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	Knowledge	Key Vocabulary	Links to prior Learning	Links to Future Learning
Nursery- Autumn Term	<u>Birth to 3, 3 and 4yrs</u> <u>All about me/ Autumn/ Celebrations/ Christmas</u> This is adapted due to the intake of different cohorts and is therefore reflective of their ages and stages. <u>Key questions:</u> What is the same and what is different in ourselves and our families? What are our memories of special family times? <u>Texts:</u> Starting school; Owl babies; The pumpkin who was afraid of the dark; We're going on a bear hunt; The Gruffalo; The Gruffalos Child; Stickman: Father Christmas comes to Exeter; Little Glow; NF texts • Get to know each other - finding out about similarities and differences in appearance. Recognise our fingerprints are different. Discuss that people may come from different places. Settlement. • Creating a class family book of photos from home to discuss how we grow and change, how we are related to family members, memories of special events • Looking at locality and comparing old buildings to new buildings - House that moved, Exeter Castle, our school. Construct buildings and consider what type of houses they are making and is it old or new. Name areas in Exeter Settlement. • Linear timeline discussed in sessions to support language acquisition and understanding of the abstract nature of the past.	• family • mum • dad • grandparent • brother • sister • aunt • uncle • baby • child • teenager • adult • change • memory • same • different • special	Own experiences from home	<u>YR links</u> Who is in my family?

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Nursery-Spring Term	<u>Toys/Spring/Growing/Minibeasts</u> This is adapted due to the intake of different cohorts and is therefore reflective of their ages and stages. <u>Key questions</u> What is the same and what is different in these toys? How do things change over time? (lifecycles) <u>Texts</u> Major glad, major dizzy; Pip and Posie and the scooter; The Tiny Seed; The very hungry caterpillar; Jasper's beanstalk; NF texts • Toys - Share pictures of toys received for Christmas and make comparisons between toys they had when they were a baby, artist link Grayson Perry and his teddy Adults send pictures of toys that they played with as children. What is the same/different to toys now? Observe and explore toys from the past and present and discuss what they were made from Oral history from Adele - toys and games from the 1960s. Play games from the past eg, hoop and stick • Lifecycle observations in the natural world - what is changing? How are things growing? Naming stages of a life cycle. Use then and now	• toy • past • present • now • then • same • different • change • plastic • wood • metal • glass		<u>YR links</u> Did my parents and grandparents play with the same toys as me? How have toys changed? Similar/different Toy museum

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	• Linear timeline discussed in sessions to support language acquisition and understanding of the abstract nature of the past. • See links in other planning for ELG Understanding the world – geography, RE, science, DT			
Nursery-Summer Term	<u>Travelling/vehicles/seaside/pirates</u> This is adapted due to the intake of different cohorts and is therefore reflective of their ages and stages. <u>Key questions</u> What is the same and what is different in these vehicles? How have vehicles changed over time? <u>Texts:</u> The Snail and the Whale; The Naughty Bus; The train ride; The Rainbow Fish; Tiddler; The Sharing Shell; Pirate Mum; NF texts • Travelling - launched with the story of the Snail and the Whale, giving children the understanding of journeys. (Settlement). Journeys are discussed in the form of transport types and memories of journeys, holidays, and places visited • Vehicles - identify types of transport we use now and find out about transport in the past eg, horse and cart. Identify some similarities and differences about past and present vehicles, using photos and NF texts • Linear timeline discussed in sessions to support language acquisition and understanding of the abstract nature of the past. • See links in other planning for ELG Understanding the world – geography, RE, science, DT	• old • new • travel • journey • transport • vehicle • past • present • similarities • differences • power		<u>YR links</u> How have vehicles developed over time? How are holidays different now to holidays in the past?

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Reception Autumn 1 st half term	The teaching of 'history' in EYFS will incorporate many of the areas of the EYFS Learning and Development Framework. Language rich teaching /experiences will be at the forefront of everything the children experience (e.g. both listening, comprehension and speaking opportunities given when building the family tree together/creating a toy museum. With opportunities to use new words in play activities involving artefacts that relate to the units being taught). The children's learning will be supplemented by interesting texts e.g. Ninja Nan and Lost in the toy museum that link to the unit the children are studying. The children will get early exposure to basic historical concepts, in units that interest them and that have a degree of prior knowledge associated with them e.g. family, toys, dinosaurs. This will help the children contextualise the quiet abstract concepts of past and present (ELG). The children will gain an understanding of the world around them by focusing on their own family tree, offering them a sense of belonging and early understanding of locality (Prime area: personal, social and emotional development). Starting school Peepo Pre-teach for next term: Once they were giants			
Reception Autumn 2 nd half term	<u>Fantastic families</u> <u>Key Questions</u> <i>Who is in my family?</i> <i>Did my parents and grandparents play with the same toys as me?</i> <i>How have toys changed? (continuity and change)</i>	Past Present Grandparents Families Homes Museum new/old then/now Job Same/similar Different/difference	Nursery-Unit 1 Similarities and differences with each other e.g. fingerprints	Year1-6: developing an understanding of the abstract understanding of the 'past' (anything that has happened) to enable children to successfully engage with future learning. <u>Year 1 Unit 1 My family history-Exeter our journey</u>

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	<u>Texts:</u> <i>Lost in the Toy Museum, Grandma's Bill, My Great Grandpa, Once they were giants</i> <u>Experience-</u> Toy museum <u>Understanding the world-ELG-Past and present</u> Settlement/ journeys (invasion, peaceful and forced) -Begin to make sense of their own life-story (were all their relatives born in Britain? Where did they come from?) and family's history-create a family tree and note details such as birth place (locality), job, past/present. -Comment (materials used/power method/similarities and differences) on images (of toys from the past) of familiar situations in the past. -Talk about the lives of people around them and their roles in society (driven by the family tree activity, focusing on jobs of their family members both past and present- super heroes in the community). -Know some similarities and differences between things in the past and now (chosen jobs from family tree and toys wooden spinning toy and remote-control car), drawing on their experiences and what has been read in class. In this unit, the children start to develop an understanding of what the 'past' is and what their 'present' is. This is achieved via contextualising this vocabulary and linking it to their own world and interests. A linear family tree will be created with the children (exposing them to the linear nature of time and KS1/KS2 linear timelines). To contextualise the past, dinosaurs are added to a wall that is far away from the tree. This is then used to explain the past and present. This sense of past and presence is then built upon during the 'toy' focused part of the unit. A variety of toys are placed on the family tree representing what family members would	Change Family tree		<u>What was life like when your grandparents were children in Exeter?</u> -understanding of vocabulary and concept of grandparents -understanding that the past was different from today -understanding of the concept of similarity and difference
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	have played with in the past and they are compared with the toys the children play with in the present. Knowledge: • Talk about the lives of the people (parents, carers, grandparents, Miss Hickison) 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. • Talk about members of their immediate family and community. • Name and describe people who are familiar to them. Skills: • Comment on images of familiar situations in the past. • Compare and contrast characters from stories, including figures from the past. • Articulate ideas into well-formed verbal sentences.			
Reception Spring 1st half term	<u>Amazing Animals</u> <u>Key questions</u> How was the world different when dinosaurs were alive? Why do we no longer have dinosaurs? (no humans around/history is an informed opinion/non-living memory) <u>Rights (protestors/democracy)</u> Who was Mary Anning and why is she important? <u>Texts</u> Dinosaurs in my School, Mad about Dinosaurs Mary Anning-Little People-Big Dreams <u>Experiences</u> Fossil exploration	Past Present Museum new/old then/now Fossil Dinosaurs Living memory Non-living memory Palaeontologist Mary Anning Historian Same/similar Different/differences	<u>Nursery</u> <u>-concept of the past.</u> This will enable children in Reception to realise the vast nature of the past (dinosaurs)	Year1-6: developing an understanding of basic historical concepts to enable children to successfully engage with future learning e.g. living memory and non-living memory. <u>Year 1-My family history-Exeter our journey</u> <i><u>What was life like when your grandparents were children in Exeter?</u></i> -understanding of vocabulary -understanding that the past can be separated into two

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	Understanding the world- ELG-Past and present -Compare and contrast characters from stories, including figures from the past (Mary Anning) -Comment on images of familiar situations in the past (early dinosaur fossil excavation utilising new fossil resources-show images of excavations and then children re-enact these/images of Mary Anning). Talk about the lives of people around them and their roles in society- (Palaeontologist). Significant individual-Mary Anning. Who was she? Where is she from? Why is she significant?-Marry Anning achievements are huge because of how women were treated when she was alive. Pioneers like Mary have enabled women today to rightfully hold such positions. Know some similarities and difference (continuity and change) between things in the past and now, drawing on their experiences and what has been read in class (dinosaurs in the past roamed the Earth and they do not now. We know this through fossil evidence from the past. Things were different in the past than they are today). There were no humans when the dinosaurs were around, which makes finding out about them hard. Understand the past through settings, characters and events encountered in books read in class and storytelling-Dinosaurs in my school. The children will build on their previous understanding (family tree/toy unit) of past and present by delving deeper into the world of dinosaurs. Again, their known interest and prior knowledge in this subject will help enable them to contextualise the meaning of the past, and help the children compare this to their present. These two polarising units (family-living and dinosaurs non-living memory) will significantly enhance their understanding of living and non-living memory, a concept that will enable them to grasp and master the learning in KS1.	GDS+-Pre-history (before written records)		distinct areas, living memory and non-living memory. -understanding that things have changed over time and would have been different when their grandparents were their age. -understanding of the concept of similarity and difference. Although lots of things have changed, some things are still the same or similar. Year 1- Unit 2: Significant individuals (Various explorers) Year 2-Unit 1-Guy Fawkes and conspirators, King James I Unit 3: Significant individuals (Sir Walter Raleigh) -developing an understanding that some people in history have had a significant impact for a variety of reasons. Year 4-unit 3 Suffragettes Year 5-unit 3-Windrush/Kindertransport
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Reception Spring 2 nd half term				
Reception Summer 1 st half term	<u>Oh I do like to be bedside the seaside</u> <u>Key Questions</u> How do the RNLI help people and how has their role changed? How are holidays different now to holidays in the past? <u>Texts</u> Lost on the Beach <u>Experiences</u> RNLI visit Perform our own Punch and Judy show Guest teacher (Miss Hickison and Mrs Stanner) speakers to talk about holidays now Vs holidays they used to go on Understanding the world- ELG-Past and present -Compare and contrast characters from stories, including figures from the past (Lifeguards both past and present, RNLI (boats/equipment) both past and present) -Comment on images of familiar situations in the past (RNLI station Exmouth, two lifeboats from the past and present, Victorian Punch and Judy show, toys on the beach, clothing). -Talk about the lives of people around them and their roles in society (RNLI member, Lifeguard at the beach). -Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class (Role of RNLI, tools used to rescue. Entertainment- Victorian Punch and Judy show at the seaside. Ocean Centre at Exmouth with arcade)	Boats Trains Seaside Holidays RNLI job Summer Past/present Museum new/old then/n Living memory Non-living memory Victorian Punch and Judy Leisure time Travel	<u>Nursery</u> Building on understanding of the past being something that has already happened. <u>REC Unit 1</u> -toys: Linking the changes in toys over time to changes in holidays and the job of the RNLI. REC Unit 2 -understanding that the past can be living-memory and non-living memory. Understanding that the past goes back a long way.	Year 1 Unit 3: Great Inventions: Understanding that jobs change over time will help children grasp that transport changes over time too. Year 2 Unit 2: Holidays- initial understanding about how holidays have changed over time will help children in Year 2 understand how changes in technology have impacted holidays e.g. flights.

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	games, soft play and bowling. How people would travel to the beach- Victorian steam train v modern car/modern train). What has changed and why has it changed (Technology, society-more free leisure time). -Understand the past through settings, characters and events encountered in books read in class and storytelling- Lost on the beach-role of RNLI now and then. The children apply their growing understanding of the past and present to a well-known job role and another subject they can relate with-holidays. Again, their prior knowledge of these subjects, will help enable them to make comparisons between the present and the past.			
Reception Summer 2nd half term	<u>Off on an adventure unit (2 weeks with a history focus)</u> Understanding the world- ELG-Past and present Additional unit Key question: <u>Trade-Has transport changed over time?</u> Travel and transport (past and present). -What transport have the children used/know about? (Use example of train taken on trip. Compare with steam trains.) -Similarities and differences between forms of transport from the past and today (trains and planes). -How have transport inventions (lorry, train, plane) helped us sell items (e.g. bananas) in supermarkets?			<u>Year 1-unit 3</u> Building on understanding that transport technology has changed over time. Children focus on influential technology changes and the inventors. -Stephenson's Rocket Locomotive -Wright Brothers first flight

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	Knowledge	Key Vocabulary	Links to prior Learning	Links to Future Learning
Year 1 Autumn 1 st half term				
Year 1 Autumn 2 nd half term	<u>My family history</u> <i>What was life like when your grandparents were children in Exeter?</i> Important things to know 1. You can find out about the recent past by talking to your grandparents. We call this 'oral history'. 2. You can find out what life was like in the recent past through looking at photographs or objects. 3. We describe time (chronology), as shown in the timeline above, using special words: • Decade is 10 years. • Century is 100 years • A month has 4 weeks. • There are 12 months in a year. 4. Many toys today are similar to those played with by grandparents. 5. Toys today are usually made from different materials than in the past, for example plastic instead of wood or metal. 6. Some grandparents didn't have the electronic toys you have today. 7. Shops today are usually much bigger than when some grandparents were children. We call them 'supermarkets' or 'hypermarkets'. 8. Some grandparents mainly learned the '3Rs': reading, writing and arithmetic. You learn about lots of different subjects. <u>Substantive Knowledge/Fingertip Knowledge</u> <i>The children will explore similarities and differences between their own lives and those of people their grandparents' age (1960s). The children will learn about what life was like in this period and focus on homes (technology inside/toilets/heating), toys (materials and power sources), shops (how shopping has moved from daily shopping in local street shops and the local evidence down Buller Road to show this, to large supermarkets. To understand the reasoning behind this transition (invention of fridges, cars and lack of time due to more women working) and what school was like during this period.</i> <u>Substantive Concepts</u>	<u>Timeline/chronology vocab</u> Timeline, before, after, now, past, present, year, 1960s, living memory, non-living memory, Georgian period, Victorian period <u>Key Vocabulary</u> <u>Primary source, oral history</u> <u>Unit specific</u> Oral history, same, different, compare, grandparent, growing up, clue, object/artefact, matching, modern, old, inventions, materials, condition, design, similar, locality, supermarket, shopkeeper, grocer, greengrocer, market, delivery vans, cash register, playground games, punishments, rote, 3Rs (Reading, wRiting and aRithmetic), school, chalk board, dip pen and ink <u>5 key words to remember</u> <u>chronology</u>	<u>EYFS</u>-The children are ready for the KS1 My Family history unit because they have gained an understanding past and present in Nursery and Reception. This is achieved by units such as differences in Nursery and family in Reception. The children gain this understanding by building a linear (to exposure children to the linear nature of time and the future use of linear timelines) family tree. <u>Reception-Unit 1 Family</u> -children start the unit understanding the meaning of the word family and that grandparents are part of a family (older	<u>Year 2 Unit 2: Holidays-Chronological knowledge:</u> Building on knowledge gained of the 1960s and how things change over time. Children compare how holidays have changed since the 1960s (with the advancement of technology and spending power). <u>Year1 unit 2 Explorers</u> <u>Year 2-unit 3 -Sir Walter Raleigh-local hero (explorer).</u> <u>Year 3-Unit 3-Local study-Roman Wall</u> <u>Year 4-unit 2 Roman Britain</u> <u>Year 5-units 1 and 2 Anglo Saxon and Viking units.</u> <u>Settlement/journeys (invasion, peaceful and forced)</u> Understanding that groups of people (Polish/refugees in recent history) have come to Britain and their motives. This enables children to understand (out of the context of living memory) that the Romans,

-Settlement/ journeys (invasion, peaceful and forced) Polish migration-how migration has changed St Thomas since the 1960s-Maja shop a recent addition to the selection of nearby shops, links to where family members were born. -trade (shopping)-how local roads such as Buller Road now look different to how they looked in the 1960s. There is still evidence of this in bricked up shop faces, that closed with the advent of large supermarkets (and people getting cars to drive to these). <u>Chronological knowledge</u> sequencing the past: -Know where people and events fit within a chronological framework. - Develop awareness of the past, using common words and phrases relating to the passing of time. -British history (Life in 1960s Britain) Living memory-develop an understanding of this time period in British history and how it differs (contrasts) from today e.g. how homes in the 1960s are different from today e.g. outside toilet, transport changes with cheaper cars available-this impacted how people shopped. . Fit this time period into a wider chronological understanding of British history. Elizabeth 2nd reign. Understand what life was like in St Thomas in the 1960s. <u>Disciplinary knowledge</u> Historical Enquiry: Using Sources as Evidence Understand some of the ways in which they find out about the past (oral history) and identify different ways in which it is represented. <u>In this unit, the children will:</u> • develop an awareness of the past • know where the people and events they study fit within a chronological framework • identify similarities and differences between ways of life in different periods • use a wide vocabulary of everyday historical	different object similar timeline	members who have lived in the past).	Anglo Saxons and Vikings all travelled here and had different and similar motives. -understanding that explorers and journeys all happen for different reasons e.g. settlement with Kindertransport. <u>Year 5 unit 3.</u>
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	terms - ask and answer questions, choosing parts of sources to show that they know and understand key features - understand some of the ways in which we find out about the past			
Year 1 Spring 1 st half term				
Year 1 Spring 2 nd half term	THE GREATEST EXPLORERS: (homework task on Steve Backshall) Use this knowledge to link present and past. Who were the greatest explorers? <u>Substantive Knowledge/Fingertip Knowledge</u> Important things to know - Explorers travel to new places for different reasons. These include to discover new things, for fame, to help others and to find a fortune. - Ibn Battuta travelled for 30 years. He went further than anyone else at that time, for example to central and south-east Asia. - Some people think Captain Cook is a great explorer and that he 'discovered' Australia and New Zealand. However, he brought suffering to indigenous peoples. Many people do not agree he is a great explorer. - Roald Amundsen reached the South Pole before Captain Robert Scott in 1911. - Captain Scott is considered a hero, although he and some of his men died on the expedition to the South Pole. - Sunita Williams is an American astronaut who was given many awards for her achievements. - There have been many more male than female explorers. - These explorers <u>are considered to be</u> so significant that their achievements are remembered with memorials including statues, stamps, coins and street and place names. - Written records like Scott's diary are an important way of finding out about explorers. We can also use photographs, <u>maps</u> and objects. In this unit, the children will investigate the lives and journeys of	Timeline/chronology vocab Timeline, before, after, now, past, present, year, 1960s, living memory, non-living memory, Georgian period, Victorian period Key Vocabulary Primary source, secondary source, oral history Unit specific TBC with teacher input <u>5 key words to remember</u> explorer hero indigenous memorial significant	Reception Unit 2 -Children have studied a female of significance (Mary Anning). -They understand that during our history, women did not have the same rights as men. This is why there are many more male explorers than female. This links to the significance of Mary Anning.	Year 2 unit 3 -Sir Walter Raleigh as a builder of empire and explorer. Various settlement units- understanding that people have come to Britain for various reasons within out history. Explorers had different motivations to 'explore'. Year4-Roman Britain Year 5-Anglo Saxons, Vikings, Journeys units. YR4-unit 3-crime and punishment- Transportation to Australia as part of the empire expansion. Without explorers, this wouldn't have been an option. YR6- What did the Greeks do for us?

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	Five (cultural and geographically diverse) explorers from various eras: Ibn Battuta, Captain Cook, Roald Amundsen, Captain Robert Falcon Scott and Sunita Williams. They will study an explorer from different perspectives, discussing what makes an explorer 'great', and who might not think that. Substantive concepts -Settlement/ journeys (invasion, peaceful and forced)-people have gone on journeys throughout history and go on journeys for a variety of reasons. These journeys can have a negative impact on indigenous people. -Rights (protestors/democracy)-women's rights, there have been many more men explorers than women. This is because of how women didn't have the same freedoms as men in the past. Luckily, now we live in a democracy where everyone has the same rights and freedoms e.g. to become an explorer. -Empire-Captain Cook 'discovered' Australia and New Zealand. The British Empire eventually expanded to these places and indigenous people were treated poorly and had their land taken away from them. -crime and punishment- Australia eventually became a place where prisoners were sent as part of the expansion of the British Empire. Chronological knowledge 1304 to living memory. Understanding how different people explored in different time periods. Understanding the unique reasons behind these people exploring during the specific times they were alive. -sequencing the past: Know where people and events fit within a chronological framework. Understanding that protests have been happening throughout history Disciplinary knowledge -History Concepts: Significance and Interpretations Understand some of the ways in which they can find out about the past and identify different ways it is represented. Pictures, early video, oral history etc., contrasting opinion denying global warming. -Historical Enquiry: Planning and Carrying out a Historical Enquiry Ask and answer questions, choose and use parts of stories and other sources to show that they know and understand key features of events, use a wide vocabulary of everyday historical terms.			-the children will understand how without the Ancient Greek advancements (law and order/democracy etc.) We might not have the democracy today where all are equal (women and men).
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	In this unit, the children will: • know where the people they study fit within a chronological framework • develop an awareness of the past, using common words and phrases relating to the passing of time • understand some of the ways in which we find out about the past • identify different ways in which it is represented • ask and answer questions, choosing and using sources to show that they know and understand the key features of events • use parts of sources to show that they know and understand key features of events • use common words and phrases relating to the passing of time			
Year 1 Summer 1 st half term				
Year 1 Summer 2 nd half term	<u>Great inventions: Transport</u> <u>How did the first flight change the world? Why were the Rainhill Trials important?</u> <u>Important things to know</u> 1. The Rainhill Trials were a competition to find an engine to carry passengers quickly and safely on the Liverpool to Manchester Railway. 2. The course was a 1 mile length of track in Rainhill. 3. Robert Stephenson invented the winning train, called the Rocket. It was powered by steam. 4. The Rocket was the only train to complete the course without any problems. 5. Before the railway, the most popular kinds of transport were by horse or by water. 6. Railways were much more popular than canals or rivers as it was easier to choose your route. It was also quicker. 7. The Rocket wasn't the first steam train to be invented. 8. We know about the Rainhill Trials by reading newspapers, especially eyewitness accounts. 9. We can also find evidence by looking at drawings and objects like the Rocket. 10. Today, we use railways to go to work, to have fun and to transport freight to trade with other people and places. <u>Substantive Knowledge/Fingertip Knowledge</u> <i>The children will explore the stories of two significant events in the history of travel, and the impact they had on people's lives, back then and in the future. They will begin by</i>	<u>Timeline/chronology vocab</u> Timeline, before, after, now, past, present, year, 1960s, living memory, non-living memory, Georgian period, Victorian period <u>Key Vocabulary</u> Primary source, secondary source, oral history <u>Unit specific</u> Inventor, invented, flight, century, eyewitness account, travel, journey, evidence, aviation, transport, propeller, steer, pilot, glider, modern, cockpit, elevators, engine, jet, landing gear, rudder, impact, trade, inventor, locomotive, freight, significance, commemorate, livery	Reception-Unit 1 The children are ready for the KS1 Great Inventions unit, as they have studied the changes in toys both past and present. They gain a basic understanding that as technology has advanced, so have their toys. They make comparisons between toys they play with today and the toys played with by their parents, grandparents and people in non-living memory. This helps the children to understand how inventions in non-living memory are present in our 'now'. Reception-Unit 2	Year1-My Family history. Exeter our journey unit 1:-settlement (local Polish migration). Changes to the St Thomas area (high-street/population make-up) since the 1960s and the impact past technologies (plane/locomotive) have had on this. Year 2 unit 2 and 3-significant individuals. -understanding the impact people can have on history.

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learning about <i>the first aeroplane flight (Wright Brothers) and how the Wright Brothers previous inventions (Glider) helped them achieve their ambitions. They will then focus on the Rainhill Trials of Stephenson's Rocket, using sources from the time to provide context to this period of non-living history. The children will examine the legacy of both events, and discuss the impact on our world today.</i> Substantive concepts -trade-these inventions allowed people and goods to travel quicker and further than before. -Settlement/ journeys (invasion, peaceful and forced)-these inventions allowed people to move more freely. Chronological understanding -British/World History-Non-living memory (Stephenson's locomotive/Wright Brothers) develop an understanding of this time period in British history and how it differs from today. Also understanding the impact this had then (both in Britain and world-wide). Understand that these developments revolutionised the world. Constructing the past: Study knowledge of and can recall key information and characteristic features of historical periods. Disciplinary knowledge History Concepts: Change and Development/Similarity and Difference Identify similarities and differences between ways of life in different periods/times. History Concepts: Cause and Effect Choose and use parts of stories and other sources to show that they know and understand key features of events related to their cause and effect. History Concepts: Significance and Interpretations Understand some of the ways in which they can find out about the past and identify different ways it is represented. <u>In this unit, the children will:</u> • develop an awareness of the past, using common words and phrases relating to the passing of time • know where the people and events they study fit within a chronological framework	<u>5 key words to remember</u> <u>evidence</u> <u>eyewitness</u> <u>invention</u> <u>trade</u> <u>transport</u>	-Significant individual study. How people impact our past. Year 1 unit 2: Significant individual unit. How people impact our past.	Year 3-Unit 1 Stone Age Trade-how goods were able to move quicker around the country. These inventions enable children to understand that without these transport methods, that life and trade would have been much more challenging. Year 5- unit 3 Kindertransport -people could travel away from places of danger by train. This allowed them to settle in safer countries.
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	• Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features • use a wide vocabulary of everyday historical terms • understand some of the ways in which we find out about the past • identify similarities and differences between ways of life in different periods.			
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	Knowledge	Key Vocabulary	Links to prior Learning	Links to Future Learning
Year 2 Autumn 1 st half term				
Year 2 Autumn 2 nd half term	Bonfire Night and the Great Fire of London <i>Should we still celebrate Bonfire Night? Did the Great Fire make London a better or a worse place?</i> Important things to know 1. Bonfire Night is celebrated every year in Britain on 5 November. 2. It is an event to remember the Gunpowder Plot in 1605, which was during the Stuart period. 3. In 1605, most people in England were either Catholics or Protestants. 4. King James I was Protestant. Catholics were treated badly under him. 5. Guy Fawkes and some other men wanted to help Catholics. They plotted to kill King James I by blowing up the Houses of Parliament in London. 6. The Gunpowder Plot failed. The next day (5 November) bonfires were lit to celebrate that the King had survived. 7. Some people thought that the plotters were villains for plotting to kill the King. Others thought that the plotters were heroes. 8. On 5 November, bonfires are lit and fireworks are let off. People meet and eat traditional food like parkin and toffee apples. 9. A custom like Bonfire Night is something that many people have done for a very long time. 10. Not everyone likes Bonfire Night. Some people think it is not safe.	Timeline/chronology vocab Timeline, present, living memory, non-living memory, ancient, chronological order, time period, The Stuart period, 1960s, Victorian period, Georgian Period. Year 1 now, past, year, before, after, Georgian Period, Victorian Period, 1960s Key Vocabulary Primary and secondary source, artefact, oral history, interpretation, artefact	Year 1 Unit 2 and unit 3- The impact of Individuals-Building on the knowledge gained about explorers and inventors helps children to understand the impact of individuals on our history. . E.g. Guy Fawkes in a different historical context. Year 1 unit 1-My Family history-settlement-how the local area has been impacted by settlement.	Year 4-Unit 1 Egyptians. Understand that different civilisations had different religions and that these could cause conflict e.g. Catholics and Protestants.

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	Substantive Knowledge/Fingertip knowledge <i>The children will explore two very different events within the Stuart period. First, the children will investigate the events (reasoning behind the plot against the king, context of differing opinions about the plotters and response) of the Gunpowder Plot which led to Bonfire Night being introduced into the UK calendar. Next, they will study the Great Fire of London (where and why the fire started, the response and the aftermath. They will make a valid case for whether the fire improved London for those living there or made it worse. They will learn to interpret evidence from the time and afterwards (primary and secondary sources), examining whether the sources are reliable.</i> Substantive concepts Empire-to know that King James I was a Protestant king. To know that a king and parliament ruled Britain at this time. To know that a king in this period had full control and power. Religion- Two Christian religions conflicting with each other trying to have power in Britain at this time. -to know that Catholics were not well-treated and Protestants were favoured by this particular King. -crime and punishment-Guy Fawkes and conspirators were sent to the Tower of London and executed. Would everyone seen them as villains? -Settlement/ journeys (invasion, peaceful and forced) -to understand that England had a mixture of Catholics and Protestants living here at this time due to previous migration. -rights-(protestors/democracy)-not all people were treated equally like in our democracy today. The King and parliament had overall power. Chronological Knowledge -British History- Non-living memory-(Stuart Period)	Unit specific King James 1, Samuel Pepys, Sir Christopher Wren, St Paul's Cathedral, earlier, treason, plot, Catholic, Protestant, evidence, traditional, hero, villain, customs, tradition, commemorate, importance, cause, important, water squirt, fire hook, eyewitness, diary, consequences, benefit 5 key words to remember custom king parliament plot Stuart 5 words to remember cause diary eyewitness memorial	Year 1 unit 1-My Family history-Building a chronological understanding of British history i.e.1960s and Stuart Period. Year 1 Unit 3: Great Inventions: Transport-Building on the knowledge of the influential inventor Stephenson (locomotive) and the impact people can have on history.	Year 4-unit 3-crime and punishment Understand the death sentence given to Guy Fawkes and other conspirators helps children to understand how crimes and punishments have changed throughout history. Year 4-Units 1 and 2 -understanding that Emperor and pharaohs ruled these civilisations. -understanding that that the emperor had to keep the senate happy or they could rebel. Year 5-Anglo Saxon and Viking unit. -understanding that kings ruled these people. Empire
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	Develop an understanding of this time period in British history and how it differs from today (religious freedoms, punishments and fire response). Fit this time period into a wider chronological understanding of British history. constructing the past Study knowledge of and can recall key information and characteristic features of historical periods. -sequencing the past: - Develop awareness of the past, using common words and phrases relating to the passing of time. Disciplinary knowledge History Concepts: Cause and Effect Choose and use parts of stories and other sources to show that they know and understand key features of events related to their cause and effect. <u>In this unit, the children will:</u> • develop an awareness of the past, using common words and phrases relating to the passing of time • choose and use parts of stories and other sources that they know and understand key features of events • understand some of the ways in which we find out about the past • identify different ways in which it is represented • use a wide vocabulary of everyday historical terms • know where events they study fit within a chronological framework.	Stuart		Anglo Saxon/Viking unit King has full control of the kingdom. No Parliament to contend with. Year 5 unit 3 journeys- building on understanding that Catholics had come to Britain and that this had caused conflict. This will help the children understand some of the reasoning behind the journeys studied in this unit. Year 6- Units 1 and 2 Mayan and Greek religious practices e.g. sacrifices. Year 6- unit 2-Greeks- Birthplace of democracy. Understanding that not all cultures had
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				democracy before or after.
Year 2 Spring 1 st half term				
Year 2 Spring 2 nd half term	Holidays <i>How have holidays changed over time?</i> Important things to know 1. People began to go on seaside holidays when they started to get paid more money at work. 2. In the 1950s, people also began to get more holiday time from work. 3. People travelled to the seaside by train or coach. A few people used a car. 4. Most people went on holiday in the United Kingdom. Some went to holiday resorts such as Butlins or Pontins. 5. Some things about holidays are the same and some are different from the past. 6. Not everyone went to the seaside. Some people went camping in the countryside and some people stayed at home. 7. We can find out about the past by looking at postcards sent to friends and family. 8. We can also ask people about their holidays. 9. And we can look at objects people have brought back from their holiday, called 'souvenirs'. 10. We can look at the photographs that people took on holiday too. Substantive Knowledge/Fingertip Knowledge In this unit the children will build on the knowledge gained in the Year 1 unit that focused on the 1960s. They will learn about what holidays were like in the 1960s, particularly seaside holidays (Exmouth) and what leisure activities people did on them (ride donkeys, swimming, Punch and Judy, seaside treats etc.). They will look at the similarities and differences from today's seaside holiday. They will learn that after WW2 in the 1950s wages started to rise so that people had more disposable income to spend on holidays and that the vast train network that spanned the country could get people to the coast. They will learn that in the 1960s people went on different types of holidays. They will understand that the 1960s was the start of the package holiday (Spain) that revolutionised travel (passenger airlines) and some wealthier people started to go abroad. Holidays in the UK were still the most popular holiday choice, with campsites like Butlins dotted around seaside resorts. They will make comparisons with foreign holidays today (cheap no-frills airlines) and their impact	Timeline/chronology vocab Timeline, present, living memory, non-living memory, ancient, chronological order, time period, The Stuart period, 1960s, Victorian period, Georgian Period. Year 1 now, past, year, before, after, Georgian Period, Victorian Period Key Vocabulary Primary and secondary source, artefact, oral history, interpretation, infer, artefact Unit specific Holiday, seaside resort, accommodation, leisure, souvenir, bank holiday, promenade, entertainment, Punch and Judy, fiction, tourist, tourism, modern, transport. Exmouth 5 key words to remember different holidays resort	REC Unit 1- How toys have changed over time. This will help children understand how holidays change (or stay the same in some aspects). Year1 unit 3: Great Inventions: the children will build on their knowledge gained in YR1 about revolutions in transport technology (first flight/Stephenson's locomotive). They will associate changing methods of transport to changing holiday habits e.g. holidaying in Spain. Year 1 unit 1- My family History: Exeter our journey 1960s-children will already understand that during the 1960s lots of things started to change, and this unit focuses on holidays during this period. They will build on their understanding that oral history (Ms Hickisson-	Year 5 Unit 3 journeys- How the reasoning for journeys has changed over time (push and pull factors).

on seaside resorts. The children will also understand the Significance of souvenirs and use stories to inform them of the past and understand them as a valid source of evidence. They will continue to develop their use of sources, with a particular focus on the use of oral history (from classroom visitors, friends and family) and images. Substantive concepts Settlement/ journeys (invasion, peaceful and forced)- people go on journeys for different reasons. Leisure. Chronological knowledge-key focus of this unit, building on previous knowledge gained in Year 1. -British history-living memory (1960s) -the children will know what holidays were like in Britain during the 1960s, with a focus on locality. They will link any changes to those already studied in Year 1 (1960s) e.g. closing of small independent shops and larger shops opening/invention of fridge freezer meant you could have a weekly shop and transportation revolution studied in Year 1. The children will gain a thorough understanding of this period in our history (living memory-for contextualisation of future learning in KS2). sequencing the past: -Know where people and events fit within a chronological framework. - Develop awareness of the past, using common words and phrases relating to the passing of time. Disciplinary knowledge History Concepts: Change and Development/Similarity and Difference Identify similarities and differences between ways of life in different periods/times. <u>In this unit, the children will:</u> • learn about changes within living memory • understand historical concepts such as continuity and change, similarity and	same souvenir	school flooding story) can be a part of how history is constructed. Year 1 unit 2-explorers Children will understand how explorer's motives have changed over time and apply this to how holidays have changed.	
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	difference • ask historically valid questions • identify similarities and differences between ways of life in different periods • ask and answer questions • understand some of the ways in which we find out about the past • identify different ways in which the past is represented • use a wide range of everyday historical terms • use parts of stories and other sources to show they know and understand key features of events • use sources to show they know and understand the past • suggest reasons why changes took place.			
Year 2 Summer 1 st half term				
Year 2 Summer 2 nd half term	<u>Our Local Heroes</u> <i>Should Sir Walter Raleigh be considered a local hero?</i> Important things to know 1. People can be considered heroes for many different reasons. 2. They may have been brave in a battle. 3. They may have helped other people. 4. They may have discovered or made something important. 5. Our local heroes may or may not be known by people in other parts of the country. 6. We can research our local heroes by looking at images like photographs or paintings like portraits. 7. We can find out about local heroes by looking at objects like medals, toys or clothes. 8. We can find out about local heroes by reading documents like newspapers, diaries or letters. 9. We can find out about local heroes by visiting places like houses, churchyards, or museums. 10. It is a good idea to use more than one type of source of evidence to reach a conclusion. <u>Substantive Knowledge/Fingertip knowledge</u>	<u>Timeline/chronology vocab</u> Timeline, present, living memory, non-living memory, ancient, chronological order, time period, The Stuart period, 1960s, Victorian period, Georgian Period. <u>Year 1</u> now, past, year, before, after, Georgian Period, Victorian Period, 1960s <u>Key Vocabulary</u> Primary and secondary source, artefact, oral history, interpretation, infer, evidence, artefact <u>Unit specific</u>	Year1 My Family History- Exeter our Journey unit 1- the children will have developed an understanding that changes often happen in history and know about the changes in the 1960s. They will use this understanding (things change in history) to understand the context of the time when he was considered a 'hero' and whether he should be today. Year 2 unit 1 -whether Guy Fawkes was a hero or a villain. Depends	Year3-Local History Unit 3- Children will have gained a sense of belonging and connection with the area that they call home (from previous localised learning units KS1). They will use these links and connections to their locality to build a desire to protect 'their' history'. Year 4 units 1 and 2- slavery in Egypt- misconception that slaves built the pyramids and slaves built Roman walls. Both cultures had slaves.

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The children will learn about the life of one of the most significant people in Devon's history-Sir Walter Raleigh-Born In Devon, East Budleigh, 1554-(non- living-memory). The unit will support the children in gaining an understanding of the breadth of contributions people can make in order to become significant and how significance can change over time (touching up Redvers Buller). They will learn about his life and relationship with Elizabeth I, his secret marriage to Bess Throckmorton, why he was considered a hero at one time (empire building/wealth creation-achievements), why he fell out of favour with James I (search for El Dorado) and was executed. Children will also learn about the bad things that he did (attacking and killing Spanish ships, helping to instigate the slave trade to populate his new territories). Like Guy Fawkes before, they will judge whether he should be considered a hero based on an understanding of context gained from the earlier unit. This is a great opportunity to compare Tudor life with that of today's, when the children get to decide whether he should be considered a local hero. The children will use a range of sources of evidence, including research, visual images and written documents. <u>Substantive concepts</u> Settlement/ journeys (invasion, peaceful and forced)- Slavery-forcefully transporting African people to new colonies in the Americas to work on plantations. Empire/trade-known as the 'Empire Builder' he was motivated by his hatred of Spain to build an Empire for Britain and the Queen. He was also motivated by the vast resources that could be stolen from the New World Rights-Britain ruled by Queen Elizabeth I and then James I. Britain was not democratic like it is today, although there was a parliament that helped make decisions. People could be kept as slaves. Slaves didn't have freedom and had to do what their masters told them. Religion-Elizabeth (protestant) managed to subdue Catholic and Protestant conflicts. James I reign relations worsened	TBC <u>5 key words to remember</u> document museum portrait research source	on perspective and context of the time. Year 2 unit 1- Building on understanding of how Britain was ruled under James I. Year 2 unit 1- Elizabeth managed to subdue some of the conflicts between Catholics and Protestants. James I didn't and this led to the Bonfire Plot. Year 2 Holidays- Leisure-People go on different journeys for different reasons. Children can then understand reasons why Sir Walter Raleigh went on his journeys were different.	Year 4 Unit 2- Understanding around reasoning for settlement and journeys in Year 5 units 1 and 2- Understanding around reasoning for settlement and journeys in Anglo-Saxon and Viking context. Year 5 unit journeys- Reasoning behind journeys-building of an empire for prestige and riches (trade). Support understand for unit when focuses on his interaction with Elizabeth I.
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	between these two conflicting religious groups-resulting in the Gunpower Plot. <u>Chronological knowledge</u> -British History (Tudor Britain)-the children will build on their chronological understanding of British history by learning about a local person of great significance who lived in a contrasting period of time. They will begin to understand what this part (Elizabethan era) of the Tudor Period was like and how it changed when she died (James I). This will enable them to access future units e.g. Yr5 journeys. <u>Disciplinary knowledge</u> History Concepts: Significance and Interpretations Understand some of the ways in which they can find out about the past and identify different ways it is represented. Carrying out a Historical Enquiry Ask and answer questions, choose and use parts of stories and other sources to show that they know and understand key features of events, use a wide vocabulary of everyday historical terms. Historical Enquiry: Using Sources as Evidence Understand some of the ways in which they find out about the past and identify different ways in which it is represented. <u>In this unit, the children will:</u> In this unit, the children will: • use common words and phrases relating to the passing of time • know where the people they study fit within a chronological framework • ask and answer questions • study significant historical people and places in their own locality • understand some of the ways in which we find out about the past and identify different ways in which it is represented • choose parts of sources to show that they know and understand key features of events • use a wide vocabulary of everyday historical terms			
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	Knowledge	Key Vocabulary	Links to prior Learning	Links to Future Learning
Year 3 Autumn 1 st half term	The Stone Age <u>What was new about the Stone Age?</u> Key takeaways 1. The Stone Age is part of a time period called Prehistory. 2. Prehistory includes the Stone Age, Bronze Age and Iron Age. 3. The Stone Age gets its name from the stone (flint) used to make weapons and tools. 4. The Stone Age is divided into three time periods: Paleolithic (Old Stone Age), Mesolithic (Middle Stone Age) and Neolithic (New Stone Age). 5. It is hard to give exact dates from this period as it happened so long ago. 6. We know about the Stone Age from studying archaeological remains and artefacts. 7. New archaeological finds often change our interpretation of what happened in the Stone Age. 8. Changes in the Stone Age took many years to happen. 9. Developments in the New Stone Age included agriculture, housing, settlements and trade. 10. The period ended with the development of metalworking. Substantive Knowledge/fingertip knowledge The children will explore how life changed for people during the three different periods of the Stone Age focusing on the transition from hunter gathers to farmers and the reasoning behind this change. They will learn why the period was called the Stone Age, and what archaeological evidence there is from the period (understanding the meaning of pre-history), particularly in the form of artefacts (utilising the animal skin, tools, etc in the Stone Age artefact box to support understanding) and monuments (South West)-Stonehenge (why and how was it built?). The main focus will be on the Neolithic period (New Stone Age) and how this contrasts with the earlier periods. The children will look in detail at the Neolithic settlement at Skara Brae and make conclusions (about their homes, way of life-farming, food they ate) from the evidence found at the site. The children will gain the understanding that not only was this time-period a very long time ago, but it lasted for an extremely long time; longer than all the time periods since. They will also understand that Stone Age life was present in Exeter and the South West e.g. Kent's Cavern. Substantive concepts	Timeline/chronology vocabulary Timeline, present, living memory, Palaeolithic, Mesolithic, Neolithic, non-living memory, AD, BC, prehistory, prehistoric, ancient, chronological order, time period, Stone Age, Bronze Age, Iron Age, Palaeolithic, Mesolithic, Neolithic KS1 chronology vocabulary The Stuart period, The Victorian period, Georgian period, 1970s, 1960s, year, before, after, now, past, Key Vocabulary Primary and secondary source, artefact, archaeology, significant, oral history, interpretation, change, same, different, fact, infer/inference, evidence Unit specific Doggerland, flint, quarry, forage, hunter-gatherer, domesticated, drawing, evidence, settlement, community, slave, crop, settlement, role, mounds, henge, grave goods, aerial photograph, sacred, monument, megalith, technology, agriculture, bartering.	Substantive concepts Building on the knowledge gained in KS1 about how history has constantly changed. Children relate the changes in the Stone Age to their understanding of changes in the 1960s (Britain) e.g. move to weekly shops/closing of local stores, transport revolution with the invention of an affordable car, holidays. Children also build on their understanding that Britain has always had people come and go (recent Polish migration Yr1) and that this happened in the Stone Age too-particularly when there were hunter gathers that could cross Doggerland from main land Europe. Settlement: REC T1	Settlement: Yr3 T2 Yr3 T3 Yr4 T2 Yr4 T3 Yr5 T1 Yr5 T2 Yr5 T3 Yr6 T1 Yr6 T3 Trade: Yr3 T2 Yr4 T1 Yr5 T1

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	-Settlement/ journeys (invasion, peaceful and forced) - the children will learn that new people arrived and migrated all around Britain. They will understand that for long periods of time there was no English Channel separating us from mainland Europe (Doggerland) and that hunter gathers had to move about to find various food sources. -Trade-Hunter gatherers at first to find food. People would trade goods (flint objects etc.) by bartering and swapping items. Eventually, farmers would trade what they had grown. -Religion-spiritual beliefs before the creation of Christianity. Belief in a variety of different spirits etc. Stone Henge potentially a place of religious worship, highlighting the important role of religion during this period. <u>Chronological knowledge</u> -British history-Pre-history-non-living memory The children will build on their chronological understanding of British history in the context of pre-historic Britain. They will understand the vast duration of this time-period chronologically when compared with others that they have studied. -the children will contextualise this abstract time-period. They will understand that there were Stone Age people living in the Exeter area and discuss how we know this e.g. archaeological sources of evidence. They will gain an understanding of what life was like during this period and the changes that happened during it. -they will understand that there were differences between the three different periods of the Stone Age. Constructing the past Develop knowledge and understanding of British, local and world history. Establish clear narratives within and across the periods they study. Understand overview and depth. <u>Disciplinary knowledge</u>	<u>5 key words to remember</u> archaeology: study of remains from the past artefact: handmade object monument: structure to remember an event or person Prehistory: time before written history settlement: a place where people come together to live	Yr1T1 Yr1 T2 Yr1 T3 Yr2 T1 Yr2 T3 Trade: REC T3 Yr1 T1 Yr1 T3 Yr2 T3 Religion: Yr2 T1 Yr2 T3 Year1/2 Chronological knowledge Building on living-memory history units studied in KS1, children are exposed to a time period far beyond what they have studied previously. The duration of the time period studied is	Yr5 T3 Y6 T1 Religion: Yr3 T2 Yr4 T1 Yr4 T2 Yr5 T1 Yr6 T1 Yr6 T2 Chronological Knowledge: Year 1 and 2 focus on living-memory and short time periods e.g.1960s. Contrast Year 3 unit 2-The Bronze Age and Iron Age- Children are prepared to learn about the periods that proceed the Stone Age and can make comparisons about these time periods.
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	History Concepts: Change and Development/Similarity and Difference Address and devise historically valid questions about change, similarity and difference. Note connections, contrasts and trends over time. History Concepts: Cause and Effect Address and devise historically valid questions about cause. Historical Enquiry: Using Sources as Evidence Understand how our knowledge of the past is constructed from a range of sources. <u>In this unit, the children will:</u> • use common words and phrases relating to the passing of time • develop a chronologically secure knowledge and understanding of British history • develop the appropriate use of historical terms, and note connections and contrasts over time • construct informed responses that involve the selection of relevant historical information • regularly address historically valid questions about similarity and difference • understand how our knowledge of the past is constructed from a range of sources • establish clear narratives within and across the periods they study.		also far greater. Therefore, children have a comparison of chronology to help contextualise this unit and build a mental timeline.	Year 4 Ancient Egyptians -children are able to make comparisons about achievements of both cultures.
Year 3 Autumn 2 nd half term				
Year 3 Spring 1 st half term	The Bronze Age and Iron Age <i>Which was more impressive-the Bronze Age or the Iron Age?</i> Key takeaways 1. The move from the use of stone to bronze and then to iron was gradual. 2. We can find out about the Bronze and Iron Ages by interpreting archaeological remains. 3. Burials like the Amesbury Archer are very useful for finding out how people lived and what they thought was important. 4. Hill forts like Maiden Castle were built in the Iron Age. 5. Hill forts were built for defence and also served as places for different tribes to meet and trade. 6. Bronze was better than using stone because it was easier to shape, was stronger and could be used again. 7. Iron was better than bronze because it was more common, lighter and harder. 8. People began to use horses for transport in the Bronze Age. 9. Sites like Butser Farm use archaeological evidence to reconstruct what life was like 10. The developments in use of materials in this period impacted on many areas, including agriculture, crafts, warfare, and so on.	Timeline/chronology vocabulary Timeline, present, living memory, , non-living memory, AD, BC, period, era, prehistory, prehistoric, ancient, chronological order, time period, Bronze Age, Iron Age, Stone Age, Palaeolithic, Mesolithic, Neolithic. KS1 chronology vocabulary	Settlement: REC T1 Yr1T1 Yr1 T2 Yr1 T3	Settlement: Yr3 T3 Yr4 T2 Yr4 T3 Yr5 T1

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	<u>Substantive Knowledge/fingertip knowledge</u> The children will explore the key features of the Bronze and Iron Ages, and come to conclusions about the developments within the periods (invention and use of metals and creation of new stronger metals, Beaker people bringing pottery and metal work skills and knowledge). The children develop a strong understanding of how intelligent and resourceful they must have been to make these changes, given the barriers they faced and the limited resources at their disposal. Throughout the unit, the children will use a variety of sources of evidence to investigate the period, including archaeological evidence with a focus on the Amesbury Archer, the Beaker people, the Lindow Man, Roman written accounts of the Celts and reconstruction drawings of both periods. Differing interpretations of evidence will be considered. They will know that the people living in Exeter at the time belonged to the Dumnonii tribe and how we know this. <u>Substantive concepts</u> -Settlement/ journeys (invasion, peaceful and forced) the children will discover the benefits of the Beaker people who migrated to Britain and brought with them pottery and the skills to make metal. This revolutionary material changed Britain. -rights (protestors/democracy)-kings/tribal leaders ruled various parts of Britain at this time. It wasn't all one country like it is today nor a democracy. The tribe that ruled Exeter were called the Dumnonii tribe. -Trade-different tribes would trade with each other. Natural resources like metals and mining these became very important and made tribal leaders very wealthy in areas that had a lot of these resources. -Religion-Pagan religion before the introduction of Christianity. Belief in a variety of gods/goddesses. Druid priests would have great influence in society. <u>Chronological knowledge</u> -British history (Bronze/Iron Age)-children will build on their chronological understanding of British history by studying these two time periods that preceded the Stone Age. They will understand that relative to the vast duration of the Stone Age	The Stuart period, The Victorian period, Georgian period, 1970s, 1960s, year, before, after, now, past, <u>Key Vocabulary</u> Primary and secondary source, artefact, archaeology, significant, oral history, interpretation, change, same, different, fact, infer/inference, evidence, persuasive argument, bias <u>Unit Specific</u> Impressive, smelting, bronze, hoard, ore, mould, status, beaker, archer, evidence, beliefs, afterlife, torc, , technology, tribe, wattle and daub, roundhouses, crannog, broch, hill fort, Beaker people, Pinhoe Hoard <u>5 key words to remember</u> hoard: a store of money or valuable objects kept somewhere secret impressive: to have a strong impact, usually positive interpretation: a description or explanation of something in the past based on sources of evidence	Yr2 T1 Yr2 T3 Yr3 T1 Rights: REC T2 Yr1 T2 Yr2 T1 Yr2 T3 Trade: REC T3 Yr1 T1 Yr1 T3 Yr2 T3 Yr3 T1 Religion: Yr2 T1 Yr2 T3 Yr3 T1	Yr5 T2 Yr5 T3 Yr6 T1 Yr6 T3 Rights: Yr4 T1 Yr4 T2 Yr4 T3 Yr5 T1 Yr5 T2 Yr5 T3 Yr6 T1 Yr6 T2 Yr6 T3 Trade: Yr4 T1 Yr5 T1 Yr5 T3 Y6 T1 Religion:
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	period, lots of things started to change in a shorter space of time e.g. invention of metal. -understanding that during this time period Celtic tribes ruled. The Celtic tribe in Exeter was the Dumnoni tribe. -Understanding how these people lived in these periods compared with the Stone Age periods that were just studied. Constructing the past Develop knowledge and understanding of British, local and world history. Establish clear narratives within and across the periods they study. Understand overview and depth. Historical Knowledge: Sequencing the past Develop chronologically secure knowledge and understanding of British, local and world history. Disciplinary knowledge History Concepts: Significance and Interpretations Understand how and why different interpretations of the past have been constructed. Historical Enquiry: Using Sources as Evidence Understand how our knowledge of the past is constructed from a range of sources. <u><i>In this unit, the children will:</i></u> • use common words and phrases relating to the passing of time • develop a chronologically secure knowledge and understanding of British history • address historically valid questions about change, similarity and difference • develop the use of historical terms • understand how our knowledge of the past is constructed from a range of sources • construct informed responses that involve thoughtful selection and organisation of relevant historical information • address historically valid questions about trends and significance.	remains: something left over from the past tribe: a group of people who are of the same kind	Year1-MY Family History-Exeter my journey Unit 1- building on the children's understanding that aspects of life constantly change and have done so throughout history (settlement-Polish migration and Beaker people / changes the 1960s e.g. TVs, fridge freezers etc. compared with the invention of metal in the Bronze Age etc.) Understanding that Bronze and Iron Age people lived in this area like they do now. Evidence for this Dumnonii Tribe archaeological artefacts, hillforts and Pinhoe Hoard. Year 1 Unit 3-Great inventions-transport: building on the knowledge of how transport inventions revolutionised the world, children make comparisons to how the advent of metal transformed the life of prehistoric life. Chronological knowledge: YR3-The Stone Age-Unit 1 by studying these preceding periods where there was great change in a much shorter time frame than there was in the Stone Age, the children consolidate their understanding of the vast nature of the Stone Age.	Yr4 T1 Yr4 T2 Yr5 T1 Yr6 T1 Yr6 T2
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Year 3 Spring 2 nd half term				
Year 3 Summer 1 st half term	Local History <i>Exeter's Roman Wall-a waste of space or vital to protect?</i> Key takeaways 1. Our locality is the area around our home or school. There is no set distance. 2. A building or place can be preserved for many different reasons. 3. It could be special because of its architecture. 4. It may have played an important role in the history and heritage of our local area. 5. It could be special because it's very old or rare. 6. To help to protect them, people campaign to get buildings listed. 7. We can find out about our local buildings by visiting them. 8. We can also read about them, look at photographs and talk to people. Substantive Knowledge/fingertip knowledge The children will focus on the nearby Roman wall and utilise various research techniques to answer these questions. (Why was it needed? (linked to Iron Age unit and the people they defeated) Who built it? How do we know? Why is this site important?) What does it tell us about Britain at this time? They will also gain an understanding of the importance of preserving (local) history and why it is so important that we save it for future generations. By doing so, they will gain the understanding of the importance of history and why we study the subject. They will understand that the need for a wall indicates that the Romans didn't arrive peacefully. This will be in contrast with the previous settlement substantive concept threads where settlement had been peaceful, building children's understanding of settlement. The unit will culminate in the children creating a peaceful protest campaign to save this historic site from demolition (teacher creates a scenario where they find out that the site is being knocked down and replaced with housing). The children can refer to previous knowledge of protestors (Great Thunberg, David Attenborough, Suffragettes, Ghandi, Guy Fawkes) that have been studied and apply their (appropriate)	Timeline/chronology vocabulary Timeline, present, living memory, non-living memory, AD, BC, period, era, prehistory, prehistoric, ancient, chronological order, time period, thousands of years, Stone Age, Bronze Age, Iron Age, Roman Britain, Palaeolithic, Mesolithic, Neolithic KS1 chronology vocabulary The Stuart period, The Victorian period, Georgian period, 1970s, 1960s, year, before, after, now, past, Key Vocabulary Primary and secondary source, artefact, archaeology, significant, oral history, interpretation, change, same, different, fact, infer/inference, bias, evidence, persuasive argument, viewpoint. Unit specific architecture, Roman fort, garrison, wall, local stone (red stone), campaign, migration, heritage, defence, attack, significance, importance, historic value, preserve, future generations, archaeological importance, Celtic Tribes, Dumnonii Tribe, Roman Empire 5 key words to remember	Settlement/journeys: REC T1 Yr1T1 Yr1 T2 Yr1 T3 Yr2 T1 Yr2 T3 Yr3 T1 Yr3 T2 Empires: Yr1 T2 Yr2 T1 Yr2 T2 Yr2 T3 Year 3 -The Bronze Age and Iron Age Unit 2- Building on their understanding of the peaceful migration of the Beaker people in the Bronze Age and comparing	Settlement/journeys: Yr4 T2 Yr4 T3 Yr5 T1 Yr5 T2 Yr5 T3 Yr6 T1 Yr6 T3 Empires: Yr4 T1 Yr4 T2 Yr4 T3 Yr5 T3 Yr6 T1 Yr6 T3

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	protest methods to reality -protest Twitter account, placards, documentary. Substantive concepts -Settlement/ journeys (invasion, peaceful and forced) -the children we learn about the Romans as another group of people who migrated to Britain. They will discuss the need for a wall (protection) and whether their arrival was welcomed by the Celtic tribes. This was an invasion, unlike the previous peaceful settlement that had been previously studied. The children will learn that not all settlements to our country have been peaceful in nature. -Empires children will be exposed to a historical empire for the first time. They will have previous understanding of what an empire is and the British Empire gained in Ks1. They will start to learn that Britain was invaded by another group of people. Chronological knowledge -British history-Roman Britain children will build on their chronological understanding of British history by studying a local area of significant archaeological importance. This period precedes the Iron Age that is studied in the last unit. The children will begin to realise that the Roman Period was another period of change. They will learn what changes were made in the Year 4 unit. -the children will build on their understanding of how the area has transformed over the years, linking their present world to that of the past, thus gaining a sense of belonging and connection with the area that they call home. Disciplinary understanding History Concepts: Significance and Interpretations Address and devise historically valid questions about significance. Historical Enquiry: Planning and Carrying out a Historical Enquiry Construct informed responses that involve thoughtful selection and organisation. Develop appropriate use of historical terms.	architecture: the design of a building – how it looks campaign: to take action to achieve a result heritage: something handed down from the past, to be preserved for future generations listed: putting buildings on a special list to protect them preserve: to keep from being destroyed or changed	this with how the Celtic Dumnonii tribe must have welcomed the Romans (need for a defensive wall). Year2-Our Local Heroes- Unit 3-building on the children's understanding that an individual can have an impact e.g. Exeter Foodbank founder. The children have a chance to have a positive impact on their local area too by saving this historically important site while at the same time gaining the significance of maintaining and keeping historical sites for future generations.	
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	<u>In this unit, the children will:</u> • use common words and phrases relating to the passing of time • develop a chronologically secure knowledge and understanding of British and local history • develop the appropriate use of historical terms • address and devise historical valid questions about change, cause, similarity, difference and significance • construct informed responses that involve selection of relevant information • understand how our knowledge of the past is constructed from a range of sources. <u>Potential sequence of learning</u> 1) Discuss the wall (visit or pictures to instigate discussion). When do they think it was built and by whom? (can you give them some clues to see if they can decipher who they think built it/when it was built? Why do you think it was built? What does it tell you about life in this time in the past? Would the land be better used to build something that we can use today e.g. housing, bowling alley, Ice rink? Inform the class of the enquiry question. Inform children about who actually built the wall (Romans-as part of the Roman Empire expansion-don't go into the why they invaded. This is taught in Year 4) and when it was built. Initial debate around the enquiry question. Note down arguments for and against, to refer to in lesson 6. Discuss-The importance of history (Why do we study history? Learn from the past, to improve our future; finding their own voice and place in this world- giving them a sense of belonging etc.)-Recap differences between living memory and non-living memory and why things that are in non-living memory might be important to save. What would life be like if we ignored our history and destroyed it all? Summarise why history is important to save. 2) Disciplinary knowledge focus lesson: How is history constructed by historians (model using examples of primary and secondary sources, ideally linked to Romans-RAMM could be a good source)? It is still very much down to opinions, especially the further you go back in the past. Lots of historians often disagree and interpret things differently Interpretations / Primary / Historical Association (history.org.uk).			
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	Therefore, what do we need to do to become historians ourselves? Create a checklist of the qualities needed to become an historian. Finally question. If we destroy our history, will future historians be able to do this? Discuss enquiry question again. Have any opinions changed? 3/4) The Roman's conquered Britain, so why would we want to preserve their wall? (chn gain an understanding that everything that has happened in the past, has an impact on 'our' today.) How do they think the Roman Wall has impacted their today? (e.g. have they heard of the word Isca? Whose family were born outside of the UK? Link to ever evolving settlement of Britain etc.) What does the wall tell us about the Romans and Exeter's past? (continuation of settlement of Britain. Likely not to be peaceful settlement due to the need for a wall). -Link Hadrian's wall to Exeter wall (Local/National history). Similarities/differences between the walls, understanding the need for a wall. Therefore, was everyone in Britain happy with Roman rule? -peaceful settlement like own family's journeys to Britain or conquest? Who were the people the Romans wanted to keep out of Exeter? The Celtic Dummonii tribe. Learn about them and their interactions with the Roman's. This will help with the Roman Britain unit in Year 4 e.g. were they integrating or rebelling? What might Exeter be like today if the Dummonii Tribe had defeated the Romans? 5/6) Debate enquiry Q. For and against groups. Create campaign to save Roman Wall from developers, focusing on the importance of history and keeping safe for future generations to come.			
Year 3 Summer 2 nd half term				

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	Knowledge	Key Vocabulary	Links to prior Learning	Links to Future Learning
Year 4 Autumn 1 st half term				
Year 4 Autumn 2 nd half term	<u>The Ancient Egyptians</u> <i>How much did the Ancient Egyptians achieve?</i> Key takeaways 1. We can find out about the Ancient Egyptian civilisation by studying archaeological remains and writing. 2. The River Nile was important because it made the land fertile, so Egyptian people could grow crops. It was also used for transport. 3. Society was structured with the pharaoh at the top and enslaved people at the bottom. 4. Most people in Ancient Egypt were farmers. 5. Ancient Egyptian people worshipped over 2000 gods and goddesses. 6. Ancient Egyptian people believed in an afterlife. 7. Archaeologists are able to read hieroglyphics following the discovery of the Rosetta Stone. 8. Howard Carter discovered the tomb of Tutankhamun in November 1922. 9. Many museums in the UK have an Ancient Egyptian collection. 10. Ancient Egyptian people had many achievements in such areas as farming, building, religion, medicine, writing, mathematics and crafts. <u>Substantive Knowledge/fingertip knowledge</u> The children will explore who the Ancient Egyptians were and what they achieved: technology advances (irrigation), pyramid building (engineering), creation of written language, trade and religious beliefs-pyramids, and discuss whether Ancient Egypt deserves its reputation as one of the most important early civilisations. They will also consider ranking the impact of these advances offering explanation to support their decisions. They will also learn how we know so much about Egypt (Rosetta Stone). Finally, they will learn the lasting impact of these achievements that still influence our today e.g. 365 day calendar, black ink, make-up. <u>The National Curriculum require you to study Ancient Egypt in the context of three other early civilisations: These are the Shang Dynasty of Ancient China, Ancient Sumer, and the Indus Valley civilisation.</u>	<u>Timeline/chronology vocab</u> ancient, chronological order, time period, Ancient Egyptian period, Shang Dynasty, Ancient Sumer, Indus Valley civilisation, AD, BC, concurrent, Roman Britain period, Ancient Greek period, 21st Century, 20th Century <u>Year 3</u> Timeline, present, year living memory, non-living memory Stone Age, Bronze Age, Iron Age, Palaeolithic, Mesolithic, Neolithic. prehistory, prehistoric <u>KS1 chronology vocabulary</u> The Stuart period, The Victorian period, Georgian period, 1970s, 1960s, before, after, now, past <u>Key Vocabulary</u> Primary and secondary source, bias, construct (how historians construct the past), interpret/interpretations, artefact, archaeology, viewpoint, persuasive argument, significant, oral history, change, same, different, fact, infer/inference, evidence <u>Unit specific</u> civilisation, fertile,	Empire: Yr1 T2 Yr2 T1 Yr2 T2 Yr2 T3 Yr3 T3 Trade: REC T3 Yr1 T1 Yr1 T3 Yr2 T3 Yr3 T1 Yr3 T2 Rights: REC T2 Yr1 T2	Empire: Yr4 T2 Yr4 T3 Yr5 T3 Yr6 T1 Yr6 T3 Trade: Yr5 T1 Yr5 T3 Y6 T1 Rights: Yr4 T2 Yr4 T3 Yr5 T1 Yr5 T2 Yr5 T3

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<u>Substantive concepts</u> -Empire The Egyptians ruled vast swathes of North Africa and parts of the Middle East. -Trade-the Egyptians were able to irrigate the River Nile. This meant that they grew lots of crops that they traded with other civilisations. This made them very wealthy and enabled them to build the pyramids and become powerful. -Rights (protestors/democracy)-The Pharaoh was the ruler and it wasn't a democracy. They did keep slaves, however, it is not thought that the slaves built the pyramids. -Religion-the Egyptians believed in lots of different gods and goddesses. The importance of these changed depending on who the pharaoh was. Ra is considered the most important and was a creator god. There were over 2000 other gods that people worshipped. <u>Chronological knowledge</u> -Ancient civilisations-Egypt develop an understanding of the time period in question and relating their understanding of Egyptian achievements to that of other civilisations (traversing time periods while helping contextualising the Egyptian advances against their peers both before, during and after this period and to what Britain was like during this period). <i>This will put into context their great achievements.</i> -the children will learn some features of the different periods of Ancient Egypt and understand some of the significant things that happened in them and changes within different periods e.g. Old Kingdom-Pyramid building at Giza. Constructing the past Develop knowledge and understanding of British, local and world history. Establish clear narratives within and across the periods they study. Understand overview and depth. <u>In this unit, the children will:</u>	irrigation, achievement, hieroglyph, archaeologists, scribes, sarcophagus, excavation, inscription, papyrus, mummification, achievement, priest, farmer, agriculture, scribe, pharaoh, pyramid, engineering, technology, stonemason, ramp, construction, canopic jar, <u>5 key words to remember</u> achievement: something special reached through hard work or skill civilisation: a group of people living together, who have advanced ways of living, communicating and working irrigation: to bring water from rivers or lakes to fields pharaoh: the supreme ruler of Ancient Egypt pyramid: a monument providing a tomb for the pharaoh	Yr2 T1 Yr2 T3 Yr3 T2 Religion: Yr2 T1 Yr2 T3 Yr3 T1 Yr3 T2 Chronological knowledge: Year 3 Unit 1: The Stone Age Year 3 Unit 2: Bronze Age building the chronological understanding that different civilisations (Britain during this period) were co-inhabiting the planet at the same time, but life was very different in different parts of the world e.g. technological advances. Year 3 Local history Roman Wall. Empire and settlement (conquest).	Yr6 T1 Yr6 T2 Yr6 T3 Religion: Yr4 T2 Yr5 T1 Yr6 T1 Yr6 T2 Year 4 Roman Britain. Settlement/empire (conquest/expansion and fall of empires).
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	• study the achievements of the earliest civilisations • develop a chronologically secure knowledge and understanding of British, local and world history • note connections, contrasts and trends over time • develop the use of historical terms • understand how our knowledge of the past is constructed from a range of sources • address and devise historically valid questions about similarity, difference and significance • construct informed responses that involve thoughtful selection and organisation of relevant historical information.			
Year 4 Spring 1 st half term				
Year 4 Spring 2 nd half term	<u>Roman Britain</u> <i>What happened when the Romans came to Britain?</i> Key takeaways 1. Julius Caesar had two unsuccessful attempts to invade and conquer Britain in 54 and 55BC. 2. Emperor Claudius, the leader of the Roman Empire, planned a successful invasion in 43AD. 3. Claudius wanted resources from Britain. He thought a successful invasion would make him popular. 4. We know about Roman Britain by visiting archaeological sites and looking at remains. 5. In many parts of Britain, there are Roman sites, including roads, villas and forts. 6. Hadrian's Wall is the most famous Roman site. 7. We can also read written accounts about Roman Britain, for example the Vindolanda Tablets. 8. In Roman times, most people lived in the country. Their lives didn't change very much. 9. Roman people brought many positive things to Britain. Their impact can still be seen today. 10. The Roman period did not end abruptly in 410AD. Some Roman people continued to live in Britain. <u>Substantive Knowledge/fingertip knowledge</u> The children will learn about the Roman invasion of Britain and its impact on the lives of the Celts e.g. the construction of Roman roads. They will learn about Ceasars failed invasion in 55BC and 54BC and Claudius successful invasion in AD43. They will understand the reasoning behind the emperors wanting to invade Britain and expand their empire. They will consider whether the Roman settlement was a positive experience for all involved, and explore the long-	<u>Timeline/chronology vocab</u> ancient, chronological order, time period, Ancient Egyptian period, Shang Dynasty, Ancient Sumer, Indus Valley civilisation, AD, BC, concurrent, Roman Britain period, Ancient Greek period, 21st Century, 20th Century <u>Year 3</u> Timeline, present, year living memory, non-living memory Stone Age, Bronze Age, Iron Age, Palaeolithic, Mesolithic, Neolithic. prehistory, prehistoric <u>KS1 chronology vocabulary</u> The Stuart period, The Victorian period, Georgian period, 1970s, 1960s, before, after, now, past	Empire: Yr1 T2 Yr2 T1 Yr2 T2 Yr2 T3 Yr3 T3 Yr4 T1 Religion: Yr2 T1 Yr2 T3 Yr3 T1	Empire: Yr4 T3 Yr5 T3 Yr6 T1 Yr6 T3 Religion: Yr5 T1 Yr6 T1 Yr6 T2 Rights: Yr4 T3 Yr5 T1

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term legacy of the invasion. They will use a variety of sources of evidence to investigate the topic, including visual sources of artefacts (the Vindolanda Tablets) and archaeological sites (Hadrian's Wall, Exeter Roman Wall). The children will analyse written sources from writers such as Tacitus and Dio Cassius and consider why they interpreted events as they did. This unit has a clear focus on the achievements of the Romans in Britain. It is intended that the children develop a strong understanding of how intelligent, organised and resourceful (utilising 'client kings', well trained and a equipped professional army) the Romans must have been to invade and occupy Britain for so long, and change things so radically. Children will learn about the Boudicca of the Iceni Tribe and how she responded to Roman rule. Utilising the previous knowledge gained on how the Dumnonii tribe responded (e.g. need for a Roman wall in Exeter). <u>Substantive concepts</u> -Settlement/ journeys (invasion, peaceful and forced) -the children will build on their knowledge gained of invasion in Year 3. They will expand on this knowledge (client kings) and focus on the reasoning behind the invasions (pull factors) that brought the Romans to Britain. -Empires- Continue to understand that throughout history empires have taken over land belonging to others-this time using client kings. This builds on the British Empire units in KS1. They needed the resources Britain had to sustain their empire. -Religion-they will learn that the Romans brought Christianity to Britain. -Rights-Celtic people were ruled over by the Romans or client kings in Britain. Auxiliaries could get citizenship if they served in the army for 25 years.	Key Vocabulary Primary and secondary source, bias, construct (how historians construct the past), interpret/interpretations, artefact, archaeology, viewpoint, persuasive argument, significant, oral history, change, same, different, fact, infer/inference, evidence, positive impact, negative impact Unit specific Invade, invasion, conquer, republic, empire, emperor, glory, barbaric, legacy, resistance, primary, client kings, centurion, tablet, Picts, heritage, forts, garrisons, camber, groma, transport system, legions, legionaries, auxiliaries, testudo, centurion, tribes, Celtic tribes, Dumnonii tribe, aqueducts. <u>5 key words to remember</u> conquer: to defeat and take over through force emperor: the ruler of an empire empire: a group of countries ruled over by another country impact: to make a positive or negative change on something	Yr3 T2 Yr4 T1 Rights: REC T2 Yr1 T2 Yr2 T1 Yr2 T3 Yr3 T2 Yr4 T1 Settlement: REC T1 Yr1T1 Yr1 T2 Yr1 T3 Yr2 T1 Yr2 T3 Yr3 T1 Yr3 T2 Yr3 T3	Yr5 T2 Yr5 T3 Yr6 T1 Yr6 T2 Yr6 T3 Settlement: Yr4 T3 Yr5 T1 Yr5 T2 Yr5 T3 Yr6 T1 Yr6 T3
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	<u>Chronological knowledge</u> -British History-non-living memory-the children will build on their chronological understanding of British history having already studied the Stone Age, Bronze Age and Iron Age. They will learn how things changed with the Roman arrival and how this still impacts us today-Roman roads still in use (London Road by Cranbrook, Exeter). Historical Knowledge: Sequencing the past Develop chronologically secure knowledge and understanding of British, local and world history. <u>Disciplinary knowledge</u> History Concepts: Significance and Interpretations Address and devise historically valid questions about significance. History Concepts: Significance and Interpretations Understand how and why different interpretations of the past have been constructed. Historical Enquiry: Planning and Carrying out a Historical Enquiry Construct informed responses that involve thoughtful selection and organisation. Develop appropriate use of historical terms. <u>In this unit, the children will:</u> • develop a chronologically secure knowledge and understanding of British history • address historically valid questions about change, cause and significance • construct informed responses that involve the thoughtful selection and organisation of historical information • understand how our knowledge of the past is constructed from a range of sources • note connections, contrasts and trends over time and develop the appropriate use of historical terms • address and devise historically valid questions about similarity and difference	invade: to enter and take over a country through force	Year 2 Unit 1 -conflicts within Christianity. The children will learn that the Romans introduced Christianity to Britain. Year 3 Unit 2: The Bronze Age and the Iron Age- Year 1 Unit 1-Exeter my family history- Children build on their understanding of journeys/settlement and the push and pull factors behind this. Year 3 Unit 3- Local History and the significance of history - children build on their knowledge of the Exeter Roman wall and use this knowledge to expand their understanding of Roman Britain/Roman Empire.	
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Year 4 Summer 1 st half term				
Year 4 Summer 2 nd half term	<u>Crime and Punishment</u> <u>How has crime and punishment changed over time?</u> Key takeaways 1. Attitudes and values about what is a crime and how it should be punished have changed over time. 2. Suffragettes campaigned for women's suffrage. They were considered criminals and put in prison. Now we celebrate their achievements. 3. Some actions are still considered crimes, but the punishment is less or more severe. 4. Other crimes are no longer crimes at all, for example celebrating Christmas. 5. In the early 1800s, over 200 crimes were punishable by death as people thought this would stop people committing the crimes. 6. Over the years, the number of crimes punishable by death was dramatically reduced. In 1965, the death penalty for murder was banned in England. 7. In the 1700s, transportation to the colonies was a popular punishment. 8. Prisons are a form of punishment, but they now also work to re-educate people who have committed crimes. 9. We can find out about crime and punishments from a range of sources, depending on the <u>time period</u>. 10. This includes visiting old prisons, reading newspaper <u>reports</u> and looking at drawings and photographs. <u>Substantive Knowledge/fingertip knowledge</u> In this unit, the children will explore how and why Crime and Punishment has changed over time. This will support them in developing an understanding of change and development over a long period of time. They will utilise a variety of sources of evidence to develop their knowledge and understanding of the different time periods. Within this, they will look at some small case studies in more depth to understand triggers for change, including Dick Turpin the highwayman, the banning of Christmas, the Bloody Code of 1815 (hanging), the founding of the first paid professional police force by Robert Peel in 1829 (Metropolitan Police), transportation of prisoners overseas and the activism of the suffragettes. The children will also begin to appreciate that <u>some things remain the same over long periods of time and some things change</u> e.g. celebrating Christmas being a crime was only a brief law that changed when Cromwell died; juries were not convicting people of crimes as they didn't feel the punishment of death was fair. <u>Substantive concepts</u> -Crime and punishment-how crimes and punishments have changed over time. How we must consider the context of the time period, when considering this part of our history.	<u>Timeline/chronology vocab</u> ancient, chronological order, time period, Ancient Egyptian period, Shang Dynasty, Ancient Sumer, Indus Valley civilisation, AD, BC, concurrent, Roman Britain period, Ancient Greek period, 21st Century, 20th Century <u>. Year 3</u> Timeline, present, year living memory, non-living memory Stone Age, Bronze Age, Iron Age, Palaeolithic, Mesolithic, Neolithic. prehistory, prehistoric <u>KS1 chronology vocabulary</u> The Stuart period, The Victorian period, Georgian period, 1970s, 1960s, before, after, now, past <u>Key Vocabulary</u> Primary and secondary source, bias, construct (how historians construct the past), interpret/interpretations, artefact, archaeology, viewpoint, persuasive argument, significant, oral history, change, same, different, fact, infer/inference, evidence, positive impact, negative impact <u>Unit specific</u> Rules, society, crime, punishment, values, poaching, riot, transportation,	Crime and punishment: Yr1 T2 Yr2 T1 Empire: Yr1 T2 Yr2 T1 Yr2 T2 Yr2 T3 Yr3 T3 Yr4 T1 Yr4 T2 Rights: REC T2 Yr1 T2 Yr2 T1 Yr2 T3 Yr3 T2 Yr4 T1 Yr4 T2	Empire: Yr4 T3 Yr5 T3 Yr6 T1 Yr6 T3 Rights: Yr5 T1 Yr5 T2 Yr5 T3 Yr6 T1 Yr6 T3 Settlement: Yr5 T1 Yr5 T2 Yr5 T3 Yr6 T1 Yr6 T3

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-Empires -Britain's empire stretched across the globe and it sent its convicts to far reaching places (Australia) as punishment. -Rights-(protestors/democracy)-women didn't have the same rights as men and were not allowed to vote. A movement called the Suffragettes was set up to protest against this. They were considered criminals and punished. Was Britain really a democracy then? -Settlement/ journeys (invasion, peaceful and forced)- convicts used to populate remote parts of the empire. As well as people coming to Britain, Britain has sent people abroad. <u>Chronological knowledge</u> -British History-non-living the children will build on their chronological understanding of British history by studying contrasting periods of time from the 17th Century to the 20th Century. -This study of the same substantive concept over a long duration of time enables children to grasp how things change and stay the same in history, and some of the reasons why this happens e.g. Cromwell's passing led to Christmas not being banned anymore. <u>Disciplinary knowledge</u> History Concepts: Cause and Effect Address and devise historically valid questions about cause. History Concepts: Change and Development/Similarity and Difference Address and devise historically valid questions about change, similarity and difference. Note connections, contrasts and trends over time. Historical Enquiry: Using Sources as Evidence Understand how our knowledge of the past is constructed from a range of sources. <u>In this unit, the children will:</u>	execution, poaching, highwayman, smuggling, severe crime, lesser crime, prison, gaol, suffragettes, Emmeline Pankhurst, Metropolitan Police, Dick Turpin, Bloody code laws. <u>5 key words to remember</u> crime: what happens when someone breaks a law laws: set of rules for people to follow punishment: a penalty for doing something wrong suffrage: to be able to vote for who you want to govern the country values: things you think are important for the way you live	Settlement: REC T1 Yr1T1 Yr1 T2 Yr1 T3 Yr2 T1 Yr2 T3 Yr3 T1 Yr3 T2 Yr3 T3	Year 5 journeys/Anglo Saxon/Viking units- reasoning behind these journeys/settlement (push and pull factors)
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	• develop a chronologically secure knowledge and understanding of British history • establish clear narratives over periods of study • note connections, contrasts and trends over time and develop the use of historical terms • understand how our knowledge of the past is constructed from a range of sources • address historically valid questions about continuity, and change and cause • address and devise historically valid questions about continuity and change, similarity and difference, and significance • construct informed responses that involve thoughtful selection and organisation of relevant historical information.			
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	Knowledge	Key Vocabulary	Links to prior Learning	Links to Future Learning
Year 5 Autumn 1 st half term	<u>The Anglo Saxons</u> <u>Was the Anglo-Saxon period really a Dark Age?</u> Key takeaways 1. The Roman army left Britain around 410AD. 2. Anglo-Saxons had started to raid Britain before the Roman army left. 3. Anglo-Saxons started to settle in Britain as the country was fertile. 4. Anglo-Saxons came from Germany, Holland and Denmark. 5. Anglo-Saxons were originally pagan, but they gradually converted to Christianity. 6. Anglo-Saxons did not call the time that they lived the Dark Ages. 7. Historians called the Anglo-Saxon period a Dark Age, as they thought it was very different from civilised Roman Britain. 8. The archaeological remains at Sutton Hoo and the Staffordshire Hoard tell us a lot about Anglo-Saxon people. They have made historians change their minds about a Dark Age. 9. We can also find out about Anglo-Saxons from the story of 'Beowulf'. 10. From 793CE, Vikings raided and then settled in Britain. <u>Substantive Knowledge/fingertip knowledge</u>	<u>Timeline/chronology vocab</u> <u>Upper KS2 vocabulary</u> chronological order, timeline, time period, The Anglo-Saxon period, AD, BC, concurrent, The Viking invasion period, Tudor period, Elizabethan period, Edwardian period, WW2. <u>Lower KS2 vocabulary</u> Stone Age, Bronze Age, Iron Age, Roman Britain, Ancient Egypt, Roman Britain, before, after, now, past, present, 21st Century, year,	Settlement: REC T1 Yr1T1 Yr1 T2 Yr1 T3 Yr2 T1 Yr2 T3 Yr3 T1 Yr3 T2	Settlement: Yr5 T2 Yr5 T3 Yr6 T1 Yr6 T3 Rights: Yr5 T1 Yr5 T2 Yr5 T3

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	The children will learn about the world of the Anglo-Saxons (410AD-1066) (religious beliefs-paganism and converting to Christianity, customs, weapons, skills (jewellery making), the elite's possessions and how they defended against Viking raids. They will consider why (some were asked to help defend Britain after the Romans left a power vacuum) they came to Britain, where they came from and whether the period deserves to be called the 'Dark Ages'. They will learn that by AD600, after much fighting, there were eventually 5 main Anglo-Saxon kingdoms (Kent, Wessex, East Anglia, Mercia and Northumbria) and these consisted of different tribes, led by their own kings (who didn't always get on, often wanting full control of Britain). Disciplinary knowledge: Throughout the unit, there is a strong focus on the range of sources that provide us with evidence about the people living at that time. The children will examine archaeological evidence, such as the Sutton Hoo ship burial and the Staffordshire hoard, while using written evidence from the time, including Beowulf, to provide context for the archaeological finds. They will learn about the importance of archaeological evidence and the work of the archaeologist, as well as the accidental finds of metal detectorists. Substantive concepts -Settlement/ journeys (invasion, peaceful and forced) the children will learn that Anglo-Saxons arrived and migrated all around Britain. They will understand that this movement of people had been both peaceful (requested due to raids from the Picts) and violent (they didn't leave and wanted to stay). Rights (protestors/democracy)-Anglo-Saxon kings ruled over the country and created their own kingdoms often fighting each other. We have rights and freedoms today that are enshrined in law, that people didn't have then. Religion-initially pagan, the Anglo-Saxons converted to Christianity. Anglo-Saxons kingdoms eventually converted to Christianity. This was a significant change, as many churches and monasteries were built e.g. Lindisfarne. These churches were very wealthy and influential. Trade- the different Anglo-Saxon kingdoms would trade with each other. There's lots of archaeological evidence to support this.	living memory, non-living memory, ancient, Shang Dynasty, Ancient Sumer, Indus Valley civilisation, prehistory, prehistoric KS1 chronology vocabulary The Stuart period, The Victorian period, Georgian period, 1970s, 1960s, Key Vocabulary Primary and secondary source, bias, construct (how historian construct the past), interpret/interpretations, artefact, archaeology, viewpoint, persuasive argument, significant, oral history, continuity, change, same, different, fact, infer/inference, evidence, impact-positive/negative, empire, assumptions, opinions, proof, counter argument, empire, push and pull factors, power vacuum. Unit specific invasion, settle, reconstruction, Dark Ages, pagan, plunder, Scandinavia, grave goods, archaeologist, excavation, function, sceptre, garnet, hoard, metal detecting, saga, chronicle, illuminated manuscript, ecclesiastical, conversion, monastery, Old English, decay, preserved, stratigraphy, classification, cataloguing, site, trench. 5 key words to remember	Yr3 T3 Yr4 T2 Yr4 T3 Rights: REC T2 Yr1 T2 Yr2 T1 Yr2 T3 Yr3 T2 Yr4 T1 Yr4 T2 Religion: Yr4 T3 Yr2 T1 Yr2 T3 Yr3 T1 Yr3 T2 Yr4 T1 Yr4 T2 Trade: REC T3 Yr1 T1 Yr1 T3 Yr2 T3 Yr3 T1 Yr3 T2	Yr6 T1 Yr6 T2 Yr6 T3 Religion: Yr5 T1 Yr6 T1 Yr6 T2 Trade: Yr5 T3 Y6 T1
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	<u>Chronological knowledge</u> -British History-Anglo Saxons 410AD-1066 the children will build on their chronological understanding of British history in the context of the Anglo-Saxon period. They will understand this period in relation to the others that they have studied previously and where it sits on a timeline of British history. They will understand that Roman life didn't just disappear overnight. Many Roman people remained in Britain in the early phase of Anglo-Saxon rule. They will understand that it was a time of upheaval and violence. Historical Knowledge: Sequencing the past Develop chronologically secure knowledge and understanding of British, local and world history. <u>Disciplinary knowledge</u> History Concepts: Change and Development/Similarity and Difference Address and devise historically valid questions about change, similarity and difference. Note connections, contrasts and trends over time. History Concepts: Significance and Interpretations Address and devise historically valid questions about significance. Historical Enquiry: Planning and Carrying out a Historical Enquiry Construct informed responses that involve thoughtful selection and organisation. Develop appropriate use of historical terms. Historical Enquiry: Using Sources as Evidence Understand how our knowledge of the past is constructed from a range of sources. <u>In this unit, the children will:</u> • develop a chronologically secure knowledge and understanding of British and world history • develop the appropriate use of historical terms • understand how our knowledge of the past is constructed from a range of sources • construct informed responses that involve thoughtful selection and organisation of relevant historical information • note connections, contrasts and trends over time	fertile: a place where plants and crops grow easily hoard: hidden treasure stored away pagan: a term used for someone who worshipped many gods period: a time in history settle: to make a home somewhere	Yr4 T1 Year 3-Unit 2-Bronze Age and Iron Age-building on the knowledge of the peaceful migration of the Beaker people and understanding that not all influxes of people have been peaceful. Year 4 Unit 2: Roman Britain-building on the knowledge of gain of the Roman conquest of Britain and comparing this to the Anglo-Saxon arrival. Settlement This builds on settlement/journey (push and pull factors) understanding built in KS1 and in earlier KS2 units, and how Britain has always been a place of settlement of various different types.	
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	• regularly address and devise historically valid questions about significance			
Year 5 Autumn 2 nd half term				
Year 5 Spring 1 st half term	<u>The Vikings</u> <i>Would the Vikings do anything for money?</i> Key takeaways 1. Viking means 'pirate' or 'raider'. Vikings came from Scandinavia (Norway, Sweden, Denmark). 2. Not all Viking people were raiders; many were farmers, traders and craftspeople. 3. Vikings migrated from their homeland for a number of reasons. 4. Some included push factors – where they came from was overpopulated and there was not enough food. 5. Pull factors included wealth and a better climate. 6. Vikings settled in many places, not just in Britain. 7. They mainly settled in rural areas in the East of England as these were the first places they encountered. 8. We know about Vikings by studying archaeological remains, studying the Viking sagas and reading written accounts. 9. Some accounts were written by other groups, like Anglo-Saxons, a number of years after the events took place. 10. Historians continue to review their interpretation of what Viking people were like. <u>Substantive Knowledge/fingertip knowledge</u> The children will learn about the Vikings, and consider the reasons why they raided (Lindisfarne 793AD) and then settled in Britain. They will investigate the popular view of the Vikings as raiders, ruthless in their ways of obtaining wealth and whether this is a true reflection of what they were like. They will also examine King Alfred's (Alfred the Great) struggle (Wessex and Danelaw) and his victory over the Vikings at the Battle of Ashdown 861AD. <u>Substantive concepts</u> Settlement/ journeys (invasion, peaceful and forced)- building on the reasoning why the Roman and Anglo-Saxons invaded Britain, to put into context why the Vikings would have wanted to invade and settle. They will understand that the Vikings invaded violently and took land from the Anglo-Saxons. Rights-(protestors/democracy)-Vikings were ruled by kings who made the important decisions. Similar to Anglo-Saxon kings.	<u>Timeline/chronology vocab</u> Upper KS2 vocabulary chronological order, timeline, time period, The Anglo-Saxon period, AD, BC, concurrent, The Viking invasion period, Tudor period, Elizabethan period, Edwardian period, WW2, Lower KS2 vocabulary Stone Age, Bronze Age, Iron Age, Roman Britain, Ancient Egypt, Roman Britain, before, after, now, past, present, 21st Century, year, living memory, non-living memory, ancient, Shang Dynasty, Ancient Sumer, Indus Valley civilisation, prehistory, prehistoric <u>KS1 chronology vocabulary</u> The Stuart period, The Victorian period, Georgian period, Victorian period grandparent's time, 1970s, 1960s, Key Vocabulary Primary and secondary source, bias, construct (how historian construct the past), interpret/interpretations, artefact, archaeology, viewpoint, persuasive argument, significant,	Settlement REC T1 Yr1T1 Yr1 T2 Yr1 T3 Yr2 T1 Yr2 T3 Yr3 T1 Yr3 T2 Yr3 T3 Yr4 T2 Yr4 T3 Yr5 T1 Rights REC T2 Yr1 T2 Yr2 T1 Yr2 T3 Yr3 T2 Yr4 T1	Settlement Yr5 T3 Yr6 T1 Yr6 T3 Rights Yr5 T3 Yr6 T1 Yr6 T2 Yr6 T3

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	Chronological Knowledge British history-Viking invasions-787AD first raids, 793 Lindisfarne the children will build on their chronological understanding of British history in the context of the Viking invasions. They will understand this period in relation to the concurrent Anglo-Saxon period and where it sits on a timeline of British history (and within the Anglo-Saxon period itself). They will understand that it was period of violent struggle between the two groups of settlers. Historical Knowledge: Constructing the past Establish clear narratives within and across the periods they study. Note connections, contrasts and trends over time. Combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content. Disciplinary knowledge They will study primary sources of evidence, such as accounts by monks of the raid on Lindisfarne, as well as archaeological finds, to understand why this interpretation of the Vikings has become so popular. History Concepts: Significance and Interpretations Understand how and why different interpretations of the past have been constructed. <u><i>In this unit, the children will:</i></u> • develop a chronologically secure knowledge and understanding of British history • understand how our knowledge of the past is constructed from a range of sources • establish clear narratives within and across the periods • develop the appropriate use of historical terms • address historically valid questions about cause and significance • construct informed responses that involve the thoughtful selection and organisation of relevant historical information • note contrasts and connections over time.	oral history, continuity, change, same, different, fact, infer/inference, evidence, impact-positive/negative, empire, assumptions, opinions, proof, counter argument, empire, push and pull factors, power vacuum. Unit specific Raid, raider, monk, monastery, Viking, sacked, looted, abbey, migrate, settle, overpopulation, causes, invader, settler, Wessex, monarch, longhouses, saga, Lindisfarne 5 key words to remember interpretation: a description or explanation of something in the past based on sources of evidence migrate: to move from one place to another raid: to enter a place by force to steal something rural: countryside areas, usually focused on farming saga: a story that tells a heroic adventure	Yr4 T2 Yr4 T3 Yr5 T1 Year 1 Unit 1 My Family history unit-children build on their understanding of settlement and make comparisons with peaceful Polish/refugee settlement of St Thomas. Year 3 Unit 3-Local history and the significance of local history-the children build on their understanding for the need of the Roman wall (to protect from invaders) Year 3 Unit 2 Bronze Age/Iron Age unit-children build on their understanding of settlement and make comparisons with the peaceful settlement by the Beaker people. Year 4 Unit 2 Roman Britain-the children will build on their knowledge of Roman Britain to contextualise the Anglo Saxon period and the problems King Alfred faced. Year 5 unit 1- Anglo Saxons-the children will use their previous knowledge to understand King Alfred's struggle and victory over the Vikings.	
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Year 5 Spring 2 nd half term				
Year 5 Summer 1 st half term	<u>Journeys</u> <i>What makes people go on a journey?</i> Key takeaways 1. You have already learned about many different journeys in the units you have studied, for example journeys of explorers, invaders and settlers, including Romans, Anglo-Saxons and Vikings. 2. People go on a journey for many different reasons. 3. Some make a choice to go on a journey, like the passengers on the <i>MV Empire Windrush</i>. 4. Others are forced to go on a journey to survive, like the children on the Kindertransport. 5. Some travellers have a positive experience when they arrive at their destination. 6. Others, like those on the <i>MV Empire Windrush</i>, may face discrimination. 7. We can find out about journeys using many different sources of evidence, depending on the time period being studied. 8. Songs and poems can be used to find out about the past, for example those of the <i>Windrush</i> passengers. 9. People continue to travel to the UK today for many different reasons, including finding work and escaping persecution in their own country. 10. People have also left the UK as migrants. Often this is for economic reasons, for example passengers on the <i>RMS Titanic</i>. Some people continue to leave today. <u>Substantive Knowledge/fingertip knowledge</u> The children will explore the question of why people go on a journey, and look at five very different types of journey in depth (they have already studied Anglo-Saxon and Viking journeys to UK shores). The journeys selected span from the Tudor period to those undertaken today by refugees. The children begin by studying (reasoning behind these journeys) the voyages of Sir Walter Raleigh, then the voyage of the Irish 3rd class passengers on the <i>Titanic</i>, before learning about the Kindertransport in World War Two and the voyage of the <i>Empire Windrush</i>. Finally, they will examine why refugees make dangerous journeys today. Children will end the unit with an informed viewpoint of what it means to be a migrant or refugee. This is very important to our school as we have many migrants and refugees in our setting. <u>Substantive concepts</u> -Settlement/ journeys (invasion, peaceful and forced)- the children will learn that new people have arrived and migrated	<u>Timeline/chronology vocab</u> Upper KS2 vocabulary chronological order, timeline, time period, The Anglo-Saxon period, AD, BC, concurrent, The Viking invasion period, Tudor period, Elizabethan period, Edwardian period, WW2, <u>Lower KS2 vocabulary</u> Stone Age, Bronze Age, Iron Age, Roman Britain, Ancient Egypt, Roman Britain, before, after, now, past, present, 21st Century, year, living memory, non-living memory, ancient, Shang Dynasty, Ancient Sumer, Indus Valley civilisation, prehistory, prehistoric <u>KS1 chronology vocabulary</u> The Stuart period, The Victorian period, Georgian period, Victorian period grandparent's time, 1970s, 1960s, Key Vocabulary Primary and secondary source, bias, construct (how historian construct the past), interpret/interpretations, artefact, archaeology, viewpoint, persuasive argument, significant, oral history, continuity, change, same, different, fact, infer/inference, evidence, impact-positive/negative, empire,	Settlement: REC T1 Yr1T1 Yr1 T2 Yr1 T3 Yr2 T1 Yr2 T3 Yr3 T1 Yr3 T2 Yr3 T3 Yr4 T2 Yr4 T3 Yr5 T1 Yr5 T2 Empire: Yr1 T2 Yr2 T1 Yr2 T2 Yr2 T3 Yr3 T3 Yr4 T1 Yr4 T2	Settlement: Yr6 T1 Yr6 T3 Empire: Yr6 T1 Yr6 T3 Trade: Y6 T1 Religion: Yr6 T1 Yr6 T2 Rights: Yr6 T1 Yr6 T2 Yr6 T3

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	all around Britain (and the world). They will understand that this movement of people has been peaceful and violent, like previously studied. <u>They will build on their understanding of push and pull factors from the Saxon and Viking units to gain a greater understanding of other push and pull factors</u> associated with migration and look at a variety of new examples (Titanic Irish passengers, Jewish children fleeing persecution, modern day refugees fleeing persecution) to build on prior knowledge of Britain being a place of continued settlement. Empire-Lots of Irish people were very poor in the British Empire and wanted to start a new life in America. Germany were expanding and the Nazis persecuted different groups of people e.g. Jews. Children needed to leave for their own safety and fled to Britain-Kindertransport. Sir Walter Raleigh famously exploring the Americas and helping to start British colonisation overseas (Empire). Trade-Sir Walter Raleigh and Elisabeth were seeking precious metals, silver and gold in new lands. This money would be used to support the kingdom. Religion-Catholic and Protestant conflicts internally subdued by Elizabeth's reign. Rights (protestors/democracy)-More religious freedoms during this period and less persecution. <u>Chronological knowledge</u> The 5 journeys studied are in chronological order-Moving from the Tudor (Elizabethan era) to the present day. This approach supports the children in developing their chronological understanding, and helps them gain a greater sense of period. -British History Non-living memory-Living memory-children will build on their chronological understanding of British history by studying a variety of different migration events spanning many different time periods. The Elizabethan era was a period of internal religious peace between the Catholics and Protestants. This builds on the chronological Knowledge gained in the Year 2 Gunpowder	assumptions, opinions, proof, counter argument, empire, push and pull factors, power vacuum. <u>Unit specific</u> Settlement-journey, migration, emigration, immigration, migrant, refugee, invader, settler, explorer, impact, voyage, status, portrait, symbol, adventurer, class, fact, opinion, conquest, persecution, Kindertransport, prejudice, discrimination, British Empire, asylum seeker, economic migrant, illegal immigrant, Windrush. <u>5 key words to remember</u> anti-Semitism: discrimination against Jewish people discrimination: unfair treatment of someone because of their religion, race, and so on migrant: someone who moves from one country to another, often to find work prejudice: an unfair dislike for someone because of their religion, race, and so on	Trade: Yr4 T3 REC T3 Yr1 T1 Yr1 T3 Yr2 T3 Yr3 T1 Yr3 T2 Yr4 T1 Yr5 T1 Religion: Yr2 T1 Yr2 T3 Yr3 T1 Yr3 T2 Yr4 T1 Yr4 T2 Yr5 T1 Rights: REC T2 Yr1 T2 Yr2 T1 Yr2 T3 Yr3 T2 Yr4 T1	
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	Plot unit (James I), where religious tensions resulted in the Gunpowder Plot. Disciplinary knowledge History Concepts: Significance and Interpretations Understand how and why different interpretations of the past have been constructed. <u>In this unit, the children will:</u> • develop a chronologically secure knowledge and understanding of British and world history • establish clear narratives • address and devise historically valid questions about significance and cause and change • understand how our knowledge of the past is constructed from a range of sources • note connections, contrasts and trends over time	refugee: someone who is forced to leave their country	Yr4 T2 Yr4 T3 Yr5 T1 Yr5 T2 The children will make links to the journeys made by those peoples already studied in earlier KS1 and KS2 units, such as those covered in Year 1 unit 1, Year 4 Unit 2: Roman Britain, Year 5 Unit 1: The Anglo-Saxons and Year 5 Unit 2: The Vikings. They will also be prompted to remember the journeys made by the explorers studied in Year 1 Unit 2: The Greatest Explorers. Year 1 My Family unit 1- the children build on their local knowledge of recent settlement/journeys to St Thomas. YR1: The Greatest Explorers Unit 3- The children will build on their chronological settlement/journeys knowledge. The journeys in this unit represent those made both to and from the United Kingdom. Some differ between journeys made by choice and are journeys necessary for survival. YR2-Gunpowder Plot unit -Chronological knowledge Building on understanding of previous conflicts between Catholics and Protestants during this period. Understanding that Elizabethan era was much more peaceful between Protestants and Catholics.	
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			YR4 Roman Britain Unit 2- The children will make links and comparisons to the journeys made by those peoples already studied (Roman conquest). Year 5 Unit 1 Anglo-Saxons- The children will make links and comparisons to the journeys made by those peoples already studied (Anglo Saxon invasion). Year 5 Unit 2 Vikings- The children will make links and comparisons to the journeys made by those peoples already studied (Anglo Saxon invasion).	
Year 5 Summer 2 nd half term				

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	Knowledge	Key Vocabulary	Links to prior Learning	Links to Future Learning
Year 6 Autumn 1 st half term				
Year 6 Autumn 2 nd half term	The Maya civilisation <u>Why should we remember the Maya?</u> Key takeaways 1. Maya people lived in Meso-America (Central America) in the area called Mexico and Guatemala. 2. The Maya civilisation was a Stone Age culture as they didn't have metal. 3. The Maya civilisation formed a society of city-states. 4. Maya people made many technological advances and established a huge trading empire. 5. The Maya people developed a writing system based on symbols called 'hieroglyphs'. 6. The Maya people built pyramids to worship their gods and offer sacrifices. 7. Maya people worshipped up to 300 gods, each one doing a different job. 8. There are many theories why the population of Maya cities disappeared around 900AD. 9. We know about the Maya civilisation from archaeological remains and the people living in the area today. 10. We use the term 'Maya' not 'Mayan'. 'Mayan' is used only to describe the language. Substantive Knowledge/fingertip knowledge The children will explore the world of the Maya (religion/customs-sacrificing, architectural inventions/achievements-pyramids to worship gods, class systems, language/writings- hieroglyphs, city states), and debate whether they should continue to be remembered today as a significant culture (huge trading empire, huge populous cities, efficiently farming maize to feed large populations, cocoa beans used as currency, complex calendar, writing system based on hieroglyphs, chocolate, concept of 0 in maths, ball courts). They were different to	Timeline/chronology vocab Year 6 chronological order, time period, millennium, AD, BC, concurrent., Mayan Civilisation., Ancient Greek period, WW2 (Stone Age, Bronze Age, Iron Age)-concurrent period for comparison with UK at the time). Year 5 The Anglo Saxon period, The Viking invasion period, Tudor period, Elizabethan period, Edwardian period, WW2 Lower KS2 vocabulary Stone Age, Bronze Age, Iron Age, Roman Britain, Ancient Egypt, Roman Britain, before, after, now, past, present, 21st Century, year, living memory,	Empire: Yr1 T2 Yr2 T1 Yr2 T2 Yr2 T3 Yr3 T3 Yr4 T1 Yr4 T2 Yr4 T3 Yr5 T3 Trade: REC T3 Yr1 T1 Yr1 T3	Empire: Yr6 T3 Settlement/journeys: Yr6 T3 Religion: Yr6 T2 Rights: Yr6 T2 Yr6 T3

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	other civilisations previously studied at this time, they didn't have wheels or metals. They will also study the possible reasons why the Maya city states declined after 900 AD, looking at conspiracy theories and considering whether everything they read online is reliable. They will consider the issues faced when studying a culture where only limited types of evidence are available, predominantly archaeological evidence. As mini-historians, can they draw valid reliable conclusions when such little evidence exists? They will make comparisons with their previous understanding of this period in history from their previous knowledge of Stone Age/Bronze Age/Iron Age Britain and understand that the Mayan's were advanced, even though they didn't have wheels, metal or roads. Substantive concepts Empire/Trade- Huge trading empire that generated substantial wealth for the Maya. Ruled over a vast geographical area overlapping many modern countries today in Central and Southern America. Settlement/ journeys (invasion, peaceful and forced) - huge cities were constructed (50,000 population). Religion-Maya worshipped many gods (300)-Itzam Na Creator god like Ra in Ancient Egypt. They also built pyramids to worship gods and made sacrifices to these gods. Similarities with Ancient Egypt-pyramids, writing system, many gods. Rights-Kings and priests ruled society and made decisions. They lived in independent city-states (each city was ruled by a king who had control). This is very different to our modern day democracy. Chronological Knowledge Ancient Civilisations-Non-European- Stone Age society (as didn't have metal) develop an understanding of the time-period in question (Stone Age society in s/Central America) and relating their understanding of Mayan achievements to that of	non-living memory, ancient, Shang Dynasty, Ancient Sumer, Indus Valley civilisation, prehistory, prehistoric KS1 chronology vocabulary The Stuart period, The Victorian period, Georgian period, Victorian period grandparent's time, 1970s, 1960s, Key Vocabulary Primary and secondary source, bias, construct (how historian construct the past), interpret/interpretations, artefact, archaeology, viewpoint, persuasive argument, significant, oral history, continuity, change, same, different, fact, infer/inference, evidence, impact-positive/negative, empire, assumptions, opinions, proof, counter argument, empire, push and pull factors, power vacuum, deduction, theory. Unit specific Religious, social, economic, cultural, political, civilisation, pyramid, temple, conclusion, reconstruction, city state, sacrifice, Meso-America, nobles, creation, hierarchy, bloodletting, conquistadors, technology, culture, agriculture, astronomy, calendar, trade, climate change, conquer, decline, codex/codices, scribe,	Yr2 T3 Yr3 T1 Yr3 T2 Yr4 T1 Yr5 T1 Yr5 T3 Settlement/journeys: REC T1 Yr1T1 Yr1 T2 Yr1 T3 Yr2 T1 Yr2 T3 Yr3 T1 Yr3 T2 Yr3 T3 Yr4 T2 Yr4 T3 Yr5 T1 Yr5 T2 Yr5 T3 Religion: Yr2 T1 Yr2 T3	
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	other civilisations (Stone Age/Bronze Age Britain-metal, pottery, Ancient Egypt pyramids, religion and hieroglyphs) contextualising the Mayan advances against their concurrent peers. Learning that these achievements still have an impact on our today-Chocolate, ball courts, concept of 0 in maths. Historical Knowledge: Constructing the past Establish clear narratives within and across the periods they study. Note connections, contrasts and trends over time. Combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content. Disciplinary knowledge History Concepts: Significance and Interpretations Address and devise historically valid questions about significance. <u>In this unit, the children will:</u> • establish clear narratives within and across periods they study • regularly address historically valid questions about similarity and difference and significance • construct informed responses that involve thoughtful selection and organisation of relevant historical information • understand how our knowledge of the past is constructed from a range of sources • note connections, contrasts and trends over time • develop the appropriate use of historical terms • address and devise historically valid questions about change, cause and significance.	<u>5 key words to remember</u> city-state: an independent self-governing state formed of a city and its surrounding area sacrifice: to make an offering to a god technology: developing knowledge and tools to make people's lives easier theory: an idea about why something happened trade: the buying and selling of things like food	Yr3 T1 Yr3 T2 Yr4 T1 Yr4 T2 Yr5 T1 Yr5 T3 Rights: REC T2 Yr1 T2 Yr2 T1 Yr2 T3 Yr3 T2 Yr4 T1 Yr4 T2 Yr4 T3 Yr5 T1 Yr5 T2 Yr5 T3 The Maya developed a complex calendar, and had a writing system based on hieroglyphs. They make a perfect contrast with Stone Age Britain (there are lots of similarities, but also many differences), Ancient Egypt (pyramids and hieroglyphs) YR3 Unit 1 Stone Age, Unit 2The Bronze and Iron- the children use their understanding of this period	
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			to compare it with how this non-European civilisation was existing at the same time. YR4 The Ancient Egyptians Unit 1-the children will use their knowledge of Ancient Egypt to make comparisons with the Mayan achievements/way of life. Year 4 Roman Britain-Unit 2- the children will use their knowledge of Ancient Rome to make comparisons with the Mayan achievements/way of life.	
Year 6 Spring 1 st half term				
Year 6 Spring 2 nd half term	<u>The Ancient Greeks</u> <i>What did the Greeks do for us?</i> <u>Substantive Knowledge/fingertip knowledge</u> Key takeaways 1. Ancient Greece was made up of a <u>number of</u> city-states. 2. The most important city-states were Athens and Sparta. 3. These city-states sometimes worked together against a common enemy. 4. They had different forms of government. 5. In Athens, they had a democracy where the citizens voted for the government. 6. In Sparta, they had a monarchy with two kings. 7. We know about Ancient Greece from using a variety of sources, including buildings, artefacts, written evidence and myths. 8. Ancient Greeks were pioneers in many areas, including mathematics, art, <u>philosophy</u> and science. 9. Many innovations from Ancient Greece can still be seen today, for example in architecture, medicine, mathematics, <u>language</u> and drama. 10. Not all aspects of Ancient Greek life should be admired, for example their treatment of women, children, disabled people and animals and their use of slavery. The children will learn about aspects of political, social and cultural Ancient Greek life. They will focus on some areas in depth, such as the systems of government, religion and the importance of the Olympic Games. They will examine the legacy of the Ancient Greeks.	<u>Timeline/chronology vocab</u> Year 6 chronological order, time period, millennium, AD, BC, concurrent., Mayan Civilisation., Ancient Greek period, WW2 <u>(Stone Age, Bronze Age, Iron Age)-concurrent period for comparison with UK at the time).</u> <u>Year 5</u> The Anglo-Saxon period, The Viking invasion period, Tudor period, Elizabethan period, Edwardian period, WW2 <u>Lower KS2 vocabulary</u>	Empire: Yr1 T2 Yr2 T1 Yr2 T2 Yr2 T3 Yr3 T3 Yr4 T1 Yr4 T2 Yr4 T3 Yr5 T3 Yr6 T1 Rights:	Empire: Yr6 T3 Rights: Yr6 T3

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	They will gain the understanding that ancient Greece was a conglomeration of many city states. Athens and Sparta being the most well-known. They were ruled separately, but had common features-language and religious gods/beliefs. Athens was the pioneer of democracy, but this looks very different from today's democracy (different from today e.g. no votes for women or slaves). The children will learn that the Ancient Greeks were pioneers in the fields of mathematics, philosophy, art, drama, science and architecture. They believed in many gods, who had human form and human traits but were immortal. They used these gods to explain the world as they saw it, including such things as natural disasters. The exploits of gods and heroes form the basis of the stories known as Greek myths. The Ancient Greeks were passionate about sport and exercise, and believed that a good physique was very important to their status – their first Olympic Games dated from 776 BC. Substantive concepts -Empire- Alexander the Great 336BC conquered the City States to form a vast empire. After his death, the Roman empire took most of its lands. Rights (protestors/democracy)-City States; each ruled differently-Sparta Kings, Athens democracy. Athens was a pioneer of modern day democracy and led to what we have today (although very different from today's democracy). -Religion-Ancient Greeks believed in many gods, just like the Maya, Romans and Egyptians. Chronological knowledge While they will gain an overview of the time period, the main focus will be on the Classical period. Elements of the unit can also be used in a study of post-1066 British history and the legacy of Greek culture. -Ancient Civilisations-Ancient Greece period-Classical period focus: the children will develop an understanding of the time period in question and relating their understanding of	Stone Age, Bronze Age, Iron Age, Roman Britain, Ancient Egypt, Roman Britain, before, after, now, past, present, 21st Century, year, living memory, non-living memory, ancient, Shang Dynasty, Ancient Sumer, Indus Valley civilisation, prehistory, prehistoric KS1 chronology vocabulary The Stuart period, The Victorian period, Georgian period, Victorian period grandparent's time, 1970s, 1960s, Key Vocabulary Primary and secondary source, bias, construct (how historian construct the past), interpret/interpretations, artefact, archaeology, viewpoint, persuasive argument, significant, oral history, continuity, change, same, different, fact, infer/inference, evidence, impact-positive/negative, empire, assumptions, opinions, proof, counter argument, push and pull factors, power vacuum, deduction, theory. Unit specific Classical, Roman Greek, city-state, democracy, architecture, empire, culture, terrain, predict, agora, monarchy, citizens, slaves, suffrage, stadium, Olympic, revival, marathon, myth, temple, priest, interpret, legacy, impact, immortal	REC T2 Yr1 T2 Yr2 T1 Yr2 T3 Yr3 T2 Yr4 T1 Yr4 T2 Yr4 T3 Yr5 T1 Yr5 T2 Yr5 T3 Yr6 T1 Religion: Yr2 T1 Yr2 T3 Yr3 T1 Yr3 T2 Yr4 T1 Yr4 T2 Yr5 T1 Yr5 T3 Yr6 T1 1 Unit 2: impact of the individual- The children will have gained an understanding of protestors throughout KS1 e.g. Greta Thunberg/ David	
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	Ancient Greek achievements to that of other civilisations (Roman/Egyptian-traversing time periods while helping contextualising the Greek advances against their peers, both before, during and after this period). Learning that these achievements still have an impact on our today e.g. democracy, written language. Historical Knowledge: Sequencing the past Develop chronologically secure knowledge and understanding of British, local and world history. Disciplinary knowledge The children will utilise a variety of sources of evidence to develop their knowledge and understanding of the time period. History Concepts: Significance and Interpretations Address and devise historically valid questions about significance. History Concepts: Significance and Interpretations Understand how and why different interpretations of the past have been constructed. <u>In this unit, the children will:</u> • develop the use of historical terms • address and devise historically valid questions • understand how our knowledge of the past is constructed from a range of sources • construct informed responses that involve thoughtful selection and organisation of relevant historical information • continue to develop a chronologically secure knowledge and understanding of world history • consistently answer and ask historically valid questions about similarity and difference.	<u>5 key words to remember</u> citizen: someone belonging to that place or area democracy: where the people choose the government legacy: something resulting from a time in the past myth: a traditional story – particularly one to explain why natural things take place pioneer: to be the first at something and open the way for others	Attenborough/Gandhi/Suffragettes. They will gain a greater understanding of the important role that Ancient Greece has played in history in terms of democracy. YR 4: Roman Britain Unit 2-the children will make links to the nature of empires (rising, assimilating and falling) by comparing their knowledge of the Roman Empire to that of the Ancient Greek Empire. Year 6-Mayan Civilisation Unit 1-the children will use their understanding of the Mayan civilisation to make comparisons with the Ancient Greek civilisation that was co-existing during the same time period.	
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Year 6 Summer 1 st half term				
Year 6 Summer 2 nd half term	<u>The impact of War</u> <i>Did WWI or WWII have the biggest impact on our locality?</i> <u>Substantive knowledge/fingertip knowledge</u> Key takeaways 1. In the First World War, the Allies, including Britain, France, Russia, Italy, and the USA (from 1917), fought Germany and its allies, including Austria-Hungary and the Turkish empire. 2. In the Second World War, the Allies, including Britain, France, Russia, and the USA (from 1941), fought the Axis, including Germany, Italy and Japan. 3. Even though battles were not fought in England, the war impacted English localities in many ways. 4. In the First World War, the Zeppelin airship and coastal bombardment threatened the civilian population. 5. In the Second World War, developments in technology placed a greater threat from the air on civilians as bombs were dropped from enemy aircraft on towns. 6. Nearly as many civilians as soldiers died in the Second World War. 7. Civilians supported the war effort by working in protected industries, such as coal mining and making armaments. 8. We can find out about the Wars by looking at objects; local sites; photographs; documents, including newspapers; and through oral history. It is important to be aware of bias in some of these. 9. War graves and local war memorials can tell us a great deal about the local people who died. 10. People's daily lives were impacted through shortages, the type of work they did and what they were allowed to do. The children will research and compare the impact of the First and Second World Wars on their locality. The unit does not aim to study the First or Second World Wars, as these are both part of the secondary school curriculum. Some context about the wars is provided for the children, but the focus of the sessions is on the Home Front and how the wars impacted on the community. In the course of the unit, the children will make a number of visits around the local community to gather or check evidence. Throughout the unit, the children will be required to use the skills they have developed over the scheme, particularly those relating to local history. This unit provides an excellent opportunity to showcase their development in all areas, and as such, is ideal for their last term in the primary school. The children will briefly touch upon the causes of both wars and seek similarities and differences between these (causes	<u>Timeline/chronology vocab</u> Year 6 chronological order, time period, millennium, AD, BC, concurrent., Mayan Civilisation., Ancient Greek period, WW2 (Stone Age, Bronze Age, Iron Age)-concurrent period for comparison with UK at the time). Year 5 The Anglo Saxon period, The Viking invasion period, Tudor period, Elizabethan period, Edwardian period, WW2 Lower KS2 vocabulary Stone Age, Bronze Age, Iron Age, Roman Britain, Ancient Egypt, Roman Britain, before, after, now, past, present, 21st Century, year, living memory, non-living memory, ancient, Shang Dynasty, Ancient Sumer, Indus Valley civilisation, prehistory, prehistoric <u>KS1 chronology vocabulary</u> The Stuart period, The Victorian period, Georgian period, Victorian period grandparent's time, 1970s, 1960s, <u>Key Vocabulary</u>	Children utilise all the skills, vocabulary, and knowledge that they have gained in the progressive KS1 and KS2 units. They utilise their understanding of their locality, knowledge of empires, knowledge of protestors (Suffragettes-women's rights/equality made it easier for them to work in factories/farms during the conflict) knowledge of settlement (journeys) both peaceful and violent and apply this to answer the overarching enquiry question. They utilise the skills that they have learnt and are able to select sources of information to bolster their arguments, critique conflicting sources and build a rounded answer to the enquiry question that. Empire: Yr1 T2 Yr2 T1 Yr2 T2 Yr2 T3 Yr3 T3 Yr4 T1 Yr4 T2 Yr4 T3 Yr5 T3	KS3-Causes of WW2. Chronological knowledge of British and world history. Development of the skills (disciplinary knowledge) needed to tackle KS3 history requirements e.g. interpretation of evidence in ever more complex contexts.

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	of the war in relation to competing Empires (WW1)- (British, Russian, German and French), growth of nationalism, NAZI party and their warped ideology of Greater Germanic Reich and the free-world's opposition to this. This will contextualise the unit and reasoning behind the impact to their locality e.g. have an understanding why German planes were bombing Exeter/why all the men had to leave the factories and fight in the trenches. They will spend the majority of the unit studying/researching how Exeter (locality) and the community that lived here during this time was impacted by WW1 and WW2 and how this impact is still seen today. They will focus on studying the impact of the mass exodus of men in WW1 (and how many didn't return or when they did they came back severely injured) and the Exeter Blitz, both at the time (homes destroyed, historical building destroyed) and today (how Exeter was rebuilt after the war and how even today a WW2 bomb caused damage at Exeter University during construction work (utilising a variety of sources). They will also look at the impact (lots of unaccompanied children moving to the area) of Operation Pied Piper and the evacuee children who settled in the area. Consequence of WW2 atrocities is the UN Human Rights Charter 1948. This could be seen as a positive impact of Exeter and beyond and still protects us today. Finally, they will make conclusions about whether WW1 or WW2 had the biggest impact on Exeter. Substantive concepts -Empire- Competing Empires and their ambitions were one of the reason behind the start of the war. WW2 was the beginning of the end of the British Empire as those people now wanted their own freedom. -Settlement/ journeys (invasion, peaceful and forced)- children (1.5 million) fleeing major cities for their own safety	Primary and secondary source, bias, construct (how historian construct the past), interpret/interpretations, artefact, archaeology, viewpoint, persuasive argument, significant, oral history, continuity, change, same, different, fact, infer/inference, evidence, impact- positive/negative, empire, assumptions, opinions, proof, counter argument, empire, push and pull factors, power vacuum, deduction, theory. Unit specific Sources, evidence, reliability, bias, utility, memorial, thankful village, civilian, inscription, casualty, protected/reserved occupations, conscription, volunteer, Blitz, evacuee, Kindertransport, refugee, logbook, rationing, imports, rural, urban, propaganda, home guard, Zeppelins, Luftwaffe, barrage, shells, bombs, memorial, commemorate, symbolism, inscription, plaque, frieze, Tommy, patriotism, mourning. <u>To be updated with teacher input.</u> 5 key words to remember allies: countries (or groups of people) joining	Yr6 T1 Yr6 T2 Settlement/journeys: REC T1 Yr1T1 Yr1 T2 Yr1 T3 Yr2 T1 Yr2 T3 Yr3 T1 Yr3 T2 Yr3 T3 Yr4 T2 Yr4 T3 Yr5 T1 Yr5 T2 Yr5 T3 Yr6 T1 Rights: REC T2 Yr1 T2 Yr2 T1 Yr2 T3 Yr3 T2 Yr4 T1	
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	from aerial bombing. Similar to Kindertransport at the same time. Nazi Germany invading countries to take their land and resources. -Rights-groups of people (Jews, disabled, homosexuals etc.) in Nazi Germany and areas that were invaded were treated atrociously with many being killed. One of the reasons why Britain, America and allies fought the Nazis, to uphold democracy and human rights. 1948 UN Human Rights Charter formed to protect people. Chronological knowledge -British history-1914-1918, 1939-1945 the children will build on their chronological understanding of British history by studying a period of turmoil and upheaval in the early 20th Century. They will see how this period was defined by war, with many of the causes of these wars similar to those studied in previous units (invading for resources/control). Disciplinary knowledge History Concepts: Change and Development/Similarity and Difference Address and devise historically valid questions about change, similarity and difference. Note connections, contrasts and trends over time. Historical Enquiry: Planning and Carrying out a Historical Enquiry Construct informed responses that involve thoughtful selection and organisation. Develop appropriate use of historical terms. Historical Enquiry: Using Sources as Evidence Understand how our knowledge of the past is constructed from a range of sources. <u>In this unit, the children will:</u> • develop a chronologically secure knowledge and understanding of British, local and world history • address and devise historically valid questions about change, cause and	together for a common purpose armaments: military equipment bias: to favour something, for example an idea or person, over others civilian: someone not on active duty (for example part of the armed forces) technology: using new ideas or tools to make life easier	Yr4 T2 Yr4 T3 Yr5 T1 Yr5 T2 Yr5 T3 Yr6 T1 Yr6 T2	
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	significance • understand how our knowledge of the past is constructed from a range of sources • note connections, contrasts and trends • construct informed responses that involve thoughtful selection and organisation of historical information • develop the use of appropriate historical terms.			
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