**History Progression of Skills**

**OUR VISION FOR TREWIRGIE INFANTS’SCHOOL**

**‘We care, we help, we succeed’**

**OUR MISSION:**

* To inspire children to engage in learning, and be valued members of a caring, supportive, and successful school.
* For all our children to develop life- long learning skills; to be independent and creative thinkers and to be socially confident.
* To enable children to be successful through a curriculum that captures their interests, stimulates their ideas, encourages inquisitiveness and critical thinking and meets their needs.

**At Trewirgie Infants’ & Nursery School, history lessons are taught creatively to engage our children’s interest. We inspire them to know more about the past and the people who are significant in our lives today both locally, nationally and globally. This gives them coherent knowledge and understanding of Britain’s past and that of the wider world.**

**We listen to the questions our children have and equip them with the skills to follow their own lines of historical enquiry themselves. This enables them to be independent, critical thinkers, weighing up evidence and develop their own opinions in a safe environment.**

**Trewirgie Infants’ & Nursery School is based in Redruth, a town rich in mining & fishing heritage that has shaped Cornwall as they know ittoday.**



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**Curriculum statement**

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| **INTENT**  (curriculum design, coverage and appropriateness) | **IMPLEMENTATION**  (curriculum delivery, teaching and assessment) | **IMPACT**  (attainment and progress) |
| Our aim of the History curriculum is to inspire our children to be curious about Cornwall and Britain’s past and of the rest of the world. We will support our children to think and act as historians using an enquiry-based approach where the children are expected to think critically and be able to ask and answer questions. The children are equipped with the vocabulary that they need to become historians and to talk about the past and the passing of time. Lessons provide opportunities for children to support, evaluate and challenge their own and others’ views using a range of primary and secondary sources. We want children to gain knowledge and skills through experiences in the classroom but also with use of fieldwork and educational visits. | To ensure that high quality history is taking place throughout the whole school. We implement a curriculum which is progressive from EYFS through to Year 2. History lessons are planned and linked through our termly topics with a focus on knowledge and skills. All lessons have a strong focus on vocabulary which ensures that all children can talk about history using the appropriate language. The subject leader ensures that knowledge and skills within history lessons are progressive through the school through monitoring and evaluating. | Children will know more, remember more and understand more about Cornish and British history. Children will be able to think critically about the past and be able to ask and answer questions. They will be able to talk about history using historical language which will be built upon each year. Children will understand and use the key skills: chronological understanding, knowledge and understanding of events in the past, historical interpretation, historical enquiry and organisation and communication. |

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|  | Nursery | Reception | Year 1 | Year 2 |
| **Autumn** | **Black History**  **Black History (All year)**  **Remembrance – Memorial visit and Poppy scattering**  Ongoing throughout the year through continuous provision and enhancements in the provision e.g. multicultural dolls, books, imagery, music etc. 2024-25 - Whole school focus ‘Small’s Big Dream’ by Manjeet Mann.  Ongoing learning about themselves and their families throughout the year (Class Dojo, class displays). Introducing the concept of time passing and special events e.g. class timetable, class birthdays. | **Black History**  Ongoing throughout the year through continuous provision and enhancements in the provision e.g. multicultural dolls, books, imagery, music etc. 2024-25 - Whole school story focus ‘Small’s Big Dream’ by Manjeet Mann.  **Who am I**(Transition to Reception)  Learning about the adults and children in Reception. Talk about familiar adults from their family and community  Describe familiar situations in the past – linked to All About Me books  **Figures in history** who have travelled into space – Neil Armstrong and Tim Peake as well as animals that have made the journey. | **Black History**  Ongoing throughout the year through stories, songs, key figures.  2024-25 - Whole school story focus ‘Small’s Big Dream’ by Manjeet Mann..  **Remembrance Day**  Remembrance lesson in class, including soldier art piece (cross curricular). | **Black History**  Ongoing throughout the year through stories, songs, key figures.  2024-25 - Whole school story focus ‘Small’s Big Dream’ by Manjeet Mann.  **Remembrance Day**  Visit to the war memorial and poppy scattering. |
| **Spring** | Ongoing learning about themselves and their families throughout the year (Class Dojo, class displays). Introducing the concept of time passing and special events e.g. class timetable, class birthdays. | **Cornwall Topic**  Favourite journeys we have made – where did we go, who with? (Famous explorers – linked to Cornwall.)  What is your favourite place in Cornwall?  Inviting someone important to Redruth in to talk to us about our town – Mayor. What is a mine? Who were Cornish miners? How did mines work? Learn about our class mine. Learning about famous influential Cornish women (Rowenna Cade, Helen Glover, Elizabeth Carne)  Classes learn about the mine linked to their class. Trips: Local mine visits. | **Redruth**  This unit focuses on Redruth town focus. Through visits and experiences the children gain an insight into how and why Redruth changed, significantly why people came to Redruth (mining focus).  Trips: Redruth walk, Kresen Kernow  Experiences: Will and Hetty tour of Redruth | **Industrial Revolution**  This unit focuses on why mining in Cornwall stopped and why it may be restarting locally. This unit introduces the key terms, significance, industry and revolution.  Trips: Redruth town, Kresen Kernow, Mines  Visitor: Cornish Lithium |
| **Summer** | Ongoing learning about themselves and their families throughout the year (Class Dojo, class displays). Introducing the concept of time passing and special events e.g. class timetable, class birthdays. | **Important local people**  Who looks after these places around Cornwall? What can we do to look after nature?  **Visits from the Mayor** - Talk about the lives of the people around them and their roles in society – vet, doctor, dentist, mayor, librarian, police officer, firefighter  Trips: St Piran’s Day Parade (Optional) | **Seaside**  This unit focuses on the importance of the Cornish seaside and why the Cornish seaside is so popular. It focuses on how our local beach Portreath has changed whilst also looking at national changes.  Trips: Portreath Talk: Beach lifeguard | **Ocean Explorers**  This unit focuses on the importance of the ocean to where we live. It looks at why people leave Cornwall to explore and what an explorer is. Significant explorers in history and how technology has impacted exploration. Trips: Maritime Museum Visitors: Louise Tremewan |

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| **Chronological Understanding**  ***National Curriculum aim:***  ***For children to develop an awareness of the past, using common words, phrases and historical vocabulary relating to the passing of time. To know where the people and events they study fit within a chronological framework (timeline) and identify similarities and differences between ways of life in different periods.*** | | | |
| EYFS – Reception: Mines, Cornwall Topic | YEAR 1 - Redruth | YEAR 2 – Industrial Revolution | |
| \*I can remember and talk about special times or events for my family and friends.   \*I can remember and talk about significant events in my own life  \*I can order and sequence familiar events.  \*I can talk about images of familiar situations in the past.  **\*I am beginning to use everyday language related to time.**  **Understanding the World**  **Past and Present ELG**  Children at the expected level of development will:  - Talk about the lives of the people around them and their roles in society;  - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;  - Understand the past through settings, characters and events encountered in books read in class and storytelling. | \*I can describe the difference between past and present (within the context of their lives).  \*I can order and sequence some familiar events and objects.  \*I can identify some similarities and differences between ways of life at different times.  \*I can sequence events and record changes within living memory  **(I can use some everyday terms about the passing of time such as 'a long time ago' and 'before'.)** | \* I can order and sequence key events and when they happened on a timeline.  \*I can recognise artefacts/objects from history and sequence them on a timeline.  \*I can recognise that our lives are similar and/or different from the lives of people in the past.  **(I can use common words and phrases associated with the passing of time.)** | |
| **Nursery**  Intent:  Throughout the year children have regular opportunities to talk about themselves and their families. Families are encouraged to upload photos of family events throughout the year to Class Dojo so that children can talk about these to others.  Implementation:  Linking story times to special family events, exploring celebrations throughout the year and discussing what individuals do, finding similarities and differences. Events will include personal events as well as class, year group and whole school events throughout the year. Role play areas in the provision will support children to engage in play linking to their experiences e.g. home area role play encouraging talk about their family.  **Reception**  Intent: Children will learn about local Cornish history through visits to local mines linking to their class names.  Children will have regular opportunities to talk about themselves and their families in small groups as part of our Who Am I transition topic. Families are encouraged to upload photos of family events throughout the year to Class Dojo so that children can talk about these to others. Children will use photos to sequence events and talk about these using language related to time. Events will include personal events as well as class, year group and whole school events throughout the year. Children will use their ‘Who am I?’ books to talk to others about themselves and their families. Children will become familiar with the idea of a timeline and will add events to the timeline throughout the year.  The children will remember and talk about their favourite journeys they have made – where did we go, who with? (Famous explorers – linked to Cornwall.)  They will explore what their favourite place in Cornwall is.  They will experience having an important visitor from our town Redruth such as the Mayor.  The children will begin to learn about mines, What is a mine? Who were Cornish miners? How did mines work?  They will learn about their class mine. They will also learning about famous influential Cornish women (Rowenna Cade, Helen Glover, Elizabeth Carne)    Implementation : Circle time groups, weekly Jigsaw sessions, chatty bag time, time to share Who Am I books during adult led groups and continuous provision time. Linking story times to special family events, exploring celebrations throughout the year and discussing what individuals do, finding similarities and differences.  The sharing of our learning journey floor books throughout the year will enable children to discuss prior learning.  Visits and visitors will enable the children to reflect on occasions and talk about what happened during these times. A large timeline is situated outside the Reception classroom. The children will become familiar with this throughout the year and will gradually add events/people to it. At the beginning of the year the timeline shows when they started Reception and when they were babies, this will be built upon by the children over the year. Visits to the mines linked to their class name will take place and children will find out what life was like for miners working in those mines. All of these events/people will be added to the Reception timeline throughout the year.    Future learning:Yr1 Redruth Unit, Yr2 Industrial Revolution Unit. | **Lesson 1: Q.** Has our town always been like this?  Builds on: EYFS – I can talk about images of familiar situations in the past.  Intent: L.O. To identify how key features of the local area have changed or stayed the same over time.  Implementation: Look at a photograph of Redruth to introduce the unit. Introduce the big question ‘Has our town always been like this?’ Show the enquiry framework and talk through it. Children to share what they know about Redruth. Children to identify and label local landmarks sorting them into things that were build a long time ago or in the last 20 years.  Future learning: Yr1 – Redruth Unit: Lesson 2  Yr2- Industrial Revolution Unit  **Lesson 2: Q**. When did we become a town?  Builds on: EYFS – I can talk about images of familiar situations in the past.  Y1- Redruth - Lesson 1  Intent: L.O. To begin to identify Redruth’s place in history chronologically.  Implementation: Recap on previous learning using the enquiry framework. Introduce question ‘When did we become a town?’ Use resources such as string, chalk, roll paper to create timeline. Talk about key events in history and talk about Redruth at different points in history. Explain that just like a book we go from left to right on a timeline. Children to mark key events on a timeline.  Future learning: : Yr1 – Redruth Unit: Lesson 3  Yr2- Industrial Revolution Unit  **Lesson 3:** What caused Redruth to become a town?  Builds on: EYFS - I can order and sequence familiar events.  Y1- Redruth - Lesson 2  Intent: L.O. To identify that certain events have impacted our area.  Implementation: Recap previous learning; can they remember some of the orders or the events? Introduce key question and explain we will be looking at 1730’s onwards. Explain key reasons for people settling in Redruth and the fact they found copper and tin. Talk about the important machines that were built and how this helped to create deeper mines. Children to write/record what helped Redruth grow as a town.  Future learning: : : Yr1 – Redruth Unit: Lesson 4  Yr2- Industrial Revolution Unit  **Lesson 4:** What can we see around us?  Builds on: Y1- Redruth – Lesson 3  Intent: L.O. To identify what kinds of developments have happened in our town  Implementation: Recap some of the key events that helped the area to grow. Explain the important things that were brought into our town because it was growing, such as gas lights, town hall clock and train station. Talk about the overcrowding in the town and ask the children what they think of this. Children to write/record key facts about ley features discussed in the lesson.  Future learning: Yr1 – Redruth Unit: Lesson 5  Yr2- Industrial Revolution Unit  **Lesson 5:** What has changed or stayed the same?  Builds on: EYFS - I can talk about images of familiar situations in the past. Y1- Redruth - Lesson 4  Intent: L.O. To identify continuity and change in the local area  Implementation: Recap previous lesson and explain we will be using what we have learned to help us in this lesson. Use photographs/google maps to look identify if things are the same or different now e.g. train station. Talk about why things have changed, children to share their ideas. Children to use photographs or key things from previous lesson to sort, saying if they are the same of changed.  Future learning: : Yr2- Industrial Revolution Unit  **Lesson 6: Assessment**  Builds on: EYFS - I can order and sequence familiar events. Y1- Redruth Topic  Intent: L.O. To answer enquiry-based questions  Implementation: Recap enquiry framework and our key question throughout the topic. Recap important elements and explain that we will be responding to the enquiry question. Children to use pictures to help them write/record their findings, explaining what has stayed the same, changed or no longer exists.  Future learning: Yr2- Industrial Revolution Unit  **Enhancement lesson**  **Woman’s History Month – Gracie Briney**  Builds on: Y1- Redruth Topic, specifically linking to Redruth tour with Will and Hetty.  Intent: L.O. To answer enquiry-based questions  Implementation: Recap prior learning from Redruth Unit. Show images of tour with Will and Hetty, map out key findings and see if chn can remember Gracie’s name and any key facts about her, partner talk.  Follow PPT. Chn to record their learning about Gracie and share within table groups. | **Lesson 1: Q;** What is significance?  Builds on: EYFS & Yr1 –I can order and sequence events.  Intent: L.O: To identify what significance is in the local area.  .Implementation: Explore the enquiry framework; introduce key vocabulary/skills that children may be unfamiliar with. Through teacher input children explore things that are significant to them and then significant elements in our local area. Children to write down significant elements of local area, including what and why they chose it.  Future learning: Y2, lesson 3-changes in local history  **Lesson 2: Q.** What does 'Industrial Revolution' mean?  Builds on: EYFS & Yr1-order and sequence some familiar events and objects  Intent: L.O To identify what the term ‘industrial revolution’ means.  Implementation: Recap previous learning and introduce question ‘What is an ‘industrial revolution?’ Discuss the words ‘industry’ and ‘revolution’, then children to discuss what they think ‘industrial revolution’ means. Teacher input about when machines were invented and how they changed people’s lives. Children to write down meaning of industry, revolution and then industrial revolution.  Future learning: Yr3 – I can place some historical periods in a chronological framework.  **Lesson 3: Q.** What were some of the major parts of the IR?  Builds on:Yr1- Identifying some similarities and differences between ways of life at different times.  Intent: L.O. To identify that certain events have impacted our area.  Implementation: Recap terms ‘significant’, ‘industrial’ and ‘revolution’ and then explain why the industrial revolution was so important to Cornwall. Discuss key developments such as machines invented to big deeper into mines and the invention of the steam engine. Discuss the fact that Cornwall was the centre of tin and copper mining world wide and how as this spread around the world Cornwall’s mining declined. Children to add important aspects of the IR to a timeline.  Future learning: YR2 Historical events in our locality and nationally. Year 4-How has mining shaped Cornwall topic.  **Lesson 4: Q.** What did Cornwall become famous for?  Builds on:Yr1- Identifying some similarities and differences between ways of life at different times.  Intent: L.O. To identify the significance of the IR in our area  Implementation: Recap key events that helped the IR to happen. Discuss how the IR specifically impacted our area. Use the website: <https://www.cornwall-calling.co.uk/mines/redruth-mines/redruth-area.htm> look at the number of mines there were in Redruth alone and discuss the impact on the local population and its growth. Children to write about how the population increase, railways/ports and legacy of mining impacted Cornwall throughout the IR.  Future learning: YR2 Historical events in our locality and nationally. Year 4-How has mining shaped Cornwall topic  **Lesson 5: Q.** Why did mining in our area stop?  Builds on:Yr1- Identifying some similarities and differences between ways of life at different times.  Intent: L.O. To identify the causes of the decline of mining in Cornwall during the IR  Implementation: Recap what we learnt about mining during the industrial revolution then explain we will be looking at the decline in mining. Teacher input about the historical importance of the mines, why they are not being used and what happened to them. Talk about the importance of the amount of a particular resource and how this impacts its value. Children to explain three reasons why mining declined in Cornwall.  Future learning: YR2 Historical events in our locality and nationally. Year 4-How has mining shaped Cornwall topic.  **Lesson 6: Q.** Why is mining restarting?  Builds on:Yr1- Identifying some similarities and differences between ways of life at different times.  Intent: L.O. To identify why Cornwall’s mining heritage may continue.  Implementation: Recap last lesson looking at the decline in Cornish mining and explain we will be looking at whether mining in Cornwall is really finished. Discuss Wheal Clifford mine and talk about lithium, a material very important for electronics today. Discuss impacts this could have for Cornwall/Redruth. Children to create poster about lithium mining.  Future learning: YR2 Historical events in our locality and nationally. Year 4-How has mining shaped Cornwall topic.  **Lesson 7: Q.** Assessment  Builds on:Yr1- Identifying some similarities and differences between ways of life at different times.  Intent: L.O. To answer enquiry-based questions  Implementation: Recap enquiry framework look at key question and recap key elements from within the topic. Explain that we will be responding to the enquiry question, children to have time to discuss their learning with their peers. Children to explain how significant the IR was for Cornwall, including how it declined and how lithium mining has impacted the industry.  Future learning: YR2 Historical events in our locality and nationally. Year 4-How has mining shaped Cornwall topic | |
| **Knowledge,Understanding and Interpretation of Historical events, people and changes in the past**  ***National Curriculum aim:***  ***Encouraging children to ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. Understand and identify some of the ways in which past events have and continue to impact on our daily lives. To understand significant people, places and events linked to our locality.*** | | | |
| EYFS | YEAR 1 – Seaside | | YEAR 2 – Ocean Explorers |
| \*I can talk about my family and who is in it.  \*I can show interest in different occupations and ways of life.  \*I recognise and understand that families look different.  \*I understand that people don’t always agree and like/dislike different things.  \*I can look at similarities and differences between characters from stories, including people from the past.  \*I know about a significant Cornish person**(St Piran-parade)Optional**  **Understanding the World**  **Past and Present ELG**  Children at the expected level of development will:  - Talk about the lives of the people around them and their roles in society;  - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;  - Understand the past through settings, characters and events encountered in books read in class and storytelling. | \*I can understand key some events and facts from before my living memory which are significant nationally or globally.  \* I can identify some similarities and differences between ways of life in different periods.**(Cornwall now and then)**  <https://museumofcornishlife.co.uk/visit/>  \*I can describe significant people, places and events linked to Cornish history **(Henry Trengrouse-Life Jacket)**  \*I can relate my own account of an event and understand that others may give a different version. | | \* I can describe events beyond living memory that are significant nationally and globally  I can describe changes within living memory and in aspects of change in national life.  \*I can demonstrate the awareness of the lives of significant individuals in the past who have contributed to national and international achievements and use some to compare aspects of life in different periods.  \*I can describe significant events, people and places in Cornwall. **(Richard Trevithick-Steam Locomotion, Trevithick Day in Camborne)**  \*I Understand that history can be retold differently by different sources or people (Oracy activity not a specific lesson) |
| **Nursery**  Intent:  Throughout the year children have regular opportunities to talk about themselves and their families. Families are encouraged to upload photos of family events throughout the year to Class Dojo so that children can talk about these to others.  Implementation:  Linking story times to special family events, exploring celebrations throughout the year and discussing what individuals do, finding similarities and differences. Events will include personal events as well as class, year group and whole school events throughout the year. Role play areas in the provision will support children to engage in play linking to their experiences e.g. home area role play encouraging talk about their family.  **Reception**  Intent: Children will have regular opportunities to talk about themselves and their families in small groups as part of our Who Am I transition topic. Families are encouraged to upload photos of family events throughout the year to Class Dojo so that children can talk about these to others. Children will use their ‘Who am I?’ books to talk to others about themselves and their families.  During circle times children will have the opportunity to discuss things they like and dislike and learn that others don’t always like the same things. During the festival of St Piran the children about why he is a significant figure in Cornwall, why we celebrate and how we celebrate. The children will take part in the local St Piran’s Day parade through Redruth town centre. The children will learn that people celebrate in different ways.  During topics, where appropriate, the children will learn about significant figures in the past and discuss what they did, why they were significant and how this might relate to their lives now. (eg, first astronauts to walk on the moon, Neil Armstrong, Tim Peake.  The children will explore the local mine linked to their class name and learn about miners who worked there and what life was like for them, comparing with their own.  The children will learn about who looks after these places around Cornwall and what we do can do to look after nature.  Implementation: Circle time groups, chatty bag time, time to share Who Am I books during adult led groups and continuous provision time. Linking story times to special family events, exploring celebrations throughout the year and discussing what individuals do, finding similarities and differences. Celebrating St Piran’s day in school and learning about why we celebrate in Cornwall and how we celebrate, attending the St Piran’s Day parade with the children.  **Visit from the Mayor** - Talk about the lives of the people around them and their roles in society – vet, doctor, dentist, mayor, librarian, police officer, firefighter  Future learning: Yr1 & Yr2 Significant Cornish individuals, Henry Trengrouse and William Murdoch. | **Lesson 1: Q.** When did people start going on holiday to the seaside?  Builds on: EYFS – I can order and sequence familiar events.  Intent: L.O. To understand when seaside holidays to Cornwall began.  Implementation: What do we know about the seaside – Teacher mind map children’s ideas. Show photographs of seaside holidays from the past. Introduce timeline and refer to Redruth unit, what do the children remember about timelines? Talk about the first seaside holidays in the in 1700’s and the fact that this was only for the very rich. Talk about the invention of the railways (1840s) and the fact that this meant people could get to Cornwall more easily. Children to add key dates to their timeline and write a sentence to explain when holidays in Cornwall began.  Future learning: Yr1 – Seaside: Lesson 2  Yr2 Ocean Explorers Unit  **Lesson 2: Q.** What made seaside holidays popular?  Builds on: Y1 Lesson 1  Intent:L.O. To understand what made seaside holidays to Cornwall popular.  Implementation: Recap previous learning and refer to enquiry framework. Children to discuss why they think people enjoyed going to the seaside and feedback ideas to teacher. Share historical photographs from Cornwall seaside destinations showing what people did at the seaside. Children to create their own mind map with reasons why Cornwall seaside holidays were popular.  Future learning: Yr1 – Seaside: Lesson 3  Yr2 Ocean Explorers Unit  **Lesson 3: Q.** What did the seaside look like?  Builds on: Y1 Lesson 2  Intent: L.O. To understand what it used to look like at the seaside.  Implementation: Recap previous learning, children to talk to their partners about what people did at the seaside. Introduce question using enquiry framework and show photographs of the seaside in the past. Show historical photographs from Portreath. Highlight mining and shipping of minerals from Portreath. Highlight clothing, food, activities using historical photographs. Include life jacket invention by **Henry Trengrouse** - Children to label photographs and write a sentence/ sentences about their key findings.  Future learning: Yr1 – Seaside: Lesson 4  Yr2 Ocean Explorers Unit  **Lesson 4: Q.** What can we see at the seaside now?  Builds on: Y1 Lesson 3  Intent: L.O. To explain what we see at the seaside now.  Implementation: Recap previous learning, use enquiry framework to introduce new key question. Children to talk to talk partner about what they remember seeing at the seaside. Teacher model mind map. Show photographs of activities, landmarks, outfits that we see at the seaside, use Portreath were possible. Include activities such as surfing and clothing such as wetsuits. Include modern day life jacket. Children to create drawings to represent what they see at the seaside and label, then add to large seaside class display.  Future learning: Yr1 – Seaside: Lesson 5  Yr2 Ocean Explorers Unit  **Lesson 5: Q.** What has changed or stayed the same?  Builds on: Y1 Lessons 3 and 4  Intent: L.O. To identify what has changed or stayed the same at the seaside.  Implementation: Recap previous two lessons using ppt. Explain that we are looking for things that are the same and things that have changed. Highlight key areas including seaside activities, clothing, food, transport. Children to organise photographs into two groups, things that have stayed the same and things that have changed. Children to write about their favourite seaside findings e.g. People used to get the train to the seaside but now most people travel by car.  Future learning: Yr2 Ocean Explorers Unit  **Lesson 6: Q.** Assessment  Builds on: Yr1 Seaside Unit  Intent: L.O. To answer enquiry based questions.  Implementation: Recap enquiry framework look at key question and recap key elements from within the topic. Explain that we will be responding to the enquiry question, children to have time to discuss their learning with their peers. Children to complete quiz on the topic and share their learning with the class. Teacher to write learning a as mind map for evidence.  Future learning: Yr2 Ocean Explorers Unit  **Enhancement Lesson**  **Key figure – Henry Trengrouse**  Builds on: Y1 Seaside Unit  Intent: L.O. To learn about a Henry Trengrouse  Implementation: Retrieval task – photograph of first lifeboats uses, what can they recall – TTYP.  Key vocab introduced – follow PPT, detail key facts about HT, ensure children understand the term inventor, also linked to WM from Redruth unit. Show images of ‘The Rocket’ and have time to respond with partners and then feedback time. Model writing key words.  Children to respond sharing key findings about HT, drawing, writing, diagrams. | | **Lesson 1:Q.** Why is the ocean so important to where we live?  Builds on: Y1 Changes within our area and seaside.  Intent: To understand the importance of the ocean to where we live.  Implementation: Children to label the 5 Oceans and 7 continents on blank map. Watch <https://www.youtube.com/watch?v=gFIS3aLQPfs> and see if they were correct or correct their labels.  Discuss the ocean that surrounds Cornwall and introduce LO and go through PP. Discuss the shape of the landscape and key activities that take place around the coast. Children to work in mixed ability pairs to organise key facts onto blank map of Cornwall.  Future learning: Yr2 Ocean Explorers - Lesson 2  **Lesson 2: Q.** Why did some people leave Cornwall to explore further away?  Builds on: Y1 - Changes within our area and seaside. Y2 – Ocean Explorers Lesson 1.  Intent: L.O. To understand why the Cornish explore further than our seaside.  Implementation: Recap historical facts from previous lesson. Introduce LO and discuss why people moved out of Cornwall 180 years ago. Go through ppt. Watch [**https://www.youtube.com/watch?v=0hRKSw56ej8**](https://www.youtube.com/watch?v=0hRKSw56ej8)  Children to think about how they would feel if they had to leave Cornwall. Children to draw immigration routes taken by the Cornish. Label countries and mining resources and write facts about why Cornish people left Cornwall.  Future learning: Yr2 Ocean Explorers - Lesson 3  YR 4 – Mining topic  **Lesson 3: Q.** Which local person has explored further than our seaside?  Builds on: Y1 - Changes within our area and seaside. Y2 – Ocean Explorers Lesson 2.  Intent: L.O. To investigate who has locally explored further than our seaside.  Implementation: Recap previous learning about why some people left Cornwall to travel further away.  Introduce Louise Tremewan, does anyone know who this is? Explain that she is a local teacher who is also an ocean explorer. Discuss the reasons she decided to explore the ocean and what she did.  Then talk about the impacts of her actions. Children to create their own fact sheet about Louise Tremewan.  Future learning: Yr2 Ocean Explorers - Lesson 4  **Lesson 4: Q.** What is an explorer?  Builds on: Y1-Changes within our area and seaside. Y2 – Ocean Explorers Lesson 3.  Intent: L.O. To create a timeline of historical to modern ocean explorers.  Implementation:Recap previous learning and in triad’s label hot and cold countries. Teacher ask – What is a timeline? Explain how it illustrates blocks of time in the past when significant events happened. Watch videos on Cook and Columbus. <https://www.bbc.co.uk/bitesize/topics/zhpchbk/articles/znchkmn>  <https://www.youtube.com/watch?v=UqSREQY-7sE>  Children to think about if and why they would like to be an explorer. Children to stick explorer pictures onto the timeline and add dates and information about the explorer.  Future learning: Yr2 Ocean Explorers - Lesson 5  **Lesson 5: Q.** Who do you think is the most significant explorer and why?  Builds on: Y1-Changes within our area and seaside.  Y2 – Ocean Explorers Lesson 4.  Intent: L.O. To research and interpret information about a significant explorer.  Implementation:Recap previous learning, can they remember explorers and facts from the timeline, teacher model on board. Introduce LO and explain we are going to be researching explorers. Show children BBC link they can use for researching [*https://www.bbc.co.uk/teach/class-clips-video/ks2-explorers/zjh8bdm*](https://www.bbc.co.uk/teach/class-clips-video/ks2-explorers/zjh8bdm)  Children to use resources available to create a fact sheet for their chosen explorer.  Future learning: Year 4-How has mining shaped Cornwall topic  **Lesson 6: Q.** How has modern technology made exploration easier?  Builds on: Y1-Changes within our area and seaside.  Y2 – Ocean Explorers Lesson 5.  Intent: L.O. To understand how modern technology has made exploration easier.  Implementation:Recap previous learning, can they remember key facts from their significant explore, teacher model on board. Introduce LO and explain we are going to exploring how modern technology made exploration easier. Children to learn about different ways technology has made it easier, quicker and safe r to explore.  Children to use resources to create a comparison piece comparing historical and modern technology.  Future learning: Year 4-How has mining shaped Cornwall topic  **Lesson 7: Q.** Assessment  Builds on: Y1-Changes within our area and seaside.  Y2 – Ocean Explorers Topic  Intent: L.O. To answer enquiry-based questions  Implementation: Recap enquiry framework look at key question and recap key elements from within the topic. Explain that we will be responding to the enquiry question, children to have time to discuss their learning with their peers. Children to complete quiz on the topic and share their learning with the class. Teacher to write learning on board for evidence.  Future learning: Year 4-How has mining shaped Cornwall topic |
| **Historical Enquiry**  **At Trewirgie Infants’ & Nursery school, Children are supported to use and develop their Historical Enquiry skills in every lesson.**  ***National Curriculum aim:***  **Children should use a wide vocabulary of everyday historical terms when talking about their knowledge and understanding of history. Inspired by knowledge to ask and answer questions to find out about the past and identify different ways it can be represented. Be able to use a range of sources to find out key features of events.** | | | |
| EYFS | YEAR 1 | | YEAR 2 |
| \*I am beginning to understand my own life-story and family history.  Understanding the World  Past and Present ELG  Children at the expected level of development will:  - Talk about the lives of the people around them and their roles in society;  - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;  - Understand the past through settings, characters and events encountered in books read in class and storytelling. | \*I can make simple observations about different people, events, beliefs and communities.  \*I can Use sources to answer and ask simple questions about the past.  \*I can Identify some of the basic ways in which the past can be represented.  \*I can choose parts of stories and other sources to show what they know about the past. | | \*I can ask and answer questions about the past through observing and handling a range of sources – asking why/what/who/how/where questions to find answers.  \*I can form ideas about why things may change over time.  \*I can recognise and explain some simple reasons why people in the past acted as they did.  \*I can retell parts of stories and other sources of information to show what I know about significant people and events. |