, stereotypes and population. (CU: 3 ; ; EPC: 1; POC: 2)
2. Contributions and achievements– Origin, descent and colonialism (HI1: 2 3,4; POC: 2)
3. World Wars-West Indies and Racism (EPC: 3; POC:1)
4. Journey-Immigration, Migration, Emigration (CU:2; EPC: 4; POC:2)
5. Discrimination-legislation, inequality, discrimination (EPC: 1, 4; POC: 1,2)



Our History Journey



Outcomes . . . We Can, We Will

