



## Trevisker History concept map

### Rationale

Our whole school ethos is reflected in our motto 'Friendship and Respect, Learn for Life'. At Trevisker, we believe becoming a curious, inquisitive, critical and passionate Historian begins with great enthusiasm as children begin their journeys with us in EYFS. Our ambitious curricular goals enable our children's fascination with the past to flourish via a progressive route up through Key Stage 1 and 2. This enables our learners to build upon their understanding of how people's lives have shaped our nation and how Britain has helped to shape the wider world. Our knowledge rich curriculum aims to develop children's understanding of substantive concepts whilst expanding their historical enquiry skills and making connections between what has happened before and their own identity in the present day.

EYFS			
<b>Unit</b>	What makes me special?	What's in the toybox? (KS)	How has our school changed? Stories from the past.
<b>Concept</b>	See Early Learning Goals.		
<b>Thread</b>			
<b>Intent</b>			
<b>Assessment check points</b>	Children who are secure will be able to: retell stories, sequence photographs or other images, make oral observations.		
Year 1			
<b>Unit</b>	Where can you find castles in Cornwall? (KS)	Why do we burn guys on the bonfire? (KS)	How have seaside holiday changed? (KS)
<b>Disciplinary Skill</b>	Similarities and Differences	Historical significance	Historical interpretation Sources and evidence
<b>Golden thread</b>	<ul style="list-style-type: none"> <li>Local Study</li> <li>Monarchy</li> <li>Settlement</li> </ul>	<ul style="list-style-type: none"> <li>Events and people</li> <li>Monarchy</li> </ul> (London link for residential)	<ul style="list-style-type: none"> <li>Local study</li> </ul>
<b>Component</b>	What is the story of Restormel Castle?	Why is Guys Fawkes an important historical figure?	How were holidays in Newquay different in the past?
<b>Composites</b>	C1: Identify features of castles. C2: Explain the lead up to the Battle of Hastings. C3: Explain the roles in medieval castles and compare to modern households. C4. Comparing Norman Britain to Britain today. C5 Compare the Tower of London to then and now. C6 Compare the first and last known castles in Cornwall.	C1: Recall information about bonfire night. C2: Explain the events of bonfire night. C3: Describe what went wrong with the plot and how we know. C4: Intercept a TV representation of the Gunpowder plot. C5: Debate if it is right to burn guys on the bonfire.	C1: Use photographs to explain how holidays in Newquay were different in the 1950s C2: Describe leisure activities at the seaside. C3: Use photographs to explain how holidays in Newquay were different in the Victorian era. C4: Describe seaside leisure activities in the Victorian era. C5: Compare and contrast the reasons people went to the seaside on the 1950s and the Victorian era.

<b>Visits Motivator day</b>	Restormel Castle visit Castle Drogo		Mawgan Porth - Newquay
<b>Y1 Assessment check point</b>	Children who are secure will be able to: <ul style="list-style-type: none"> <li>Identify features of a castle</li> </ul>	Children who are secure will be able to: <ul style="list-style-type: none"> <li>Retell the main events of the story of Guy Fawkes.</li> </ul>	Assessment task- Victorian beach image (Keystage) Children who are secure will be able to: <ul style="list-style-type: none"> <li>Go beyond identifying clothes and can identify some Victorian features.</li> </ul>
<b>Year 2</b>			
<b>Unit</b>	Why are Mary Seacole and Florence Nightingale remembered? (KS)	How did the Great fire change London? (KS)	How did Columbus and Neil Armstong change the world? (KS)
<b>Disciplinary Skill</b>	Similarities and Differences	Continuity and Change	Similarities and Differences
<b>Golden thread</b>	<ul style="list-style-type: none"> <li>Significant people and events</li> </ul>	<ul style="list-style-type: none"> <li>Civilisation and Settlements</li> </ul>	<ul style="list-style-type: none"> <li>Significant people and events</li> </ul>
<b>Component</b>	Why are Mary Seacole and Florence Nightingale remembered?	How did the Great fire change London?	How did Columbus and Neil Armstong change the world?
<b>Composites</b>	<p>C1: Explain the achievements of Florence Nightingale.</p> <p>C2: Contrast how life changed for Florence Nightingale after the Crimean war.</p> <p>C3: Use sources to describe the story of Mary Seacole.</p> <p>C4: Contrast how life changed for Mary Seacole after the Crimean war.</p> <p>C5: Compare and contrast the achievements of Mary Seacole and Florence Nightingale.</p>	<p>C1: Explain why the great fire started.</p> <p>C2: Discuss how we know the events of the great fire.</p> <p>C3: Infer why the Great fire burnt so many houses.</p> <p>C4: Discuss what more could be done to stop the spread.</p> <p>C5: Discuss significant figures in the Great fire.</p> <p>C6: Describe the impact of the fire on London.</p>	<p>C1: Explain how Columbus become famous.</p> <p>C2: Describe why Neil Armstong became famous and his motivation.</p> <p>C3: Use sources to describe the journey of Columbus.</p> <p>C4: Use sources to recount the journey of Neil Armstong.</p> <p>C5: Compare and contrast the journey of Columbus and Armstrong.</p> <p>C6: Describe how each historical figure should be remembered.</p>
<b>Visits Motivator Day</b>	A parent who is a doctor or nurse to visit.	Cereal house burning	Visit from an explorer/military
<b>Assessment check point Y2</b>	Assessment task- what is wrong with the image of Mary Seacole? (Keystage) Children who are secure will be able to:	Assessment task- image stimulus- why did so many houses burn down? (Keystage) Children who are secure will be able to:	Assessment task- Children who are secure will be able to:

	<ul style="list-style-type: none"> <li>Identify similarities and differences between Nightingale and Seacole.</li> </ul>	<ul style="list-style-type: none"> <li>Identify what the houses were made of, wind, closeness of houses</li> </ul>	<ul style="list-style-type: none"> <li>Identify similarities between Armstrong and Columbus</li> </ul>
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Year 3			
<b>Unit</b>	What was like to be Egyptian? (KS)	How did life change from the Stone Age to the Iron Age? (KS)	How did the Romans change Britain? (KS)
<b>Disciplinary Skill</b>	Sources and evidence	Similarity and difference Continuity and change	Cause and Consequence
<b>Golden thread</b>	<ul style="list-style-type: none"> <li>Technology advancement</li> <li>Civilisation and settlement</li> </ul>	<ul style="list-style-type: none"> <li>Civilisation and settlement</li> <li>Local Study</li> </ul>	<ul style="list-style-type: none"> <li>Invasion and Conflict</li> <li>Empire</li> </ul>
<b>Component</b>	What was lifelike in Ancient Egypt?	How did life change from the Stone Age to the Iron Age?	How did the Romans change Britain?
<b>Composites</b>	<p>C1: Place Ancient Egypt on a timeline and name key events.</p> <p>C2: Use sources to learn about life in Ancient Egypt.</p> <p>C3: Explain the rulers of Ancient Egypt.</p> <p>C4: Describe the mummification process.</p> <p>C5: Discuss the Ancient Egyptian beliefs about the afterlife.</p> <p>C6: Describe who built the pyramids. Interpret the Prince of Egypt.</p>	<p>C1: Use evidence to discuss if Stone Age was just a hunter/gather.</p> <p>C2: Describe how life change when man learnt to farm.</p> <p>C3: Use Skara Brea to describe life in the Stone Brea.</p> <p>C4: Describe how life continued and developed in the Bronze.</p> <p>C5: Describe how life developed in the Iron Age.</p> <p>C6: Local study: Castle and Dinas</p> <p>C7: Local study: School Celtic village</p>	<p>C1: Explain why the Romans invaded Britain.</p> <p>C2: Describe the conflict between the Romans and the Celts.</p> <p>C3: Describe how the Romans controlled their empire.</p> <p>C4: Use sources to describe life in a Roman town.</p> <p>C5: Describe the decline of Roman empire.</p> <p>C6: Explain the legacy of the Romans in Britain.</p>
<b>Visits Motivator Day</b>	Truro Museum	Castle and Dinas School ground	Roman visitor – army man
<b>Assessment check point Y3</b>	<p>'How does this picture show that the Ancient Egyptians believed in the afterlife?'</p> <p>Children who are secure will be able to:</p> <ul style="list-style-type: none"> <li>Identify Egyptian artifacts and symbolic meaning</li> </ul>	<p>simple sequencing of unseen images followed by reason why changes have occurred over time.</p> <p>Children who are secure will be able to:</p> <ul style="list-style-type: none"> <li>Use reasoning to justify choices identifying key concepts.</li> </ul>	<p>Short written explanation or, for some, the completion of two speech bubbles.</p> <p>Children who are secure will be able to:</p> <ul style="list-style-type: none"> <li>To use factual knowledge to explain how Romans lived in Britain.</li> </ul>

Year 4			
<b>Unit</b>	How did the Greeks change the world? (KS)	Were the Saxon times really the Dark Ages? (KS)	How should we remember the Vikings? (KS)
<b>Disciplinary Skill</b>	Historical significance	Cause and Consequence.	Historical interpretation
<b>Golden thread</b>	<ul style="list-style-type: none"> <li>• Legacy</li> <li>• Technology advancement</li> <li>• Empire</li> </ul>	<ul style="list-style-type: none"> <li>• Monarchy</li> <li>• Invasion</li> </ul>	<ul style="list-style-type: none"> <li>• Invasion and Conflict</li> </ul>
<b>Component</b>	What is the legacy of the Greek empire?	How did the Saxons change Britain?	How should we remember the Vikings?
<b>Composites</b>	<p>C1: Use sources to research life in Ancient Greece.</p> <p>C2: Describe how the Greek empire remained so strong.</p> <p>C3: Explain the limitations of the Greek democracy.</p> <p>C4: Use sources and evidence to learn about leisure activities.</p> <p>C5: Compare the modern Olympics with the Ancient Greek Olympics.</p> <p>C6: Describe the legacy the Greeks left on the modern world.</p>	<p>C1: Explain why the Saxons invaded Britain. Use evidence to explain the Saxon invasion.</p> <p>C2: Case Study: Sutton Hoo</p> <p>C3: Describe how Christianity change Britain.</p> <p>C4: Use sources explain the reign of Alfred the Great</p> <p>C5: Describe the reign of Alfred the great changed Britain.</p> <p>C6: Bodmin link: Athelstan</p>	<p>C1: Describe why the Vikings invaded Britain and where they came from.</p> <p>C2: Use sources to describe the Lindisfarne invasion and interpret the Viking reputation.</p> <p>C3: Use sources to explain Viking settlements.</p> <p>C4: Explain how their transport made Vikings so successful.</p> <p>C5: Describe the Viking trade routes around the world.</p> <p>C6: Debate how we should remember the Vikings.</p>
<b>Visits Motivator Day</b>	Greek workshop Truro museum	Possible links to Tintagel as they were trading during the Saxon times but they weren't Saxons. Saxon visiting man (?)	Viking visit to Falmouth maritime museum
<b>Assessment check point Y4</b>	<p>Assessment task- use image</p> <p>Children who are secure will be able to:</p> <ul style="list-style-type: none"> <li>• Make simple deductions from evidence</li> <li>• What legacies did Ancient Greece leave behind?</li> </ul>	<p>Assessment task on Keystage.</p> <p>Children who are secure will be able to:</p> <ul style="list-style-type: none"> <li>• Identify the main changes that took place in Anglo-Saxon England. (Can identify at least 3.)</li> </ul>	<p>Assessment task on Keystage.</p> <p>Children who are secure will be able to:</p> <ul style="list-style-type: none"> <li>• Identify the Vikings were invaders and settlers.</li> </ul>

			<ul style="list-style-type: none"> <li>Identify evidence was often written by monks.</li> </ul>
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Year 5			
<b>Unit</b>	Was the Victorian era the Golden age of British History? (KS)	Why were the Mayans a significant civilization? (KS)	Why was WW1 called the great war? (PB)
<b>Disciplinary Skill</b>	Continuity and change	Sources and evidence	Cause and consequence
<b>Golden thread</b>	<ul style="list-style-type: none"> <li>Technological advancement</li> <li>Monarchy</li> </ul>	<ul style="list-style-type: none"> <li>Civilisation and Settlements</li> </ul>	<ul style="list-style-type: none"> <li>Invasion and conflict</li> </ul>
<b>Component</b>	Was the Victorian era the Golden age of British History?	Why were the Mayans a significant civilization?	Why was WW1 called the great war?
<b>Composites</b>	C1: Explore the most important changes during this era. C2: Use sources of evidence to explore what life was like in a Victorian factory. C3: Explain why people left the countryside for the towns. C4: Explore the main changes in transport during this era. C5: Explore features of Victorian society. C6: Describe the negative and positive consequences of the Victorian era.	C1: Use sources to explore why the Maya are important to study. C2: Describe how the Maya became so important. C3: Use sources and evidence to learn about what life was like for the Maya. C4: Use sources and evidence to explore the Maya 1000 years ago. C5: Explain why the Maya may have carried out sacrifices. C6: Explore reasons for the decline of the Maya Empire.	C1: Explore what lead to the start of WW1 C2: Use evidence to research what life was like on the Western Front. C3: Explore the advancements of warfare that occurred during WW1. C4: Use sources of evidence to explore the involvement of animals in WW1. C5: Use sources of evidence to explore what life was like for the people in Britain in WW1. C6: Use sources of evidence to explore what happened afterwards.
<b>Visits Motivator Day</b>	Lanhydrock House Truro museum workshop Cornish mine-Wheal Martyn	Eden project- link to rain forests & chocolate	Imperial war museum -London Local war memorial-Bodmin war museum
<b>Assessment check point Y5</b>	Assessment task- how can we tell the image is of Victorian era? (Keystage) Children who are secure will be able to: <ul style="list-style-type: none"> <li>Identify iconic images</li> <li>Refer to factories and architecture</li> </ul>	Assessment task -what do these 3 pictures tell us about Maya life 1000years ago? (Keystage) Children who are secure will be able to: <ul style="list-style-type: none"> <li>Identify features of farming, buildings, religion</li> </ul>	Assessment task-Class debate-Was WW1 inevitable? Children who are secure will be able to: <ul style="list-style-type: none"> <li>Use evidence learnt to support their argument.</li> </ul>

Year 6			
<b>Unit</b>	How did World War 2 change Britain? (KS)	How has crime and punishment changed? (KS) Thematic	How has propaganda influenced how we remember significant individuals? (KS) Thematic
<b>Disciplinary Skill</b>	Historical interpretation	Similarity and differences Sources and evidence	Sources and evidence
<b>Golden thread</b>	<ul style="list-style-type: none"> <li>Invasion and Conflict</li> </ul>	<ul style="list-style-type: none"> <li>Civilisation</li> <li>Local</li> </ul>	<ul style="list-style-type: none"> <li>Monarchy</li> </ul>
<b>Component</b>	2025 How did World War 2 change Britain? 2024-	How has crime and punishment changed?	How has propaganda influenced how we remember significant individuals? (Beyond face value)
<b>Composites</b>	<p>C1: Sequencing the events which lead to war.</p> <p>C2: Explore reasons why the government were so positive about evacuation.</p> <p>C3: Use sources of evidence to explore how the government prepared to stand firm against the Germans.</p> <p>C4: Describe a range of roles adults played on the home front which were unique to these times.</p> <p>C5: Using sources to find evidence of propaganda.</p> <p>C6: Explore and explain how depictions of VE day differ.</p>	<p>C1: Use sources of evidence to identify a link between food prices and crime rates in the past.</p> <p>C2: Explore medieval justice systems using evidence.</p> <p>C3: Using sources of evidence, explore how the justice system changed between 1500 and 1750.</p> <p>C4: Explain why punishments became so bloody in the 18 Century.</p> <p>C5: Explore how transportations were seen in the 19<sup>th</sup> Century.</p> <p>C6: interpret data for evidence of improved crime detection.</p>	<p>C1: Use sources of evidence to explore how monarchs used portraits to convey messages.</p> <p>C2: Explore how Monarchs controlled their portraits and the consequences involved.</p> <p>C3: Using sources of evidence to investigate why it can be difficult to find truthful depictions of history.</p> <p>C4: Explore the reasons for propaganda.</p> <p>C5: Identify who the target audiences are for sources of evidence in history.</p> <p>C6: Explore the reliance of historical sources of evidence.</p>
<b>Visits Motivator Day</b>	<p>Bodmin military museum</p> <p>Truro museum WW2 workshop</p> <p>Possible visit by somebody who lived through the war.</p>	<p>Visit by a police person.</p> <p>Bodmin Jail</p> <p>Bodmin law courts</p> <p>Charlotte Diamond monument</p>	<p>(Live link to a newsroom?)</p> <p>Poster artist?</p> <p>Advertising company</p>

	Local war memorial Local links to WW2 St.Eval airfield		
<b>Assessment check point Y6</b>	Assessment task- how do we know the image is from WW2? Children who are secure will be able to: <ul style="list-style-type: none"> <li>• Confidently identify features of WW2</li> <li>• Identify shortages &amp; rationing</li> </ul>	Assessment- Quiz/discussion Children who are secure will be able to: <ul style="list-style-type: none"> <li>• Explain how crime and punishment has changed through the ages</li> </ul>	Assessment- Quiz Children who are secure will be able to: <ul style="list-style-type: none"> <li>• Explain the role of propaganda through the ages</li> </ul>

KS –Keystage history resources

PB- Plan bee resources