



Whipton Barton Federation History Long-Term Curriculum Map

At Whipton Barton Federation, we believe that high-quality History lessons inspire children to want to know more about the past and to think and act as historians.

Children in our Reception classes begin to learn the concept of History as they develop an awareness of past events in their own lives. Throughout the year they remember special events such as their birthdays and other significant times such as celebrations at Christmas, Easter, Bonfire Night and Eid. Children are introduced to the concept of a timeline as they look closely at how things change over time including plants, animals and the chronology of their own lives by thinking about how they are changed since they have been born. In our 'Emergency' topic at the beginning of the year we look and discuss how emergency vehicles have changed over time. We look closely at pictures and discuss together what we can see that is the same or different and what are the main changes that have occurred over time. For example, when looking at pictures of different fire engines we discovered that people used to have to push them to the fire and then pump the water onto the fire using small buckets. Pictures and objects from the past often fascinate children in the Early Years and offer them a chance to understand the concepts of change and continuity.

The History curriculum in Key Stage One and Key Stage Two seeks to give pupils a solid foundation and broad overview in some of the most important periods, events and themes in British and world history. It is comprehensive but necessarily selective. The curriculum gives pupils a strong grounding in British history and in Key Stage 2, is taught chronologically from the first settlements through Roman Britain, the Vikings, Anglo-Saxons, the medieval period and up to the Industrial Revolution and touching on Britain during the two World Wars.





While studying these periods the units explore themes of change and continuity, perspective and power. The units exploring world history have been carefully selected to provide global coverage and introduce a number of themes.

In Year 3, the unit on Ancient Greece introduces key ideas around power and its legitimacy. The Shang Dynasty gives insight into the progress and achievements in China at a time when there was much less occurring in Europe. Whilst in Year 4, children develop their knowledge of Roman Britain before studying the Anglo-Saxons and Scots and ending with the Vikings. In Year 5, the unit on the Benin Kingdom challenge the narrative often prevalent in the teaching of African history – celebrating a highly successful civilisation while introducing the slave trade. Finally, in Year 6, the unit on Civil Rights examines the way black people have been treated in the USA, through the Civil Rights movement and Dr King, right the way to the Black Lives Matter movement. By bringing pupils up to the present day – in the case of Civil Rights and the Middle East – the curriculum demonstrates the importance of past events in shaping the world of today.



Throughout the curriculum, connections and comparison are made between events and individuals: the unit on the industrial revolution exploring the Great Reform Act by taking pupils from the Magna Carta through the changing seat of power in England over the subsequent six hundred years. Pupils are taught the substantive content which defines each period. This knowledge is meticulously planned and regularly revisited and elaborated upon.

More abstract concepts, too, are carefully developed so that pupils gain an increasingly sophisticated understanding of, for example, kingship or empire. However, it is not only substantive knowledge that is taught. The disciplinary skills of history, such as source analysis, interpretation, perspective, continuity and change are all explicitly taught and practised. Children then apply these skills and knowledge by writing an essay at the end of each unit. In Key Stage 1, children recall significant facts and answer key questions; in Lower Key Stage 2, this progresses into longer Information Texts; in Year 5, children write a persuasive argument; and in Year 6, children write a balanced argument based on what they have learnt.



The curriculum is deliberately ambitious. It challenges pupils to make connections across time and place and sets up pupils for, we hope, a life-long love and understanding of an important subject, while providing a foundation of understanding that will make them curious, active citizens of this country and the world.

We develop children with the following essential characteristics to help them become historians:

-  An excellent knowledge and understanding of people, events and contexts from a range of historical periods, including significant events in Britain's past;
-  The ability to think critically about history and communicate ideas confidently to a range of audiences;
-  The ability to support, evaluate and challenge their own and others' views using historical evidence from a range of sources;
-  The ability to think, reflect, debate, discuss and evaluate the past by formulating and refining questions and lines of enquiry;
-  A respect for historical evidence and the ability to make critical use of it to support their learning;
-  A desire to embrace challenging activities, including opportunities to undertake high-quality research across a range of history topics;
-  A developing sense of curiosity about the past and how and why people interpret the past in different ways.



Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Reception	<p>Children in our Reception classes begin to learn the concept of history as they develop an awareness of past events in their own lives. Throughout the year they remember special events such as their birthdays and other significant times such as celebrations at Christmas, Easter, Bonfire Night and Eid. Children are introduced to the concept of a timeline as they look closely at how things change over time including plants, animals and the chronology of their own lives by thinking about how they are changed since they have been born. In our 'Emergency' at the beginning of the year we look and discuss how emergency vehicles have changed over time. We look closely at pictures and discuss together what we can see that is the same or different and what are the main changes that have occurred over time. For example, when looking at pictures of different fire engines we discovered that people used to have to push them to the fire and then pump the water onto the fire using small buckets. Pictures and objects from the past often fascinate children in the Early Years and offer them a chance to understand the concepts of change and continuity.</p>					
Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Key Knowledge						
Year 1	<p style="text-align: center;">Dinosaurs</p>  <p>I can ask simple questions that I would like answered about dinosaurs.</p> <ul style="list-style-type: none">  Understand that dinosaurs are animals.  Understand that dinosaurs lived a long time ago and aren't alive now.  Be able to think of questions about dinosaurs that you would like to be answered. <p>I can understand how fossils give us information about dinosaurs and the past.</p>		<p style="text-align: center;">Ancient Egypt</p>  <p>I can think of questions I would like answered about life in Ancient Egypt.</p> <ul style="list-style-type: none">  Begin to think about what Ancient Egypt might have been like.  Share any ideas about Ancient Egypt they might already have.  Ask basic questions about Ancient Egypt. <p>I can understand why the River Nile was important to Ancient Egyptians.</p>		<p style="text-align: center;">Significant Sports Stars</p>  <p>I can understand what the ancient Olympics were like.</p> <ul style="list-style-type: none">  Understand what the Olympics are.  Understand some of the similarities between the ancient and modern Olympics.  Understand some of the differences between the ancient and modern Olympics. <p>I can name some of the different sports from the ancient Olympics.</p>	



	<ul style="list-style-type: none">Know that humans weren't alive when dinosaurs were.Begin to understand what a fossil is and how they gave us information about dinosaurs.Understand how palaeontologists dig up fossils. <p>I can find out about a dinosaur using different sources of information.</p> <ul style="list-style-type: none">Be able to identify different features of different species of dinosaur.Be able to use simple sources to find out basic information about a dinosaur.Be able to answer simple questions verbally or by writing. <p>I can understand where dinosaurs lived.</p> <ul style="list-style-type: none">Begin to understand that the land on the earth was once all joined together.Understand that different dinosaurs lived on land, in the sea and flew in the air.Understand that dinosaurs once lived on the land where we live now. <p>I can understand the different events that may have made the dinosaurs become extinct.</p> <ul style="list-style-type: none">Understand that dinosaurs are extinct.	<ul style="list-style-type: none">Understand that Ancient Egypt happened a long time ago.Know where Egypt and the river Nile are.Understand the different reasons why the river Nile was important to Ancient Egyptians. <p>I can compare life in Ancient Egypt with life today.</p> <ul style="list-style-type: none">Understand that Ancient Egypt happened a long time ago.Understand some of the similarities and differences between Ancient Egypt and life today.Understand how we find out about the past using different sources of information. <p>I can understand how writing was used in Ancient Egypt.</p> <ul style="list-style-type: none">Understand what hieroglyphics are.Understand why people wrote things down.Understand why the Rosetta Stone is important. <p>I can understand who Tutankhamun was and how we know about him.</p>	<ul style="list-style-type: none">Know some of the sports from the ancient Olympics.Think about how some of these sports are in the modern Olympics.Know how some of the equipment was used. <p>I can understand who Jesse Owens was and why he is important.</p> <ul style="list-style-type: none">Know when Jesse Owens was competing in the Olympics.Know that Jesse Owens broke World Records and won many gold medals.Know that he proved Hitler wrong during the 1936 Olympics.Understand that some people treated Jesse Owens differently because of the colour of his skin. <p>I can understand who Ellie Simmonds is and why she is important.</p> <ul style="list-style-type: none">Know what the Paralympics are and what Paralympian means.Understand how hard Ellie Simmonds trains.Understand how Ellie Simmonds inspires other people.
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	<ul style="list-style-type: none"> 🌀 Begin to understand some of the ways that dinosaurs died out. 🌀 Be able to imagine what it might be like to live alongside dinosaurs. <p>I can place key events in the order of when they happened.</p> <ul style="list-style-type: none"> 🌀 Understand that simple words relating to the passing of time, e.g. before, after, a long time ago. 🌀 Understand that the dinosaurs lived a long time before us. 🌀 Be able to order some events that have happened, including some that have happened to you. 		<ul style="list-style-type: none"> 🌀 Understand that pharaohs were the kings and queens of Ancient Egypt. 🌀 Know who Tutankhamun was. 🌀 Understand what was found in his tomb and what it tells us about him. <p>I can recall key facts from our History learning about Ancient Egypt.</p> <ul style="list-style-type: none"> 🌀 Recall facts that you have learnt this term about Ancient Egypt. 🌀 Use your best fancy handwriting. 🌀 Use full stops and capital letters. 		<p>I can understand how sport has changed in the past 80 years since Jesse Owens was competing.</p> <ul style="list-style-type: none"> 🌀 Understand how athletes' equipment has improved. 🌀 Understand how training and techniques have improved. 🌀 Be able to identify items from the past and the present. 	
<p>Hooks</p>	<p>Dinosaur in the classroom, foot prints, classroom is messy etc. To explore - child led.</p>		<p>Ancient Egyptian Day _ Torquay Museum. Children will take part in an immersive experience to explore some activities that support their understanding of life during this period.</p>		<p>Olympic Games Videos</p>	
<p>Final Outcome</p>	<p>Create a book of facts about dinosaurs. Children will recall and record a fact about dinosaurs, facts will be added to a class book.</p>		<p>Children should record key dates and events based on their learning in an essay displaying all of the knowledge that they have learned.</p>		<p>To write a booklet that showcases their learning</p> <p>Title: I can recall key facts from our History learning about Significant Sports Stars.</p>	



NC Objectives	National Curriculum Coverage
	<p>Chronological understanding</p> <ul style="list-style-type: none">🌀 Place known events and objects in chronological order. Year 1 – Dinosaurs, Year 1 – Ancient Egypt, Year 1 – Significant Sports Stars🌀 Use common words and phrases relating to the passing of time. Year 1 – Dinosaurs, Year 1 – Ancient Egypt, Year 1 – Significant Sports Stars🌀 Sequence events and recount changes within living memory. Year 1 – Significant Sports Stars <p>Historical enquiry</p> <ul style="list-style-type: none">🌀 Find answers to some simple questions about the past from simple sources of information. Year 1 – Dinosaurs, Year 1 – Ancient Egypt, Year 1 – Significant Sports Stars🌀 Describe some simple similarities and differences between artefacts. Year 1 – Dinosaurs, Year 1 – Ancient Egypt, Year 1 – Significant Sports Stars🌀 Ask and answer relevant basic questions about the past. Year 1 – Dinosaurs, Year 1 – Ancient Egypt, Year 1 – Significant Sports Stars🌀 Sort artefacts from 'then' and 'now'. Year 1 – Significant Sports Stars <p>Historical interpretations</p> <ul style="list-style-type: none">🌀 Relate his/her own account of an event and understand that others may give a different version. Year 1 – Significant Sports Stars <p>Organisation and communication</p> <ul style="list-style-type: none">🌀 Talk, draw or write about aspects of the past. Year 1 – Dinosaurs, Year 1 – Ancient Egypt, Year 1 – Significant Sports Stars <p>Understanding of events, people and changes</p> <ul style="list-style-type: none">🌀 Understand key features of events. Year 1 – Dinosaurs, Year 1 – Ancient Egypt, Year 1 – Significant Sports Stars🌀 Identify some similarities and differences between ways of life in different periods. Year 1 – Ancient Egypt



Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Key Knowledge						
<p>Year 2</p>	<p style="text-align: center;">Vile Victorians</p>  <p>I can ask questions that I would like answered about the Victorians.</p> <ul style="list-style-type: none"> • Understand that the 'Victorians' is the name given to the people who lived when Queen Victoria was queen. • Understand that they lived over 100 years ago and life was very different then. • Be able to think of questions about the Victorians that you would like to be answered. <p>I can compare the lives of Victorians with my own life now.</p> <ul style="list-style-type: none"> • Understand the differences between rich and poor Victorians. • Understand how different life in Victorian times was compared with life now. 		<p style="text-align: center;">The Great Fire of London</p>  <p>I can think of questions I would like answered about the Great Fire of London.</p> <ul style="list-style-type: none"> • Understand how the buildings in London were different in the past. • Be able to compare past and present London to say what things are different and similar. • Think of questions that you would like answered about 17th Century London and the Great Fire. <p>I can order the key events of the Great Fire of London.</p> <ul style="list-style-type: none"> • Know when the fire happened and where. • Understand how the fire started. • Understand why it spread so quickly. • Understand how it was put out. 		<p style="text-align: center;">World War II</p> <p style="text-align: center;">VE Day</p>  <p>I can understand how World War II began.</p> <ul style="list-style-type: none"> • Understand who Adolf Hitler was. • Understand which countries were involved in the start of the war. • Understand which countries fought together and who they fought against. • Be able to locate some of these countries on a map. <p>I can understand what happened during the Battle of Britain.</p> <ul style="list-style-type: none"> • Understand what the Battle of Britain was. • Understand why the Battle of Britain happened. • Order key events of the Battle of Britain. 	



	<p>⚙ Be able to say/write sentences to compare life in Victorian times with life now.</p> <p>I can understand how we know about Victorian life.</p> <ul style="list-style-type: none">⚙ Understand how Historians use a range of real objects to learn about the past.⚙ Understand how we can use books, the internet etc. to find out about the past.⚙ Use non-fiction texts to find out some facts. <p>I can learn about the life of Florence Nightingale.</p> <ul style="list-style-type: none">⚙ Understand who Florence Nightingale was.⚙ Understand what significant things that she did during her lifetime.⚙ Understand why those things were important. <p>I can compare the life of Mary Seacole with that of Florence Nightingale.</p> <ul style="list-style-type: none">⚙ Understand who Mary Seacole was and why she is significant.⚙ Understand who Florence Nightingale was and why she is significant.	<p>I can understand how we know about the Great Fire of London.</p> <ul style="list-style-type: none">⚙ Understand what an artefact is.⚙ Understand how some sources of information are useful.⚙ Understand how some sources of information are useless. <p>I can understand how London was rebuilt after the Great Fire.</p> <ul style="list-style-type: none">⚙ Understand what London was like before the fire and why it spread so quickly.⚙ Understand how the fire eventually stopped.⚙ Understand what would make London safer. <p>I can compare aspects of life in 1666 with life in the present day.</p> <ul style="list-style-type: none">⚙ Describe some ways in which how we live now is similar and different to 1666.⚙ Talk about the similarities and differences between jobs in 1666 and now.⚙ Think about what job role you would have most/least like to have done in 1666 and why.⚙ Act out some of the job roles from 1666.	<p>I can understand what happened in the blitz and how people used shelters to protect themselves.</p> <ul style="list-style-type: none">⚙ Know what 'the blitz' means.⚙ Understand what happened to Plymouth during the blitz.⚙ Identify Anderson and Morrison shelters and explain how they were used. <p>I can understand what it was like to be a child during the war.</p> <ul style="list-style-type: none">⚙ Understand what happened during the evacuation.⚙ Understand what it would have been like to be an evacuee.⚙ Understand what it would have been like to have stayed in the city during the blitz. <p>I can understand how World War II changed national life in Britain.</p> <ul style="list-style-type: none">⚙ Understand what food rationing was.⚙ Understand why food had to be rationed during WW2.⚙ Understand what 'make do and mend' was. <p>I can understand what VE Day is and why it is still remembered today.</p>
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	<ul style="list-style-type: none">Understand how their lives were the same and how they were different.		<p>I can describe the key events of the Great Fire of London.</p> <ul style="list-style-type: none">Recall facts that you have learnt this term about the Great Fire of London.Be able to describe key events in the order that they happened.Use full stops and capital letters correctly.		<ul style="list-style-type: none">Know that VE Day means 'Victory in Europe' Day.Understand what happened on this day.Understand why this day is remembered.	
Hooks	<p>Children will explore a variety of artefacts and discuss how they were used during the Victoria Era.</p> <p>Life in Victorian Times – A must for those studying Victorian history or local studies. Lots of nice objects used by Victorian people in Mid Devon.</p>		<p>Upon returning to the classroom, the children will 'find' Samuel Pepys Diary in the treasure chest. The children will hear an excerpt from the diary and discuss what might happen next.</p>		<p>'Air raid'</p> <p>Air raid shelters (classroom) with props e.g. gas mask, flashing lights can be found online, smoke machine (optional for added affect), song sheets, posters to stick around the room to make the shelter look realistic and to discuss the impact this had on children during the war.</p>	
Final Outcomes	<p>To create a fact file about life during the Victorian Era. Each section should demonstrate an understanding of each key enquiry question.</p>		<p>Timeline – Create a timeline of the key events of the GFOL. To be displayed and shared with Y3 for English unit.</p> <p>Why did the fire spread so easily? House burning in the playground.</p>		<p>To write an essay that showcases their learning answering a key enquiry question.</p> <p>'How did World War II begin?'</p> <p>VE day 'Street Party' – food prepared using traditional menu</p>	



National Curriculum Coverage

NC Objectives

Chronological understanding

- 🌀 Show an awareness of the past, using common words and phrases relating to the passing of time. *Year 2 – Vile Victorians, Year 2 – The Great Fire of London, Year 2 – World War II VE Day*
- 🌀 Describe where people and events studied fit within a chronological framework and identify similarities and differences between ways of life in different periods. *Year 2 – Vile Victorians, Year 2 – The Great Fire of London, Year 2 – World War II VE Day*

Historical enquiry

- 🌀 Ask and answer questions, choosing and using parts of stories and other sources to show that he/she knows and understands key features of events. *Year 2 – Vile Victorians, Year 2 – The Great Fire of London, Year 2 – World War II VE Day*
- 🌀 Show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented. *Year 2 – Vile Victorians, Year 2 – The Great Fire of London, Year 2 – World War II VE Day*

Historical interpretations

- 🌀 Describe changes within living memory and aspects of change in national life. *Year 2 – Vile Victorians, Year 2 – World War II VE Day*
- 🌀 Describe events beyond living memory that are significant nationally or globally e.g. the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries. *Year 2 – Vile Victorians, Year 2 – The Great Fire of London,*
- 🌀 Describe significant historical events, people and places in his/her own locality. *Year 2 – World War II VE Day*

Organisation and communication

- 🌀 Use a wide vocabulary of everyday historical terms. *Year 2 – Vile Victorians, Year 2 – The Great Fire of London, Year 2 – World War II VE Day*
- 🌀 Speak about how he/she has found out about the past. *Year 2 – Vile Victorians, Year 2 – The Great Fire of London, Year 2 – World War II VE Day*
- 🌀 Record what he/she has learned by drawing and writing. *Year 2 – Vile Victorians, Year 2 – The Great Fire of London, Year 2 – World War II VE Day*

Understanding of events, people and changes

- 🌀 Discuss the lives of significant people in the past who have contributed to national and international achievements and use some to compare aspects of life in different periods. *Year 2 – Vile Victorians, Year 2 – World War II VE Day*



Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Key Knowledge						
<p>Year 3</p>	<p>Prehistoric Britain</p>  <p>How do we know about life in the Stone Age?</p> <ul style="list-style-type: none"> How scientists learn about this period. How people travelled across the world. <p>Which animals lived during The Ice Age?</p> <ul style="list-style-type: none"> Some of the creatures that were alive during The Ice Age. The difference between extant and extinct. <p>What were the different periods in the Stone Age?</p> <ul style="list-style-type: none"> The three different Stone Ages. How life developed through those periods. <p>What was life like in a Stone Age settlement?</p> <ul style="list-style-type: none"> What a nomadic life-style was like. 		<p>The Shang Dynasty</p>  <p>How do we know about the Shang Dynasty?</p> <ul style="list-style-type: none"> When the Shang Dynasty existed. Where the Shang Dynasty was. The different things people left behind. <p>How did the Shang Dynasty begin?</p> <ul style="list-style-type: none"> Who the first leader of the Shang was. How the Shang civilisation was so successful. <p>What was life like for people in the Shang Dynasty?</p> <ul style="list-style-type: none"> What people ate. What people did for work. How life was different for rich and poor people. <p>What did the Shang people believe?</p>		<p>Ancient Greece</p>  <p>How was Ancient Greece organised?</p> <ul style="list-style-type: none"> Where Ancient Greece was. The different city states that existed in Ancient Greece. How the different states were governed and ruled. <p>What was the Golden Age of Greece?</p> <ul style="list-style-type: none"> The cultural achievements of Greece including; theatre, architecture and philosophy. The birth of democracy. <p>What did the Greeks believe?</p> <ul style="list-style-type: none"> The major Greek Gods. How Athens got its name. What Greeks believed happened when people died. <p>Where did the Olympic Games begin?</p> <ul style="list-style-type: none"> Where the ancient Olympic Games were held. What events took place. 	



	<ul style="list-style-type: none"> The impact on people of building permanent homes. <p>How did the Bronze Age change how humans lived?</p> <ul style="list-style-type: none"> How Bronze is made. The case study of the Beaker People. <p>Who were the Celts and what was life like for them?</p> <ul style="list-style-type: none"> Why the Celts used iron. What impact iron had on the lives of the Celts. 		<ul style="list-style-type: none"> The religions of the Shang people. The importance of ancestors to the Shang people. What the 'Mandate of Heaven' was. Who was Fu Hao? The role that Fu Hao played in the Shang Dynasty. What we can learn from a tomb. <p>How did the Shang Dynasty end?</p> <ul style="list-style-type: none"> The achievements of the Shang Dynasty. The role of King Zhou in the end of the Shang Dynasty. 		<ul style="list-style-type: none"> Who was allowed to compete? <p>Who won the Peloponnesian War?</p> <ul style="list-style-type: none"> The differences between Athens and Sparta. The Spartans elite army. How Athens tried to defend itself. <p>Why was Alexander so great?</p> <ul style="list-style-type: none"> Who Alexander the Great was. Which countries he conquered. How he conquered them so successfully. The legacy he left behind. 	
<p>Hooks</p>	<p>Children will explore a variety of artefacts and discuss how they were used in Prehistoric Britain</p> <p>Stone to Iron Age – Two boxes available containing lots of lovely materials and replica objects: the first also includes storytelling resources.</p>		<p>Research session using books acquired from the library service that are relevant to this unit. Children should gather facts about this period in history and share what they have discovered. Facts should be added to the WW.</p>		<p>Ancient Greece Day</p> <p>Children will take part in an immersive experience to explore some activities that would have been popular within Ancient Greece. Children will also have the chance to try food, similar to that which they Ancient Greeks would have eaten.</p>	
<p>Final Outcomes</p>	<p>Create a detailed timeline that demonstrates their knowledge of what happened during this period of British history. Children should record key dates and events based on their learning.</p>		<p>To create a fact file about the Shang Dynasty. Each section should demonstrate an understanding of each key enquiry question.</p>		<p>Essay</p> <p>To write an essay that showcases their learning answering a key enquiry question. 'How did the Ancient Greeks leave their mark on the world?'</p>	



National Curriculum Coverage

NC Objectives

Chronological understanding

- Use an increasing range of common words and phrases relating to the passing of time. *Year 3 Prehistoric Britain, Year 3 - Shang Dynasty, Year 3 - Ancient Greece*
- Describe where the people and events studied fit within a chronological framework and identify similarities and differences between ways of life in different periods. *Year 3 Prehistoric Britain, Year 3 - Shang Dynasty, Year 3 - Ancient Greece*
- Describe memories of key events in his/her life using historical vocabulary. *Year 3 - Ancient Greece*

Historical enquiry

- Ask and answer questions, choosing and using parts of stories and other sources to show that he/she knows and understands key features of events. *Year 3 Prehistoric Britain, Year 3 - Shang Dynasty, Year 3 - Ancient Greece*
- Show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented. *Year 3 Prehistoric Britain, Year 3 - Shang Dynasty, Year 3 - Ancient Greece*

Historical interpretations

- Describe significant historical events, people and places in his/her own locality. *Year 3 Prehistoric Britain,*
- Describe events beyond living memory that are significant nationally or globally e.g. the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries. *Year 3 - Ancient Greece*

Organisation and communication

- Speak about how he/she has found out about the past. *Year 3 Prehistoric Britain, Year 3 - Shang Dynasty, Year 3 - Ancient Greece*
- Record what he/she has learned by drawing and writing. *Year 3 Prehistoric Britain, Year 3 - Shang Dynasty, Year 3 - Ancient Greece*

Understanding of events, people and changes

- Describe changes in Britain from the Stone Age to the Iron Age. *Year 3 Prehistoric Britain,*
- Describe the achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China. *Year 3 - Shang Dynasty*
- Describe a study of Ancient Greek life and achievements and their influence on the western world. *Year 3 - Ancient Greece*
- Describe a study of an aspect or theme in British history that extends his/her chronological knowledge beyond 1066. *Year 3 Prehistoric Britain*



Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Key Knowledge						
<p>Year 4</p>	<p style="text-align: center;">Roman Britain</p>  <p>How did the Roman Empire become so powerful?</p> <ul style="list-style-type: none"> ⊗ How Rome began. ⊗ How Rome became a Republic. ⊗ About the Punic wars. ⊗ About Julius Caesar and dictatorship. <p>How did the Romans conquer Britain?</p> <ul style="list-style-type: none"> ⊗ What life in Britain was like in 43 CE. ⊗ The difference between the Roman and Celtic armies. ⊗ How the Romans built up new towns and cities. <p>Why did Boudicca lead a revolt against the Romans?</p> <ul style="list-style-type: none"> ⊗ The Iceni tribe under Prasutagus. ⊗ What happened when Prasutagus died. ⊗ How Boudicca defeated the Romans in several battles. <p>How did the Romans change Britain?</p>		<p style="text-align: center;">Anglo-Saxons and Scots</p>  <p>Who were the Anglo-Saxons?</p> <ul style="list-style-type: none"> ⊗ Why it is important for us to learn about the Anglo-Saxons. ⊗ Who occupied Britain in the 5th Century. ⊗ Where the Anglo-Saxons came from and where they settled. ⊗ Why the Anglo-Saxons invaded. <p>How do we know about the Anglo-Saxons?</p> <ul style="list-style-type: none"> ⊗ What evidence we have of life in Anglo-Saxon times. ⊗ About the Staffordshire Hoard. ⊗ About Gildas and his book. ⊗ About Bede and his book. ⊗ About the Anglo-Saxon Chronicle. <p>What was life like for Anglo-Saxons?</p> <ul style="list-style-type: none"> ⊗ What life was like in an Anglo-Saxon village. ⊗ What the Anglo-Saxons ate. ⊗ What jobs the Anglo-Saxons did. 		<p style="text-align: center;">Vikings</p>  <p>Why did the Vikings invade Britain?</p> <ul style="list-style-type: none"> ⊗ Who the Vikings were and where they came from. ⊗ What life was like back in Scandinavia. ⊗ Why the Vikings came to Britain and why many chose to settle here. ⊗ The motivations for Vikings to travel. <p>What happened at Lindisfarne in 793?</p> <ul style="list-style-type: none"> ⊗ Why Lindisfarne was an important place. ⊗ Where Lindisfarne is. ⊗ The Viking attack on Lindisfarne. <p>What was life like in Viking Britain?</p> <ul style="list-style-type: none"> ⊗ About Viking homes. ⊗ The jobs Vikings did. ⊗ About Viking families. ⊗ About Viking clothes and food. ⊗ About Viking laws and society. <p>What did the Vikings believe?</p>	



	<ul style="list-style-type: none"> 🌀 Roman towns, cities and buildings. 🌀 Roman roads. 🌀 Government and taxes. 🌀 Roman plumbing and sewage. <p>What did the Romans believe?</p> <ul style="list-style-type: none"> 🌀 Paganism in Britain. 🌀 Roman Gods. 🌀 The Emperor. 🌀 Constantine's dream. 🌀 Christianity in Britain. <p>How did the Roman Empire fall?</p> <ul style="list-style-type: none"> 🌀 The collapse of the Roman Empire. 🌀 How the empire had become too big to support itself. 🌀 The Vandals, Huns, Visigoths and Goths. 	<ul style="list-style-type: none"> 🌀 More about some Anglo-Saxon artefacts. <p>What did Anglo-Saxons believe?</p> <ul style="list-style-type: none"> 🌀 The beliefs that the Anglo-Saxons brought with them. 🌀 Some of the different Pagan gods that the Anglo-Saxons worshipped. 🌀 How the Pope tried to reintroduce Christianity to England. 🌀 What evidence we can find in Anglo-Saxon graves. 🌀 How was Anglo-Saxon Britain ruled? 🌀 About the Heptarchy. 🌀 About King Offa. 🌀 About the hierarchy of Anglo-Saxon society. <p>Who was Alfred the Great?</p> <ul style="list-style-type: none"> 🌀 The start of the Viking invasions. 🌀 King Alfred's achievements. 🌀 Why King Alfred built burhs. 🌀 Evidence of Anglo-Saxons in Devon. 	<ul style="list-style-type: none"> 🌀 Who the Viking gods were. 🌀 What happened to Odin's eye. 🌀 About Baldur's death. 🌀 About Viking burials. <p>Why did some Vikings travel further than Britain?</p> <ul style="list-style-type: none"> 🌀 Where else the Vikings travelled beyond Britain and why. 🌀 What Vikings traded. 🌀 How they travelled and how we know about their 16 long ships. 🌀 How Vikings navigated the seas. <p>What happened to the Anglo-Saxons and Vikings?</p> <ul style="list-style-type: none"> 🌀 About some of the Anglo-Saxon kings and how they dealt with the Vikings. 🌀 What was the Danelaw area of England. 🌀 What was Danegeld and who used it. 🌀 Who King Cnut was. 	
<p>Hooks</p>	<p>Children will explore a variety of artefacts and discuss how they were used in Roman Britain.</p> <p>Romans – Enjoy original and replica Roman artefacts including coins, games and items found in a Roman home.</p>	<p>Wildwood Escot visit – Living history experience. Immersive experience that allows students to delve into the past and enjoy activities focused around the time of the Anglo-Saxons.</p>	<p>Research session using books acquired from the library service that are relevant to this unit. Children should gather facts about this period in history and share what they have discovered. Facts should be added to the WW</p>	



			Sort and discuss images of Saxon artefacts.			
Outcomes	Create a detailed timeline that demonstrates their knowledge of what happened during this period of British history. Children should record key dates and events based on their learning.		Essay 'Who were the Anglo Saxons, how did they live and how was Anglo-Saxon Britain ruled?'		To write a 'Lindisfarne' Newspaper Article.	
NC Objectives	National Curriculum Coverage					
	Chronological understanding <ul style="list-style-type: none">🌀 Place some historical periods in a chronological framework. Year 4 – Roman Britain, Year 4 Anglo Saxons and Year 4 Vikings🌀 Use historic terms related to the period of study. Year 4 – Roman Britain, Year 4 - Anglo Saxons and Year 4 - Vikings Historical enquiry <ul style="list-style-type: none">🌀 Use sources of information in ways that go beyond simple observations to answer questions about the past. Year 4 – Roman Britain, Year 4 - Anglo Saxons and Year 4 - Vikings🌀 Use a variety of resources to find out about aspects of life in the past. Year 4 – Roman Britain, Year 4 - Anglo Saxons and Year 4 -Vikings Historical interpretations <ul style="list-style-type: none">🌀 Understand that sources can contradict each other. Year 4 Anglo Saxons and Year 4 - Vikings					



Organisation and communication

- Communicate their learning in an organised and structured way, using appropriate terminology. **Year 4 – Roman Britain, Year 4 - Anglo Saxons and Year 4 - Vikings**

Understanding of events, people and changes – Year 6

- Describe the Roman Empire and its impact on Britain. **Year 4 – Roman Britain,**
- Describe a study of an aspect or theme in British history that extends his/her chronological knowledge beyond 1066. **Year 4 – Roman Britain, Year 4 - Anglo Saxons and Year 4 - Vikings**
- Describe Britain's settlement by Anglo Saxons and Scots., **Year 4- Anglo Saxons**
- Describe the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor **Year 4 – Vikings**



Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Key Knowledge						
<p>Year 5</p>	<p style="text-align: center;">Benin Kingdom</p>  <p>How did the Benin Kingdom begin?</p> <ul style="list-style-type: none"> • How the dynasty of the Obas began. • Who was Ewuare the Great. • Reasons why Benin grew into a successful empire. <p>What was life like for the Edo people in the Benin Kingdom?</p> <ul style="list-style-type: none"> • How the Obas ruled. • What guilds were. • How religion involved gods and magic. <p>How were trade links established and what goods were traded?</p> <ul style="list-style-type: none"> • Which Europeans Benin started trading with. • What goods were traded. • What were manilla bracelets and what did the Edo people use them for. 		<p style="text-align: center;">Medieval Monarchs</p>  <p>In 1066, who were the contenders for the English throne?</p> <ul style="list-style-type: none"> • Who was Edward I the Confessor? • The different claims to the throne. • The events leading up to the Battle of Hastings. <p>Why was the Battle of Hastings so important for the future of England?</p> <ul style="list-style-type: none"> • The events during the Battle of Hastings. • The importance of the Domesday Book. <p>Who was the worse King: Richard I or John?</p> <ul style="list-style-type: none"> • The qualities of a good Medieval King. • The main events of King Richard I's life. • The main events of King John's life. 		<p style="text-align: center;">Local History Study – Exeter</p>  <p>What are the origins of Exeter?</p> <ul style="list-style-type: none"> • The location of Exeter in the World. • The earliest known inhabitants of Exeter. • The Roman development of Exeter. <p>How did Exeter progress during the Anglo-Saxon times?</p> <ul style="list-style-type: none"> • The Romans left – what happened next? • Anglo-Saxons vs. The Danes • The changes of Exeter during the Anglo-Saxon times. <p>What were the significant features of Exeter during the Medieval Times?</p> <ul style="list-style-type: none"> • Features of Medieval Exeter that you can still see today. • The main industries of Medieval Exeter. • Street names of Exeter linking to Medieval Exeter. 	



	<p>What led to the Civil war in the 1700s?</p> <ul style="list-style-type: none">What the Golden Age was.Why the kingdom went into decline in the 1600s.What Oba Akenzua and his son Eresonyen did to kick-start the Benin renewal. <p>What was the Transatlantic Slave Trade?</p> <ul style="list-style-type: none">The route of the Transatlantic Slave Trade.Examples of the goods traded.What the 'Middle Passage' was and how Britain was involved. <p>Why did the British colonise Benin and what impact did this have?</p> <ul style="list-style-type: none">Why Britain wanted a closer relationship with the Kingdom of Benin.What happened in the conflict of 1897.The Benin Punitive Expedition.When Benin became an independent country.	<p>In what ways was Edward I a 'great and terrible' King?</p> <ul style="list-style-type: none">Edward I's accomplishments.His conquest of Wales and wars with Scotland.Why did Henry VIII initiate the Reformation?The changes in Europe around religion in this period.The factors influencing Henry's desire to break with Rome. <p>Was Elizabeth I 'weak and feeble'?</p> <ul style="list-style-type: none">Elizabeth I's defeat of the Spanish Armada.The context when she inherited the throne.	<p>How has transport developed and changed in Exeter?</p> <ul style="list-style-type: none">Exeter Ship Canal.The rise and decline of Exeter Tramway.Rail, Road and Air <p>What is Exeter like today?</p> <ul style="list-style-type: none">What makes Exeter a great city today?Sporting success – Exeter Chiefs and Exeter City.Recent historical events in Exeter. <p>What makes Exeter historically unique?</p> <ul style="list-style-type: none">Visit to Exeter's historic sites studied during the unit.Opportunity to gather more information about key historic sites in ExeterExperience Exeter's Underground passages.Write end of unit essay.
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Hooks	Children will explore a variety of artefacts related to Benin Kingdom. Use video to support		Research session using books acquired from the library service that are relevant to this unit. Children should gather facts about this period in history and share what they have discovered. Facts should be added to the WW.		British History Curriculum Booklet (Y3 and Y4) analysis. What do we already know? Link to Computing – Google Slides.	
Final Outcomes	Researched Debate – Should the Benin Bronzes be kept in the British Museum article .		Create a detailed timeline that demonstrates their knowledge of what happened during this period of British history. Children should record key dates and events based on their learning.		To write an essay that showcases their learning answering a key enquiry question. 'What makes Exeter historically unique?'	
NC Objectives	National Curriculum Coverage					
	Chronological understanding  Use dates to order and place events on a timeline. Year 5 – Benin Kingdom, Year 5 – Medieval Monarchs, Historical enquiry  Compare sources of information available for the study of different times in the past. Year 5 – Benin Kingdom, Year 5 – Medieval Monarchs, Year 5 – Local History Study Exeter					



Historical interpretations

- 🌀 Make comparisons between aspects of periods of history and the present day. **Year 5 – Benin Kingdom, Year 5 – Medieval Monarchs, Year 5 – Local History Study Exeter**
- 🌀 Understand that the type of information available depends on the period of time studied. **Year 5 – Benin Kingdom, Year 5 – Medieval Monarchs, Year 5 – Local History Study Exeter**
- 🌀 Evaluate the usefulness of a variety of sources. **Year 5 – Local History Study Exeter**

Organisation and communication

- 🌀 Present findings and communicate knowledge and understanding in different ways. **Year 5 – Benin Kingdom, Year 5 – Medieval Monarchs, Year 5 – Local History Study Exeter**
- 🌀 Provide an account of a historical event based on more than one source. **Year 5 – Benin Kingdom, Year 5 – Medieval Monarchs, Year 5 – Local History Study Exeter**

Understanding of events, people and changes

- 🌀 Give some reasons for some important historical events. **Year 5 – Benin Kingdom, Year 5 – Medieval Monarchs, Year 5 – Local History Study Exeter**
- 🌀 Describe a non-European society that provides contrasts with British history - one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900 -1300. **Year 5 – Benin Kingdom,**
- 🌀 Describe a study of an aspect or theme in British history that extends his/her chronological knowledge beyond 1066. **Year 5 – Local History Study Exeter**



Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Key Knowledge						
<p>Year 6</p>	<p style="text-align: center;">Industrial Revolution</p>  <p>What were the key features of Victorian society?</p> <ul style="list-style-type: none"> ⊗ What the key dates in the period were. ⊗ The nature of the class system. ⊗ That population grew massively through this period. <p>How did living conditions change during the Industrial Revolution?</p> <ul style="list-style-type: none"> ⊗ How housing changed as people moved to cities. ⊗ What caused the pollution that emerged in the Industrial Revolution. ⊗ How people's lives and health were affected. <p>How did working conditions change during the Industrial Revolution?</p> <ul style="list-style-type: none"> ⊗ What types of jobs people did. ⊗ What factory conditions were like in this period. 		<p style="text-align: center;">Civil Rights</p>  <p>What was the United States of America like in the 1950s?</p> <ul style="list-style-type: none"> ⊗ Inequality throughout history. ⊗ How equal American society was in the 1950s. ⊗ The American Dream. ⊗ About the middle class of America. <p>Why did Oliver Brown take the Board of Education to the Supreme Court?</p> <ul style="list-style-type: none"> ⊗ What Jim Crow Laws were. ⊗ What the Declaration of Independence and the American Constitution guaranteed. ⊗ How schools were segregated. ⊗ The National Association for the Advancement of Coloured People (NAACP). <p>Why didn't Rosa Parks give up her seat on the bus?</p>		<p style="text-align: center;">Twentieth Century Conflict</p>  <p>What caused the First World War to break out?</p> <ul style="list-style-type: none"> ⊗ About the unification of Germany. ⊗ The international treaties that existed between different countries. ⊗ The assassination of Archduke Franz Ferdinand. <p>Where were the battles fought?</p> <ul style="list-style-type: none"> ⊗ The new weaponry of the First World War. ⊗ Trench warfare and the conditions in the trenches. ⊗ How the war ended. <p>What was the Treaty of Versailles and was it fair?</p> <ul style="list-style-type: none"> ⊗ The aims of the Treaty of Versailles. ⊗ The leaders who wrote the terms of the treaty. ⊗ The reparations Germany had to pay. ⊗ The objections of Germany. 	



	<ul style="list-style-type: none">What laws were passed in this period to improve working conditions. <p>What inventions revolutionised the lives of British people?</p> <ul style="list-style-type: none">How inventions supported the developments in textile production.The impact of the steam engine on the railways. <p>How did the Industrial Revolution change Plymouth?</p> <ul style="list-style-type: none">How and why the population of Plymouth changed and the impact of this.About Isambard Kingdom Brunel and what he did for Plymouth.How the new railway through Plymouth into Cornwall changed Victorian life. <p>What political changes took place during the Industrial Revolution?</p> <ul style="list-style-type: none">Why people felt that Parliament was not serving them.The achievements of the Great Reform Act.The weaknesses of the Act.	<ul style="list-style-type: none">About why Rosa Parks is famous.What the Montgomery bus boycott was.What nonviolent civil disobedience is. <p>What was Dr Martin Luther King Jr's dream?</p> <ul style="list-style-type: none">Who Dr Martin Luther King Jr. was and his role in the civil rights movement.About the March on Washington.About Martin Luther King Jr.'s famous 'I Have a Dream' speech. <p>Why did 3,200 people march from Selma to Montgomery?</p> <ul style="list-style-type: none">The Civil Rights Act 1964.The ongoing discrimination following desegregation.Police brutality against black protestors and activists. <p>What is the Black Lives Matter Movement and why is it needed?</p> <ul style="list-style-type: none">The state of race relations in the USA today.The causes and consequences of the Ferguson protests.	<p>How did Hitler rise to power in the 1930s?</p> <p>Germany after WWI.</p> <ul style="list-style-type: none">The success of Hitler's book 'Mein Kampf'.Hitler's Aryan race and who he classed as 'asocial'.Hitler's path to dictatorship. <p>What was life like in Nazi Germany?</p> <ul style="list-style-type: none">The control of school and domestic life.The role of boys, girls, men and women.The establishment of youth groups. <p>Was the Second World War inevitable?</p> <ul style="list-style-type: none">Hitler's foreign policy and actions.Britain and France's policy of appeasement.Hitler's annexation of Czechoslovakia and Austria-Hungary.Germany's invasion of Poland.
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<p>Hooks</p>	<p>Children will explore a variety of artefacts and discuss how they were used during the Industrial Revolution.</p> <p>Technology and Change – Great for 20th century history projects, or science and technology projects on electricity or mechanisms.</p>		<p>Teacher to organise classroom based on eye colour giving privileges to one group. Children should discuss how they feel (both groups) feelings should be recorded and retained on WW</p>		<p>Research session using books acquired from the library service that are relevant to this unit. Children should gather facts about this period in history and share what they have discovered. Facts should be added to the WW.</p>	
<p>Final Outcomes</p>	<p>Create a detailed timeline that demonstrates their knowledge of what happened during this period of British history. Children should record key dates and events based on their learning.</p>		<p>To write an essay about the Civil Rights learning.</p>		<p>Debate</p> <p>To debate and discuss the learning about the Twentieth Century Conflict.</p>	
<p>NC Objectives</p>	<p>National Curriculum Coverage</p>					
	<p>Historical enquiry</p> <ul style="list-style-type: none"> 🌀 Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. <i>Year 6 - Industrial Revolution, Year 6 - Civil Rights, Year 6 - Twentieth Century Conflict</i> 🌀 Construct informed responses that involve thoughtful selection and organisation of relevant historical information. <i>Year 6 - Industrial Revolution, Year 6 - Civil Rights, Year 6 - Twentieth Century Conflict</i> 🌀 Understand how our knowledge of the past is constructed from a range of sources. <i>Year 6 - Industrial Revolution, Year 6 - Civil Rights, Year 6 - Twentieth Century Conflict</i> 					



- Make confident use of a variety of sources for independent research. *Year 6 - Industrial Revolution, Year 6 - Civil Rights, Year 6 - Twentieth Century Conflict*

Understanding of events, people and changes

- Describe a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods he/she studies. *Year 6 - Industrial Revolution, Year 6 - Civil Rights, Year 6 - Twentieth Century Conflict*
- Note connections, contrasts and trends over time and show developing appropriate use of historical terms. *Year 6 - Industrial Revolution, Year 6 - Civil Rights, Year 6 - Twentieth Century Conflict*
- Describe a local history study. *Year 6 - Industrial Revolution, Year 6 - Twentieth Century Conflict*
- Use evidence to support arguments. *Year 6 - Industrial Revolution, Year 6 - Civil Rights, Year 6 - Twentieth Century Conflict*