CHERITON FITZPAINE PRIMARY SCHOOL

HISTORY CURRICULUM OVERVIEW

Exe Valley Federation
CHALLENGE DISCOVER SUCCEED

"A people without the knowledge of their past history, origin and culture is like a tree without roots." – **Marcus Garvey**	**VISION** Our history curriculum aims to inspire our pupils' curiosity to know more about the past and how it has shaped the present – and will shape the future. History helps pupils to understand the process of change, the diversity of societies as well as their own identity and the challenges of their time. We hope that their knowledge and historical skills will help them make more informed life choices and aspire to be open-minded citizens, making a valuable contribution to society: asking perceptive questions, thinking critically, weighing evidence and developing perspective. Our local area in the Exe Valley has a rich and diverse history and we believe this should drive our curriculum, along with familial stories so that children develop their understanding of the community in which they are rooted and the diversity of their own country, the UK and the wider world.

Invasion and settlement Legacy Empire Civilisation and Society Monarchy Religion

		Autumn A	Spring A	Summer A	Autumn B	Spring B	Summer B
Maple N/R	EYFS B - 3	Understand simple questions about 'who', 'what' and 'where' CL Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, religion and so on. PSED Explore and respond to different natural phenomena in their setting and on trips. Explore natural materials, indoors and outside. Notice differences between people. UW					
	EYFS 3-4	Understand position through words alone. For example, "The bag is under the table," – with no pointing. M Describe a familiar route. M Discuss routes and locations, using words like 'in front of' and 'behind'. M Use all their senses in hands-on exploration of natural materials. UW Begin to understand the need to respect and care for the natural environment and all living things. UW Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. UW					
	EYFS R	Draw information from a simple map. UW Recognise some similarities and differences between life in this country and life in other countries. UW Explore the natural world around them. UW Recognise some environments that are different to the one in which they live. UW					
	EYFS ELG	Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. UW Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps. UW Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. UW Understand some important processes and changes in the natural world around them, including the seasons. UW					

		AUTUMN A		SPRING A		SUMMER A	
Ash R/Y1	Unit Overview	**HISTORICAL ENQUIRY** In this unit, children will be introduced to the work of historians and begin to develop the key skills needed to study the past. Using the story *Faith and Felix: The 6th Birthday Party*, children will learn how evidence can help answer questions, how events can be sequenced in chronological order, and why different accounts of the same event may vary. They will explore the concepts of old and new, recount events from the past and communicate their understanding through discussion, drawing and writing. **Twinkl Geo Wonderers**		**CHANGES IN TOYS** In this unit, children will explore how toys have changed within living memory. They will investigate toys from their own lives, their parents' childhoods and their grandparents' childhoods, using photographs, objects and family memories as historical evidence. Children will compare toys from different periods, identify similarities and differences, and begin to understand how and why toys have changed over time. Throughout the unit, they will develop their understanding of chronology, change and continuity, and how we learn about the past. **Grammarsaurus**		**KINGS, QUEENS AND CASTLES** In this unit, children will explore kings and queens from the past and investigate the places they lived. They will learn about significant monarchs including William I, Queen Elizabeth I, Queen Victoria and Queen Elizabeth II, using evidence such as portraits, photographs and historical sources. Children will discover why castles were built, compare monarchs and royal residences across different periods, and develop their understanding of chronology, change and continuity within the British monarchy. **Grammarsaurus**	
	Key Vocab	past, present, old, new, story, photograph, evidence, order, remember	history, historian, evidence, chronology, sequence, source, compare, recount, artefact	toy, old, new, past, present, baby, family, photograph, change	toy, past, present, chronology, evidence, photograph, decade, compare, change	king, queen, castle, palace, crown, royal, old, past, timeline	monarch, castle, palace, throne, reign, chronology, evidence, significance, conquest
	Memorable Moment			Grandparents' Café		Royal banquet	
	Learning Focus	Why do historians use evidence? Why do historians use sequencing? Why do historians compare different versions of events? Why do historians need to know what is old and what is new? Why do historians recount events? How do historians communicate what they know about the past?		How can we find out about the past? What are our toys like now? What was my favourite toy when I was a baby? What were our caregivers' toys like and how do we know? What were our older relatives' toys like and how do we know? How have toys changed over time?		How can we find out about the past? Why did monarchs build castles? Who were the kings and queens of the past? Who was Queen Victoria and where did she live? Who was the first Queen Elizabeth? Why do we remember King William I? Where did kings and queens live through time?	
	Key Knowledge	The past is a time before now. We can learn about the past through stories and objects. Events happen in an order. Some things are old and some are new. People can remember and talk about past events. We can share information through talk, drawings and writing.	Historians use evidence to find out about the past. Events can be placed in chronological order. Different people may remember events differently. Objects can provide clues about the past. Past events can be recounted and recorded. Historical understanding can be communicated in different ways.	The past is a time before now. We can learn about the past from photographs, objects and stories. Toys can be old or new. Toys have changed over time. Families can help us learn about the past. Some toys are similar across different generations.	Toys have changed within living memory. Evidence helps us find out about the past. Toys from different generations can be compared. Some toys have changed while others have stayed similar. New materials and technology have influenced toys. Chronology helps us place toys in time.	Kings and queens are called monarchs. Monarchs lived in castles and palaces. We can learn about the past from pictures and stories. Some monarchs lived a long time ago. Castles were built to keep people safe. Monarchs have changed over time.	A monarch is a king or queen who rules a country. Castles were built for protection and defence. William I became king after the Norman Conquest. Queen Elizabeth I, Queen Victoria and Queen Elizabeth II were significant monarchs. Monarchs have lived in different castles and palaces over time. Some aspects of monarchy have changed, while others have remained the same.
	Key Skills	Talk about past experiences. Sequence familiar events. Identify similarities and differences. Ask and answer questions. Share ideas through talk and drawing.	Use evidence to answer questions. Sequence events chronologically. Compare different accounts. Identify old and new objects. Recount past events. Communicate historical understanding through speaking, drawing and writing.	Talk about past and present experiences. Describe similarities and differences. Ask and answer simple questions. Use vocabulary related to time and change. Share observations and ideas.	Ask and answer questions about the past. Use photographs, objects and stories as evidence. Identify similarities and differences. Place events and objects in chronological order. Use simple historical vocabulary. Describe changes over time.	Talk about people from the past. Ask and answer questions. Compare old and new. Use simple evidence to find information. Sequence events and people.	Use evidence to answer historical questions. Place monarchs on a timeline. Identify similarities and differences. Explain why events happened. Describe change and continuity over time. Recognise historically significant people.

	AUTUMN B		SPRING B		SUMMER 1B	
Unit Overview	**GREAT FIRE OF LONDON** In this unit, children will learn about the Great Fire of London and explore how it changed the city and the lives of its people. They will investigate what London was like in 1666, discover how the fire started and spread, and examine evidence including diaries, maps and images from the period. Children will explore the causes and consequences of the fire, how London was rebuilt, and why the event remains historically significant today. **GRAMMARSAURUS**		**FLORENCE NIGHTINGALE** In this unit, children will learn about the lives and achievements of Florence Nightingale and Mary Seacole. They will explore how Florence transformed nursing during the Crimean War and investigate why she remains a significant historical figure today. Children will use historical sources to find out about the past, examine different viewpoints, and compare the contributions of Florence Nightingale and Mary Seacole. They will consider how and why we remember important people from history and make judgements about their impact on society. **KSH**		**TRAVEL AND TRANSPORT** In this unit, children will explore how travel and transport have changed over time. They will investigate the development of boats, bicycles, trains, cars and flight, using photographs and other historical sources to identify similarities and differences between the past and present. Children will learn about significant inventions and individuals linked to transport and consider how advances in technology have changed the way people travel. Throughout the unit, they will develop their understanding of chronology, change and continuity, and historical enquiry. **TWINKL GEO**	
Key Vocab	fire, London, old, past, house, king, diary, rebuild, change	London, bakery, Pudding Lane, diary, evidence, timeline, consequence, rebuild, significance	nurse, hospital, soldier, war, lamp, help, past, care, medicine	Florence Nightingale, Mary Seacole, Crimean War, nurse, hospital, soldier, chronology, significance, commemoration	boat, bike, train, car, aeroplane, old, new, travel, journey	transport, journey, invention, chronology, evidence, locomotive, flight, technology, compare
Memorable Moment	Fire pit – fire safety.		Nurse visit		Pilot visitor	
Learning Focus	What was London like in 1666? How did the fire start and why did it spread so quickly? Where did the fire spread to and how was it tackled? What was left of London? How was London rebuilt? How did the fire impact the future?		Why is Florence Nightingale remembered today? Why did Florence Nightingale go to the Crimea? What did Florence Nightingale do to help soldiers? What were Florence Nightingale's greatest achievements? Why have we learnt so much about Florence Nightingale and so little about Mary Seacole? How should we remember Florence Nightingale and Mary Seacole?		What were boats like in the past? How have bicycles changed over time? Why were trains invented and how have they changed? How have cars changed since they were invented? How has flight changed? How are journeys today different to journeys in the past?	
Key Knowledge	The Great Fire happened a long time ago. The fire started in London. Many houses were destroyed. People tried to stop the fire spreading. London was rebuilt after the fire. The fire changed London. Firefighters help us.	The GFoL began in Pudding Lane in 1666. The fire spread quickly because buildings were made of wood and houses were close together. Samuel Pepys recorded the event in his diary. Much of London was destroyed by the fire. London was rebuilt with wider streets and brick buildings. The fire led to important changes, including improvements in fire safety.	Florence Nightingale was a nurse. She cared for injured soldiers. She lived a long time ago. Mary Seacole also helped soldiers. Both women improved people's lives. We remember important people from the past. Nurses help us.	Florence Nightingale improved conditions in military hospitals during the Crimean War. Mary Seacole cared for soldiers during the same conflict. Florence Nightingale helped establish modern nursing. Historical sources help us learn about their lives. Both women made significant contributions to healthcare. People are remembered in different ways, including statues, museums and memorials.	People have travelled in different ways over time. Some forms of transport are old and some are new. Transport helps people move from place to place. Vehicles have changed over time. Journeys in the past were often slower. New inventions have changed travel.	Boats, bicycles, trains, cars and aircraft have changed over time. Inventors and engineers helped develop new forms of transport. Trains were first used to transport goods before passengers. Flight has developed from balloons to aeroplanes and space travel. Technology has made travel faster and more efficient. Journeys today are different from journeys in the past.
Key Skills	Talk about events from the past. Ask and answer questions. Compare past and present. Use stories and pictures to find information. Sequence simple events.	Use historical sources as evidence. Place events on a timeline. Explain causes and consequences. Identify similarities and differences. Make simple historical interpretations. Explain why an event is historically significant.	Talk about people from the past. Ask and answer questions. Compare people and events. Sequence simple events. Share ideas and opinions.	Use historical sources to answer questions. Place events in chronological order. Compare the lives of significant individuals. Explain why people are remembered. Make simple historical judgements. Communicate historical understanding.	Talk about past and present. Compare old and new objects. Ask and answer questions. Sequence familiar events. Describe similarities and differences.	Use historical sources to find information. Place transport developments in chronological order. Identify similarities and differences over time. Describe changes and continuity. Use historical vocabulary. Explain how transport has changed people's lives.

		AUTUMN A	
OAK 2/3/4	**Unit Overview**	**ANCIENT EGYPT Ancient Egypt: How do tombs and artefacts help us learn about an early civilisation?** *The achievements of the earliest civilisations – an overview of where and when the first civilisations appeared.* In this unit, children will explore the achievements of Ancient Egypt and discover how one of the world's earliest civilisations developed and changed over time. They will investigate everyday life, hieroglyphics, religion, the afterlife and the construction of the pyramids, using artefacts and historical evidence to answer questions about the past. Children will learn about the rise and fall of the Egyptian Empire, including the significance of Ramses II, and consider how Ancient Egypt compares with other societies and periods in history. **Grammarsaurus**	
	Memorable Moment	Egyptian Day	
	Key Vocab	Egypt, pharaoh, pyramid, tomb, god, Nile, hieroglyphics, artefact, mummy	Civilisation, empire, chronology, hieroglyphics, scribe, pharaoh, invasion, monarchy, afterlife
	Learning Focus	**When did Ancient Egypt exist?** Ancient Egypt existed a long time ago. It existed before many periods of British history. Place Ancient Egypt on a simple timeline. Use words such as before, after and long ago. **What was life like in early Egypt?** People lived and worked near the River Nile. Different people had different jobs. Use pictures and artefacts to find out about the past. **Did the Ancient Egyptians write anything down?** Egyptians used symbols called hieroglyphics to record information. Identify what a historical source can tell us. **Who were the Egyptian gods?** Ancient Egyptians believed in many gods and goddesses. Ask and answer questions about beliefs in the past. **What did Ancient Egyptians believe about the afterlife?** Egyptians believed people lived on after death. Mummies were prepared for the afterlife. Describe beliefs and practices from the past. **How were the pyramids built?** Pyramids were built as tombs for pharaohs. Use sources to answer questions about the past. **What happened when Ancient Egypt was invaded?** Other groups attacked Ancient Egypt and changed who ruled it. Identify simple causes of events. **Why was the New Kingdom a successful time for Ancient Egypt?** Ancient Egypt became powerful and wealthy. Compare different periods of the past. **Who was Ramses II?** Ramses II was an important pharaoh. Explain why someone is remembered. **How did the Egyptian Empire end?** Ancient Egypt was ruled by different groups and eventually the empire ended. Talk about events from the past.	**When did Ancient Egypt exist?** Ancient Egypt existed from around 3100 BCE to 30 BCE and was one of the world's earliest civilisations. Place Ancient Egypt within a wider chronological framework. Use BCE and CE accurately. **What was life like in early Egypt?** The River Nile supported farming, trade and settlement. Egyptian society was organised into a hierarchy. Make inferences from historical sources. Interpret evidence about everyday life. **Did the Ancient Egyptians write anything down?** Hieroglyphics were used for communication and record keeping. Scribes held important positions in society. Use evidence to explain how information was recorded in the past. **Who were the Egyptian gods?** Religion influenced daily life, leadership and society. Different gods were associated with different aspects of life. Explain why beliefs were important to Ancient Egyptians. **What did Ancient Egyptians believe about the afterlife?** Beliefs about the afterlife influenced mummification, tomb building and burial practices. Use evidence to explain why people acted as they did. **How were the pyramids built?** Pyramids demonstrated wealth, power and religious beliefs. Historians use evidence and theories to explain their construction. Evaluate historical interpretations and evidence. **What happened when Ancient Egypt was invaded?** Invasions weakened Egypt and altered its political power. Explain cause and consequence. **Why was the New Kingdom a successful time for Ancient Egypt?** The New Kingdom was a period of expansion, trade and military success. Identify change and continuity across time periods. **Who was Ramses II?** Ramses II was a significant ruler known for military achievements and major building projects. Explain historical significance using evidence.

			How did the Egyptian Empire end? A series of invasions and changes in power led to the decline and end of the Egyptian Empire. Explain how multiple causes can contribute to historical change.
		SPRING A	
OAK 2/3/4	**Unit Overview**	**ANCIENT GREECE** In this unit, children will explore the development of Ancient Greece from the earliest settlements through to the expansion of the Macedonian Empire. They will investigate how evidence from excavations helps us understand life in early Greece and learn about the Minoans, the city-states of Athens and Sparta, and the Persian Wars. Children will discover how King Philip II and Alexander the Great expanded Greek power and influence, before evaluating the achievements and legacy of Ancient Greece. Throughout the unit, they will use historical evidence, develop their understanding of chronology, and consider the significance of people, events and achievements that continue to influence the modern world. **GRAMMARSAURUS**	
	Memorable Moment	Greek Day	
	Key Vocab	Greece, artefact, Athens, Sparta, trade, king, empire, leader, achievement	Civilisation, archaeology, city-state, monarchy, empire, invasion, democracy, significance, legacy
	Learning Focus	**What can excavations tell us about early Greece?** Artefacts can help us learn about people who lived in Ancient Greece. Historians use evidence to find out about the past. Use artefacts and pictures to answer questions about the past. **What was life like in early Greece?** People lived in settlements and communities. Early Greeks farmed, traded and worked together. Describe what life was like in the past using evidence. **How did the Minoans trade in early Greece?** The Minoans traded goods with other places by sea. Trade helped people get things they needed. Identify why trade was important. **What was life like in Athens and Sparta?** Athens and Sparta were important Greek city-states. People lived differently in each place. Identify similarities and differences between ways of life. **How did the city-states overcome the Persian invasion?** Greek city-states worked together to defeat the Persians. Important events can change the future. Talk about causes and outcomes of events. **What was life like in the city-states after the Persians retreated?** Life changed after the Persian Wars. Athens became more powerful and successful. Describe changes that happened over time. **How did King Philip II grow the Macedonian Empire?** King Philip II increased the size and power of Macedon. Some people had a significant impact on history. Explain why people are remembered. **Who was Alexander the Great and what made him a significant leader?** Alexander the Great conquered many lands and expanded Greek influence. Some leaders are remembered because of their achievements. Explain why a person is historically important. **What were the greatest achievements of Ancient Greece?** Ancient Greece influenced art, learning, government and sport. Some achievements from the past still affect our lives today. Identify important achievements from the past.	**What can excavations tell us about early Greece?** Archaeological evidence helps historians understand how early Greek civilisation developed. Excavations provide evidence about settlement, trade and daily life. Use artefacts and archaeological evidence to make historical interpretations. **What was life like in early Greece?** Early Greek communities developed around farming, trade and settlements. Geography influenced how people lived and worked. Use evidence to explain features of early civilisations. **How did the Minoans trade in early Greece?** The Minoans established extensive trade networks across the Mediterranean. Trade contributed to wealth, cultural exchange and the growth of civilisation. Explain the importance of trade in developing civilisations. **What was life like in Athens and Sparta?** Athens and Sparta were powerful city-states with contrasting political systems, values and ways of life. Compare similarities and differences between societies. **How did the city-states overcome the Persian invasion?** Greek cooperation and military strategy helped defeat the Persian Empire. The Persian Wars had significant consequences for Ancient Greece. Explain cause and consequence. **What was life like in the city-states after the Persians retreated?** Athens entered a period of prosperity, cultural achievement and increased influence. Different city-states developed in different ways over time. Identify change and continuity. **How did King Philip II grow the Macedonian Empire?** Philip II strengthened Macedon through military reform, leadership and conquest. His actions laid the foundations for future expansion. Explain how individuals can influence historical events. **Who was Alexander the Great and what made him a significant leader?** Alexander created one of the largest empires of the ancient world and spread Greek culture across three continents. Assess the historical significance of an individual using evidence.

			What were the greatest achievements of Ancient Greece? Ancient Greece made lasting contributions to democracy, philosophy, architecture, mathematics, science and the Olympic Games. Evaluate the significance and legacy of Ancient Greece.

		SUMMER A	
OAK 2/3/4	**Unit Overview**	**EXETER THROUGH TIME** In this unit, children will investigate how Exeter has changed over time from a Roman settlement to the city we know today. They will use historical evidence including maps, photographs, buildings and artefacts to learn about key periods in Exeter's history. Children will explore the impact of the Romans, Saxons, religion, trade and conflict on the development of the city, before considering the significance of important people connected to Exeter and evaluating how the city has changed and stayed the same over nearly 2,000 years. **KSH BESPOKE** Teaching Exeter's Local History - Significant People and Events | Keystage history **In 2029 this will be Stone Age to Iron Age**	
	Memorable Moment	Trip to Exeter	
	Key Vocab	Exeter, Roman, castle, cathedral, wall, city, trade, past, timeline	settlement, civilisation, cathedral, trade, conquest, significance, chronology, continuity, evidence
	Learning Focus	**What can we learn about Exeter from the things we can see today?** Buildings, photographs and artefacts can tell us about the past. Exeter has changed over time. Use photographs and objects to ask and answer questions about the past. **Why did the Romans choose Exeter?** The Romans founded Exeter nearly 2,000 years ago. Exeter was an important Roman settlement. Place Roman Exeter on a timeline and identify features of a Roman settlement. **How did Exeter become an important city?** Exeter grew through trade and religion. Exeter Cathedral became an important landmark. Identify why places can be important to people. **Why was Exeter important during times of conflict?** Exeter was protected by walls and a castle. Different groups wanted control of the city. Describe important events from the past. **Who are the significant people linked to Exeter?** Some people are remembered because they changed history. Several important people have links to Exeter. Explain why people are remembered. **How has Exeter changed and stayed the same over time?** Some features of Exeter have changed while others remain today. The city has developed over hundreds of years. Identify similarities and differences between past and present Exeter.	**What can we learn about Exeter from the things we can see today?** Buildings, artefacts and historical sources provide evidence about Exeter's past. Historians use different sources to construct interpretations. Use evidence to make inferences about the past. **Why did the Romans choose Exeter?** The Romans established Isca Dumnoniorum as a military and administrative centre. Exeter's location made it strategically important. Explain why settlements were established in particular locations. **How did Exeter become an important city?** Trade along the River Exe and the development of Exeter Cathedral helped the city grow in importance. Religion and commerce shaped medieval Exeter. Explain how trade and religion influenced settlement development. **Why was Exeter important during times of conflict?** Exeter played a significant role during events such as the Norman Conquest, the Prayer Book Rebellion and the Civil War. Its location and defences made it strategically important. Explain cause and consequence in historical events. **Who are the significant people linked to Exeter?** Individuals such as King Æthelstan, William the Conqueror and Sir Walter Raleigh helped shape Exeter's history. Historical significance can be judged in different ways. Evaluate the significance of individuals connected to Exeter. **How has Exeter changed and stayed the same over time?** Exeter has experienced periods of continuity and change from Roman times to the present day. Some landmarks survive while the city has adapted to new needs. Identify change and continuity across different historical periods.

		SUMMER A 2029	
OAK 2/3/4	Unit Overview	**STONE AGE TO IRON AGE** In this unit, children will explore how daily life in Britain changed from the Stone Age to the Iron Age. They will investigate how people lived, worked and survived during prehistoric times, using artefacts and archaeological evidence to find out about the past. Children will discover how developments such as farming, metalworking and settlement changed people's lives and compare life across the Stone, Bronze and Iron Ages. They will also explore the significance of Skara Brae and consider how historians use evidence to understand prehistoric Britain. **GRAMMARSAURUS**	
	Memorable Moment	RAMM	
	Key Vocab	Stone Age, Bronze Age, Iron Age, artefact, settlement, farmer, tools, roundhouse, Skara Brae	prehistory, archaeology, Neolithic, bronze, iron, agriculture, settlement, hillfort, inference
	Learning Focus	**How do we know about life in prehistoric Britain?** Artefacts help us learn about people who lived long ago. Historians use evidence to answer questions about the past. Use artefacts and pictures to find information about prehistoric Britain. **What was life like in the Stone Age?** Stone Age people hunted, gathered and later farmed for food. People lived in simple homes and used stone tools. Describe everyday life in the Stone Age. **Why was farming important?** Farming allowed people to settle in one place and grow their own food. Life changed when people stopped moving around so much. Identify changes in the way people lived. **How did bronze change people's lives?** People learned to make tools and weapons from bronze. Bronze tools were stronger than stone tools. Compare old and new tools. **How did iron change people's lives?** Iron tools and weapons were stronger than bronze. New materials helped people farm and defend themselves more effectively. Describe how inventions can change lives. **How did daily life change from the Stone Age to the Iron Age?** People's homes, tools and ways of life changed over time. Some things stayed the same while others changed. Identify similarities and differences across time periods.	**How do we know about life in prehistoric Britain?** Archaeologists use artefacts, remains and archaeological sites to investigate prehistoric Britain. Evidence must be interpreted because there are no written records. Use evidence to make inferences about the past. **What was life like in the Stone Age?** During the Stone Age, people gradually moved from hunting and gathering to farming and settlement. Daily life changed significantly during the Neolithic period. Use evidence to explain features of prehistoric life. **Why was farming important?** The development of agriculture allowed permanent settlements to develop and populations to grow. Farming transformed society and ways of life. Explain cause and consequence. **How did bronze change people's lives?** The discovery of bronze led to improvements in tools, weapons and trade. Bronze Age societies became more organised and skilled. Explain how technological developments influenced society. **How did iron change people's lives?** Iron tools and weapons improved farming, trade and defence. Iron Age communities developed hillforts and stronger social structures. Identify change and continuity across periods. **How did daily life change from the Stone Age to the Iron Age?** Over thousands of years, people developed new technologies, settlements and ways of organising society. Some aspects of life changed dramatically while others remained similar. Compare different prehistoric periods and explain long-term change over time.

		AUTUMN B

OAK 2/3/4	Unit Overview	**ANCIENT CIVILISATIONS AND CHRONOLOGY** In this unit, children will explore the earliest civilisations and discover how people first began to live in organised societies. They will investigate the civilisations of Sumer, Ancient Egypt, the Indus Valley and the Shang Dynasty, exploring when and where they developed and what they achieved. Children will learn about the importance of agriculture, trade, technology and religion in the growth of civilisation, before examining how historians and archaeologists learn about the past. They will conclude by considering the lasting legacy of these ancient civilisations and their impact on the modern world. **TWINKL GEO**	
	Memorable Moment	Tiverton Museum	
	Key Vocab	civilisation, ancient, settlement, farming, trade, artefact, timeline, invention, archaeologist	civilisation, Mesopotamia, agriculture, surplus, settlement, irrigation, archaeologist, technology, legacy, Sumer, Egypt, Indus Valley, Shang, artefact
	Learning Focus	**What is a civilisation and what can we learn from ancient ones?** A civilisation is a group of people living together with shared rules and ways of life. Ancient civilisations lived a long time ago. Identify features of a civilisation and talk about life in the past. **When did the first civilisations begin and where were they located?** The first civilisations developed thousands of years ago in different parts of the world. Ancient Egypt, Sumer, the Indus Valley and Shang China existed at different times. Place ancient civilisations on a simple timeline and map. **How did farming, trade and inventions help civilisations grow?** Farming helped people settle in one place. Trade and inventions improved people's lives. Describe how people lived and worked in ancient civilisations. **What did people in ancient civilisations believe?** People in ancient civilisations had different beliefs and religions. Beliefs influenced how people lived. Compare beliefs and customs from the past. **How do we know about ancient civilisations today?** Archaeologists study artefacts and evidence from the past. Artefacts help us learn about ancient people. Use sources to answer questions about the past. **What is the legacy of the ancient civilisations?** Many ideas and inventions from ancient civilisations still influence life today. Some achievements have lasted for thousands of years. Identify how the past has shaped the present.	**What is a civilisation and what can we learn from ancient ones?** The earliest civilisations developed when people settled, farmed and organised societies. Civilisations share features such as government, trade, religion and technology. Identify the characteristics of a civilisation and make comparisons between societies. **When did the first civilisations begin and where were they located?** Ancient Sumer, Egypt, the Indus Valley and the Shang Dynasty emerged in different regions between c.5000 BC and c.1000 BC. Geography influenced where civilisations developed. Place civilisations within a chronological framework and identify patterns in settlement. **How did farming, trade and inventions help civilisations grow?** Agriculture created food surpluses which enabled trade, specialised jobs and urban growth. Technological developments transformed societies. Explain the relationship between agriculture, trade and civilisation. **What did people in ancient civilisations believe?** Religious beliefs shaped laws, leadership and daily life in ancient societies. Different civilisations developed different belief systems. Compare religious beliefs and explain their influence on society. **How do we know about ancient civilisations today?** Historians and archaeologists use artefacts, written records and archaeological evidence to construct interpretations of the past. Different sources provide different insights. Evaluate evidence and make historical interpretations. **What is the legacy of the ancient civilisations?** Ancient civilisations developed ideas, technologies and systems that continue to influence the modern world. Their achievements helped shape later societies. Evaluate the significance and legacy of early civilisations.

		SPRING B
OAK 2/3/4	Unit Overview	**ROMANS** In this unit, children will explore the Roman Empire and its impact on Britain. They will investigate why the Romans invaded Britain, learn about key figures such as Claudius and Boudica, and discover how the Romans maintained control of their vast empire. Children will compare Roman and Celtic ways of life, use archaeological evidence to investigate the past and consider why the Roman Empire eventually declined. They will conclude by exploring the lasting legacy of the Romans and how their influence can still be seen in Britain today. **KSH**
	Memorable Moment	Roman Day

	Key Vocab	Roman, Celt, empire, invasion, soldier, villa, road, Boudica, legacy	Claudius, Caesar, Boudica, legion, centurion, villa, aqueduct, rebellion, conquest
	Learning Focus	**Why did the Romans invade Britain?** The Romans travelled from Italy to Britain nearly 2,000 years ago. They wanted land, resources and power. Identify reasons why people invaded other countries and place the Roman invasion on a timeline. **Why did Boudica stand up to the Romans?** Boudica led a rebellion against Roman rule. Different people can have different views about the same person. Explain why Boudica is remembered and use sources to learn about her life. **How were the Romans able to keep control of Britain?** The Roman army was organised, well-trained and powerful. Roads and forts helped the Romans control their empire. Describe how the Romans maintained power. **How was Roman life different from Celtic life?** The Romans introduced towns, villas, roads and new ways of living. Some aspects of life changed while others stayed the same. Compare Roman and Celtic lifestyles. **Why did the Roman Empire come to an end?** The Roman Empire became difficult to control and faced many challenges. Different factors contributed to its decline. Identify simple causes of historical events. **What have the Romans ever done for us?** The Romans left a lasting legacy including roads, towns and ideas that still influence Britain today. Identify ways the Romans changed Britain and explain why they are remembered.	**Why did the Romans invade Britain?** The Roman invasions under Caesar and Claudius were motivated by military, political and economic factors. Britain offered resources, wealth and opportunities for expansion. Explain multiple causes for the Roman invasion and evaluate their importance. **Why did Boudica stand up to the Romans?** Boudica's rebellion was caused by Roman treatment of the Iceni tribe and its leaders. Historical interpretations of Boudica have changed over time. Explain cause and consequence and evaluate historical interpretations. **How were the Romans able to keep control of Britain?** Military organisation, discipline, roads, forts and administration enabled the Romans to maintain control across a vast empire. Explain how different factors contributed to Roman success. **How was Roman life different from Celtic life?** Roman Britain saw significant changes in settlement, technology, culture and daily life. Archaeological evidence helps historians reconstruct these differences. Compare Roman and Celtic societies using evidence. **Why did the Roman Empire come to an end?** Political instability, economic pressures, invasions and military challenges contributed to the decline of the Roman Empire. Explain how multiple causes contributed to historical change. **What have the Romans ever done for us?** Roman innovations in engineering, language, government, roads and urban development continue to influence modern Britain. Evaluate the significance and legacy of Roman civilisation.

		SPRING C

OAK 2/3/4	**Unit Overview**	**ANGLO SAXONS AND SCOTS** In this unit, children will explore how Britain changed after the Romans left and investigate the arrival and settlement of the Anglo-Saxons and Scots. They will examine historical evidence to discover what life was like during this period, including beliefs, daily life, power and government. Children will learn about Sutton Hoo, Anglo-Saxon kingdoms and the lasting influence of Anglo-Saxon culture on modern Britain, before considering how significant the changes brought by the Anglo-Saxons were. **TWINKL GEO**	
	Memorable Moment	Portals from the past	
	Key Vocab	Anglo-Saxon, Scot, village, king, kingdom, pagan, Christian, burial, treasure	migration, invasion, settlement, paganism, Christianity, heptarchy, kingdom, Sutton Hoo, artefact
	Learning Focus	**What was Britain like after the Romans left?** After the Romans left Britain, different groups lived across the country. The Anglo-Saxons began to settle in Britain. Place events in order and identify who lived in Britain after the Romans. **What happened when the Anglo-Saxons arrived in Britain?** The Anglo-Saxons travelled from Europe and settled in Britain. Their arrival changed life for many people. Describe why people moved and settled in new places. **What was life like for different people in Britain?** People in Anglo-Saxon Britain lived in villages and worked as farmers, craftspeople and traders. Daily life was different for rich and poor people. Compare different ways of life in the past. **What do we know about Anglo-Saxon religion?** Many Anglo-Saxons were pagans before Christianity spread across Britain. Beliefs influenced how people lived. Use evidence to find out about beliefs in the past. **Who held power in Anglo-Saxon Britain?** Kings and powerful leaders ruled Anglo-Saxon kingdoms. Sutton Hoo provides clues about important people. Use artefacts to answer questions about the past. **How did the Anglo-Saxons change place names in Britain?** Many towns and villages still have Anglo-Saxon names today. The Anglo-Saxons left a lasting impact on Britain. Identify ways the past continues to influence the present.	**What was Britain like after the Romans left?** The departure of the Romans created opportunities for new groups to settle in Britain. Anglo-Saxons, Scots and Britons competed for land and power. Develop chronological understanding and identify changes following Roman withdrawal. **What happened when the Anglo-Saxons arrived in Britain?** The Anglo-Saxon migration led to new settlements, kingdoms and changes in society. Their arrival had significant consequences for Britain. Explain cause and consequence. **What was life like for different people in Britain?** Daily life varied according to status, occupation and location. Evidence can be used to compare the experiences of different groups living in Britain. Compare similarities and differences using historical evidence. **What do we know about Anglo-Saxon religion?** Anglo-Saxon beliefs changed from Paganism to Christianity over time. Archaeological and written evidence helps historians understand these changes. Use evidence to investigate beliefs and religious change. **Who held power in Anglo-Saxon Britain?** The Sutton Hoo burial provides evidence about wealth, status and leadership in Anglo-Saxon society. Artefacts can be interpreted in different ways. Use sources to make historical interpretations. **How did the Anglo-Saxons change place names in Britain?** The heptarchy shaped Anglo-Saxon Britain and many place names still reflect Anglo-Saxon language and settlement patterns. Assess the significance of Anglo-Saxon influence on modern Britain.

		Autumn A	Spring A	Summer A	Autumn B	Spring B	Summer B
Beech Y5/6	Unit Overview	**The Maya: How does the Ancient Mayan Civilizations differ from aspects of British history?** *A non-European society that provides contrasts with British history* The children will learn who the ancient Maya people were and where and when they lived. They will use maps and atlases to locate Maya cities and identify countries in Mesoamerica. In addition to this they will learn about the religious beliefs and rituals of the ancient Maya people. KEY STAGE HISTORY	**World War II** *A local history study; a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066* This unit will explain how World War Two began and give the children a more comprehensive understanding of how empire and rebellion influenced Hitler and his plan to dominate Europe. The children will explore the significance of the Battle of Britain and complete a local study. They will then compare the inner cities with Devon and explore how Britain gained victory in World War Two. (Localisation needed) GRAMMARSAURUS	**Beyond Face Value** *Being a historian; a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066* This unit explores three contrasting periods—Tudor portraits, Victorian factory life, and the WWII Home Front—through the powerful theme of evidence and interpretation. Pupils learn how to question sources critically, understanding who created them, why, and how that shapes what we believe about the past. By developing these skills, children not only deepen their historical thinking but also gain essential tools for navigating information in the modern world. KEYSTAGE HISTORY	**Victorians: Did Victorians live in Devon?** a local history study; a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 Children will explore various aspects of Victorian history, including leisure, health and disease, the Industrial Revolution, inventions and, of course, the life of Queen Victoria herself. They will look for evidence of the Victorian era in Devon. TWINKL	**Vikings and Anglo Saxons: Were the Vikings raiders or traders?** *The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor* The children will learn who the Vikings were as well as when and where they raided and settled. They will learn about significant events from the period and order these chronologically on a timeline. The children will find out about the Anglo-Saxon kings who ruled during the 'Viking Age' and examine their influence and significance in British history. In addition to this, they will learn about the Anglo-Saxon justice system and compare and contrast crimes, punishments and laws with their modern day equivalents. TWINKL	**Black and British** a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 This thematic Year 6 unit offers a powerful end to KS2, tracing the experiences of Black people in Britain across 2000 years. Covering the Tudors, 17th–18th centuries, and post-WWII Britain, it fills key gaps in the curriculum and responds to current debates on race and representation. Pupils explore major concepts such as **empire, migration, slavery, and discrimination**, while developing a deeper understanding of **change and continuity**. The unit encourages critical thinking and empathy, preparing pupils for KS3 with a more inclusive and reflective view of British history.

							KEY STAGE HISTORY
	Key Vocabulary	*Cenote, codes, glyph, hieroglyph, jade, obsidian, quetzal, ritual, slash and burn, stelae, decline, civilisation, sacrifice, society*	*air annexed, anti-Semitism, appeasement, authoritarian, citizen, debt, dictator, evacuee, fascism, force, government, interception, invasion, mobilisation, nationalism, natural resources, occupation, overthrow, pact, payload, radar, raid, ration, republic, squadron state, territory, unemployment,*	*The Blitz, Censorship, Wvacuation, Evidence, Eye witness, Fake news, Industrial Revolution, Persuasion, Poverty, Propaganda, Primary source, Secondary source*	*Arithmetic; industry; Industrial Revolution; Industry; livestock; migrate; reign; revolution; typhoid*	*Danegeld; exile' invade; kingdom; outlaw; longship; pagans; pillaged; raid; wergild*	*Migration Empire, Slavery Discrimination, Racism, Enslavement Immigration, Segregation, Activism, Civil Rights, Colonialism, Windrush*
	Memorable Moment	Mayan cookery day	Evacuation	Quiz	Trip to Coldharbour Mill/Morwellham Quay	Portals from the Past	Production (not history linked)
	Learning Focus	1. Why do we study the Mayan Empire? 2. How did the Mayan Empire manage to become so important? 3. What was everyday life like? 4. How can we know what it was like 1000 years ago? 5. If the Maya were civilised, why carry out human sacrifice? 6. Why did the Mayan empire decline?	1. What is modern-day Germany like, and how was it ruled before the start of WW2? 2. How did Hitler come to power and become the leader of Germany? 3. How did the Second World War begin? 4. How did Britain react to the outbreak of WW2? 5. How were the lives of civilians changed during WW2? 6. How did Britain's Home Front cope when under attack? 7. How did the Second World War impact specific localities? 8. Why was the Royal Air Force (RAF) so vital to the defence of Britain? 9. What major victories led to Britain winning the war?	1. Could you spot the real Henry VIII? 2. What can we learn from portraits of Elizabeth I? 3. What were Victorian factories really like? 4. Why did Ford Maddox-Brown paint a scene that never existed? 5. Were evacuees as happy as they were shown? 6. What was photographer Fred's clever way of beating the censors during the Blitz?	1. Who was Queen Victoria? 2. What was the Industrial Revolution? 3. Which impressive inventions come from the Victorian era? 4. How did Victorians approach medicine and disease? 5. How did Victorians spend eisure time? 6. What evidence is there of Victorians in Mid Devon?	1. Viking raiders and invaders 2. Anglo-Saxon kings 3. Danegeld 4. Viking life 5. Laws and justice 6. The last Anglo-Saxon kings	1. How shall we tell the story of the first Black people in Britain? 2. What does evidence tell us about the role of Black people in Tudor society? 3. What difference did the slave trade make to the experiences of Black people in Britain? 4. When Black people rushed to enlist why has Black peoples' role in World War One and Two rarely been celebrated? 5. What was the experience of the first post-war Black immigrants? 6. How far has life improved for black people living in Britain in the last 60 years?

	Key Knowledge	Identify key Mayan achievements Explain why the Maya were accomplished scientists and mathematicians Describe Mayan cities Describe the length and height of the civilisation, including its decline Provide reasons for the growth of the civilisation Understand that society was hierarchical Explain why human sacrifice was practised	Understand what modern-day Germany is like and how it was governed before World War II. Know how Adolf Hitler rose to power and became the leader of Nazi Germany. Explain the main causes and events that led to the outbreak of the Second World War. Describe Britain's initial response to the declaration of war in 1939. Understand how everyday life changed for civilians during wartime, including rationing and evacuation. Explain how Britain's Home Front dealt with challenges such as the Blitz and air raids. Explore how specific local areas were affected by the war (e.g., bomb damage, local heroes). Recognise the role and importance of the Royal Air Force (RAF), especially during the Battle of Britain. Identify key Allied victories that contributed to the defeat of Nazi Germany. Appreciate the broader social and historical impact of WWII on Britain and its people.	Explain how monarchs used artists to boost their image Understand that some portraits were iconic because the monarch wanted to convey a particular message Explain why Elizabeth I wanted to be seen as strong Describe what conditions were like in Victorian factories Explain why the government produced positive images during WWII Explain and use the terms propaganda and censorship accurately	Know who Queen Victoria was and why she was important Describe Queen Victoria's character Recall some key events in Queen Victoria's life Explain about the industrial revolution Name some inventions from the Victorian period Describe medical care in this era Explain how medical care improved and name some key people instrumental in this Give examples of how leisure time was spent	Explain when and where the Vikings came from and why they raided Britain Explain who King Ethelred II was and say when and why Danegeld was introduced identify and explain key aspects of Viking life Explain the legal system Explain how the last Anglo-Saxon kings shaped Britain	Black people have been part of British history for over 2,000 years, and their stories are often underrepresented or overlooked. Evidence shows that Black individuals lived and worked in Tudor England, contributing to society in various roles. The transatlantic slave trade significantly shaped the lives and treatment of Black people in Britain and its empire. Despite many Black people serving in both World Wars, their contributions have often been ignored or downplayed in mainstream histories. The first post-war Black immigrants, including those from the Windrush generation, faced both opportunity and widespread racism in Britain. Over the last 60 years, there has been both progress and ongoing challenges in the fight for racial equality in Britain. Historical attitudes toward race and identity have shifted over time, but continuity in discrimination and resistance remains evident.
	Key Skills	Speculate and make deductions from a range of visual clues Make links to other eras studied, such as Romans or Egyptians Recognise how different sources of evidence are analysed Raise valid historical questions and make inference beyond the literal Carry out independent research to provide answers to questions	Identify why events like the rise of Hitler and the role of the RAF were pivotal in shaping the course of the war and its outcome. Sequence key events of WWII to build a clear understanding of the timeline from pre-war Germany to Allied victory. Explore what caused Hitler's rise and the start of the war, and examine the short- and long-term consequences for Britain and Europe. Use primary and secondary sources to investigate how people experienced the war and how different groups remember it. Understand how life changed for civilians during the war and what aspects of society remained the same. Compare experiences across different localities, social groups, or countries affected by WWII. Evaluate the importance of key events and individuals, such as the Battle of Britain and Winston Churchill. Analyse how key military victories led to the end of the war and shaped post-war Europe.	Understand that all images are created for a purpose and I can use clues/evidence to suggest what this purpose might be Devise historically valid questions to ask of a photograph / painting Draw conclusions based on evidence	Use knowledge and reasoning to put inventions in chronological order Evaluate the importance of some Victorian inventions Consider reasons as to how and why life changed	Compare the significance of Anglo-Saxon kings during the Viking period Develop a chronologically secure knowledge and understanding of British and world history Construct informed responses that involve thoughtful selection and organisation of relevant historical information	Chronological understanding to place key events and developments in order, Evidence and interpretation by analysing a range of sources to understand the experiences of Black individuals and evaluate how their stories have been recorded or omitted. Cause and consequence to explore the impact of major events Change and continuity to identify what has changed and what has remained consistent Historical significance by recognising the importance of key individuals, events, and movements in shaping Britain's multicultural society. Empathy and perspective to consider different experiences Enquiry and questioning to frame and explore thoughtful historical questions,