WHIMPLE PRIMARY SCHOOL

HISTORY CURRICULUM OVERVIEW

"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.

This document outlines the areas/units of History to be covered across this school year and the next one. Teachers should be trusted to make decisions about their specific choices of lessons for their pupils, after studying an entire unit of work.

Golden Threads for History - **Invasion and settlement** **Legacy** **Empire and Monarchy** **Civilisation and Society**

Embedding Inclusive Practice:

Provision for reading within History:

- allow pupils thinking time before answering questions
- re-reading or re-visiting texts or sources to recap key information
- start lesson with a 'safe' activity e.g. recap previous learning, re-read key text/extracts, review key vocabulary, open question to talk about
- some pre-teaching of vocabulary or concepts
- word banks (wall/desk) with subject specific vocabulary
- use of drama, role-play and presentations to explore and convey meaning
- short, specific instructions / repeat as necessary
- break down complex tasks/instructions into smaller manageable steps
- incorporate movement or brain breaks
- use visual images and film clips as well as written texts

Provision for writing within History:

- allow thinking time before writing
- oral rehearsal of sentences before writing
- teacher modelling of layout
- stem sentences provided
- use of a multi-sensory approach - read it, draw it, act it before writing it
- encourage use of word banks (wall/desk) with subject specific vocabulary
- rehearse key vocabulary using different voices or contexts
- make explicit links to other subject areas e.g. science, maths, literacy
- think, pair and share (careful pairings)

ELM		Autumn A	Spring A	Summer A	Autumn B	Spring B	Summer B
EYFS	**REC**	Comment on images of familiar situations in the past. UW Compare and contrast characters from stories, including figures from the past. UW					
REC Pupils	**END OF EYFS ELG**	Talk about the lives of people around them and their roles in society. UW Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. UW Understand the past through settings, characters and events encountered in books read in class and storytelling. UW					

ASH		Autumn A	Spring A	Summer A	Autumn B	Spring B	Summer B
All Yr1 & 2 pupils	Unit name and info	**Why is the history of where I live important?** This enquiry has a local history focus. It will be based upon the lives of local WW1 soldiers and their families (people & events) and changes to our school over time (place)	**Geography focus** **Revisit previous term's learning via retrieval quizzes**	**What were seaside holidays like in the past?** This enquiry has a focus on what we like about seaside holidays today before taking a look back to Victorian seaside holidays, why they became popular and how they have changed since. They will compare seaside holidays now to those in the past.	**The Great Fire of London** This enquiry focuses on when, where, how and why the Great Fire happened. They will explore how we know about it through the diary of Samuel Pepys and other historical sources.	**Famous Queens - Elizabeth I, Victoria and Elizabeth II** This unit will explore the lives of three famous queens from British History: Queen Elizabeth I, Queen Victoria and Queen Elizabeth II. Pupils will learn what a monarch is and does, before studying the reigns of each queen.	**Geography focus** **Revisit previous term's learning via retrieval quizzes**
	Skills Builder Link	**Step 2 - Recalling**		**Step 2 – Sharing imagination**	**Step 1 - Sharing clearly**	**Step 2 – Recognising emotions**	
	NC Links	Learn about significant historical events, people and places in their own locality. Study events beyond living memory that are significant nationally or globally.		Learn about significant historical events, people and places Study changes within and beyond living memory that are significant	Learn about events beyond living memory that are significant both nationally and globally.	Learn about changes within living memory. Learn about events beyond living memory that are significant nationally or globally. Learn about the lives of significant individuals in the past who have contributed to national and international achievements.	
	Key Vocab	**Whimple World War 1 poppy soldier school history remembrance memorial similarities differences**		**seaside holiday Victorian promenade bathing hut popular timeline parasol railway hotel pier entertainment**	**chronological order weather safety Tudor buildings London bakery firebreak River Thames Samuel Pepys eyewitness diary**	**Elizabeth I Victoria Elizabeth II monarch reign castles palace Tudor Victorian Millennium**	
	Learning Focus	1. To understand why people wear a poppy in November. 2. To explore how World War 1 affected the lives of people in Whimple. 3. To explain why the war memorial is important to local people. 4.To compare the school now and over 100 years ago, exploring similarities and differences.		1. To identify features of seaside holiday 2. To know what seaside holidays were like in the past 3. To find out what the seaside was like 100 years ago 4. To identify similarities and differences between seaside holidays now and in the past	1.To understand when and where the fire started and order the key events 2.Explore how we know about the Great Fire 3.To find out why the fire spread quickly and stayed alight for so long 4.To explore how the Great Fire affect the city and peoples' lives at that time	1.What is a monarch and where does a monarch live? 2. Who was Queen Elizabeth I and what was Tudor life like? 3. Who was Queen Victoria and what was Victorian life like? 4. How were Queen Elizabeth I and Queen Victoria similar and different? 5. Who was Queen Elizabeth II and what is our monarchy like now?	
	Key Skills (linked to Golden Threads)	Explain the importance of a poppy and why they are worn. Why is the war memorial important to people who live in Whimple? Explain some ways in which World War 1 affected people in our locality – with a focus on specific individuals		Describe what a seaside resort was like 100 years ago? Explain how people spent time at the seaside over 100 yrs ago & how we know this? Talk about whether we go to the seaside on holiday for the same reasons people did 100 years ago or not? Articulate how seaside holidays have changed over time? (including 1920s, 1960s and now)	Describe where and how the fire started Order the main events of the Great Fire Give reasons as to why to the fire spread so quickly affecting buildings and people Explain how know about this significant past event through the diary of Samuel Pepys	Explain what a monarch is and where monarchs live Name the three Queens they have studied and describe them Compare and contrast two queens and explain some similarities and differences Explain who is our monarch now and the role of the current royal family	
	Key Knowledge	Explain the role of poppy and why it is worn on Remembrance Day Know some local peoples' experiences during and after WWI Know some similarities and differences about our school now and in the past		Know the key features of seaside holidays Know what seaside holidays were like in the past Know what seaside holidays were like in the Victorian era Know some similarities and difference about seaside holidays now and in the past	Know where and when the fire started and key events Know that sources can give us information about the past Know why the fire spread so quickly and stayed alight Know how the fire affected buildings and peoples' lives, and led to future changes	Know what monarch is and where they live Explain the similarities and differences between two queens. Know about a special event in Queen Elizabeth I's reign. Know who our current monarch is.	

OAK		Autumn A	Spring A	Summer A	Autumn B	Spring B	Summer B
Oak Class Yr3/4	**Unit name and info**	How do artefacts help us understand the lives of people in Iron Age Britain? This unit has a focus on features of hill forts and then pupils will explore the smelting process, before learning about the use of staters and other artefacts.	**Geography focus** **Revisit previous term's learning via retrieval quizzes**	Who were the Anglo-Saxons and how do we know what was important to them? This unit has a focus on some significant changes in Britain during the Anglo-Saxon era. including why the Romans withdrew from Britain. Pupils then learn about rural settlements, buildings and ways of life in these times.	How did the arrival of Romans change Britain? This unit has a focus on when the Romans chose to invade Britain and reasons for this. They also study why the Romans were threatened by Bouddica and learn about how Romans built towns.	**Geography focus** **Revisit previous term's learning via retrieval quizzes**	How did the lives of ancient Britons change during the Stone Age? This unit has a focus on dispelling myths around how people lived in the Stone Age. It also explains the advancement in the prehistoric way of life and change from hunter-gathering to farming.
	Skills Builder Link	**Step 3 – Time keeping**		**Step 3 – Meeting others**	**Step 4 - Organising tasks**		**Step 3 - Meeting others**
	NC Links	Pupils should be taught about changes in Britain from the Stone Age to the Iron Age		Pupils should be taught about Britain's settlement by Anglo-Saxons.	Pupils should be taught about the Roman Empire and its impact on Britain		Pupils should be taught about changes in Britain from the Stone Age to the Iron Age
	Key Vocab	**fort artefact mound ramparts roundhouse reconstruction tribe stater artefacts smelting copper bronze**		**Romans secondary/primary source construct settlement pagan excavated picts Sutton Hoo Christianity defences**	**Rome armour slavery emperor consequences possessions fortified amphitheatre corrupted victorious Hadrian's Wall invasion**		**extinct eroded archaeologist burial mammoth ritual honoured ancient ceremonial Stone Age Britons**
	Learning Focus	1: How can we recognise Iron Age hill forts today? 2: What might hill forts have looked like when they were first built? 3: How do we know that life wasn't always very peaceful in the Iron Age? 4: What were staters and how did Iron Age people use them? 5: Why have so many wonderful Iron Age artefacts been found underwater?		1.Why did the Romans leave Britain? 2. Why didn't the Anglo-Saxons choose to live in the towns the Romans left behind? 3. How did the lives of Anglo-Saxons change after Ethelbert met Augustine? 4. How did converting to Christianity change people's lives? 5.. What does Sutton Hoo tell us about the Anglo-Saxon world?	1.Why did Emperor Claudius invade Britain? 2.Why did the Romans almost lose control of Britain? 3.Why was it important that Sulpicia came to visit? 4. Why were Claudia and Sulpicia living at Vindolanda (Hadrian's Wall)? 5. How do we know so much about the towns the Romans built in Britain?		1. How do people often imagine the Stone Age to be like? 2. Who left their footprints on the beach and what were they doing there? 3.What clues help archaeologists reconstruct how people might have lived in Stone Age Britain? 4.Why did Stone Age Britons spend most of their time living in camps rather than in caves? 5. How were people living in Britain at the end of the Stone Age compared with the beginning?
	Key skills (linked to Golden Threads)	Suggest how an Iron Age hill fort could have looked when first built, giving reasons to justify choices of features that have been included Describe the process of smelting bronze from copper & tin that heralded the end of the Stone Age in Britain Recognise the importance of Iron Age staters and explain how archaeologists now suggest they were used over 2,000 years ago		Interpret both primary & secondary sources to describe what occurred in AD 410 that led to the Romans leaving Britain Explain why Anglo-Saxons created village communities in the countryside rather than towns & evaluate advantages & disadvantages of living in this way. Recognise and talk about some changes that occurred to buildings & ways of life in Anglo-Saxon Britain due to the country's conversion to Christianity	Understand through explanation some motives for Emperor Claudius to invade & occupy Britain in AD 43 Identify & describe some design features of Hadrian's Wall & explain why Emperor Hadrian ordered its construction. Identify & describe some features of the layout of typical Roman towns in Britain		Describe some aspects of life typically associated with the Stone Age period Explain how archaeologists use a variety of artefacts to try to understand how ancient Britons lived Explain some of the important ways in which life for ancient Britons changed during the Stone Age
	Key Knowledge	Know what an Iron Age hillfort probably looked like Know why some features of hillforts were included in their design Know what the process of making bronze requires Know what staters were and suggest how they were used		Know some reasons why the Romans left Britain in AD410. Know why Anglo-Saxons created village communities Know some advantages and disadvantages of not living in the Roman towns Know some buildings in Anglo-Saxon settlements Know how life changed for Anglo- Saxons after they were converted to Christianity	Know some reasons why Emperor Claudius invaded and occupied Britain in AD43 Know the layout of a typical Roman town in Britain Know some features of the Hadrian's Wall Know why Emperor Hadrian ordered the construction of the wall		Know some aspects of daily life during the Stone Age period. Know how archaeologists use artefacts to understand how ancient Britons lived. Know some ways that life changed for ancient Britons during the stone age.

BEECH		Autumn A	Spring A	Summer A	Autumn B	Spring B	Summer B
Beech Class Yr4/5	**Unit name and info**	How did a pile of dragon bones help to solve an Ancient Chinese mystery? This unit focuses on pupils learning about artefacts and inscriptions the Shang left behind which provide an insight into the life of the wealthy and not the ordinary people.	**Geography focus** **Revisit previous term's learning via retrieval quizzes**	Why was winning the Battle of Britain so important? (reference to Exeter). This unit focuses on the threat of invasion in 1940 & Britain's response to this. Pupils also study factors that contributed to Britain winning the Battle of Britain which became a turning point in WW2.	What did the Vikings (Norsemen) want and how did King Alfred stop them getting it? This unit focuses on distinguishing historical facts from myth in relation to people referred to as 'Vikings' and their motivation for travelling to Britain.	**Geography focus** **Revisit previous term's learning via retrieval quizzes**	The Trojan Horse: historical fact, legend or myth? This unit focuses on pupils learning about the causes and consequences of the Trojan War and evaluating the conflicting evidence about the famous 'Trojan Horse story'.
	Skills Builder Links	**Step 4 – Taking responsibility**		**Step 5 – Recognising purpose**	**Step 4 – Organising tasks**		**Step 4 – Finding information**
	NC Links	Pupils should be taught about the achievements of the earliest civilisations and overview of where and when the first civilisations appeared - Shang Dynasty		Pupils should study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	Pupils should be taught to about the Viking and Anglo-Saxon struggle for the kingdom of England to the time of Edward the Confessor		Pupils should be taught about Ancient Greece and study Greek life and achievements, and their influence on the Western world.
	Key Vocab	**good fortune Shang Dynasty ruler oracle bone artefacts society inscription peasant tomb diviner reign cauldron**		**occupied Allies Adolf Hitler RAF Royal Navy radar Luftwaffe Channel Islands defeated Nazi Germany sources**	**Norsemen tribe Scandinavia longship invasion settlement Lindisfarne monk voyage fertile Christianity conversion**		**myth factual siege Aegean Sea kingdoms Troy Sparta Mycenae authentic reliable fortifications legend,**
	Learning Focus	1.What was odd about the dragon bones that Wang Yirong bought? 2.What do the bones with inscriptions tell us about the beliefs of the Shang? 3. Why do we know so much about some people and so little about others? 4. How did the reign of King Cheng Tang compare with that of King Di Xin? 5. What made FU Hao stand out from the crowd?		1. What can primary and secondary sources tell us about a point in history? 2.How serious was the risk of invasion by Nazi Germany in June 1940? 3.What did Hitler need to achieve if an invasion was going to succeed? 4.Which factors contributed to Britain's effective strategy? 5.Why did Britain win the Battle of Britain?	1. What was the 'terror' that appeared in Britain on June 8th 793? 2. Why was the design of the longships so important to the Vikings? 3. What were the two treasures that most Norsemen wanted from Britain? 4. Viking horned helmets - historical fact or myth? 5. Why is Alfred the monarch to have 'the Great' after their name?		1.What is the story of the Trojan Horse? 2. What evidence exists to support the story of the Trojan Horse? 3. What other explanations could there be for the origin of the story of the Trojan Horse? 4. Is the story of the Trojan Horse - a fact or myth?
	Key skills (linked to Golden Threads)	Describe the bones bought by Wang Yirong (1899) & their significance. Explain the use of oracle bones by Shang rulers & say what they might have been used for in Shang society Compare & contrast the lives of people in different levels of Shang society, explaining why we know so little about some aspects of this structure		Evaluate primary & secondary sources to explain why Britain faced invasion in 1940 & consider how serious this threat was Explain & justify why Hitler needed to defeat the British RAF before launching an invasion in 1940 Identify & describe the relative importance of factors which led to Britain winning the Battle of Britain	Describe the reasons for the attack on Lindisfarne in 793 & explain why 'Vikings' is not their correct name Identify key features of a longship & explain why it was an ideal vessel for Viking travel Explain the two treasures that later groups of Norsemen wanted from Britain which we still value today Evaluate sources of evidence about King Alfred the Great & reach a judgement as to whether he is justifiably 'great' or not.		Describe and explain the main events in the siege of the city of Troy during the Trojan War of Ancient Greece Evaluate the visual, written and archaeological evidence that presently exists about the Trojan Horse, and begin to formulate conclusions Make a judgement regarding whether the story of the Trojan Horse is (in their opinion) fact, legend or myth, and justify their decision
	Key Knowledge	To know what was significant about the 'dragon bones' bought in 1899. To know how oracle bones were used by leaders in Shang Society. To know why lots is known about wealthy people and very little about the ordinary people in Shang society. To know why each Shang leader ruled differently		To knows some reasons why Britain was could have been invaded in 1940 To talk about why some people took Hitler's threat of invasion more seriously than others To know about aspects of Germany's plan to defeat the RAF and invade Britain To know some of the factors and events that resulted in Britain winning a key battle in WW2.	To know why the priory of Lindisfarne was attacked. To know why 'Viking' is an incorrect title for Norsemen. To know some key features of a longship and why it was an ideal vessel. To know which two treasures were wanted by most groups of Norsemen. To explain why Alfred has become known as 'the Great'.		To know the main events of the siege of the city of Troy. To know what evidence exists that tells us about the Trojan Horse. To explain their decision about whether the story of the Trojan Horse is fact or myth.

Willow		Autumn A	Spring A	Summer A	Autumn B	Spring B	Summer B
Willow Class Yr5/6	Unit name and info	British History Why did the British once rule over the largest empire the world has ever seen? This unit focuses on the most influential dimension of British History post 1066 and the geographical extent of British imperialism. It also examines the factors that contributed to the decline of the British empire.	**Geography focus** **Revisit previous term's learning via retrieval quizzes**	British and local History How has the city of Exeter changed over time?	Ancient Civilisation - Mayan Why did Maya change the way they lived?	**Geography focus** **Revisit previous term's learning via retrieval quizzes**	British and local history The Changing Role of Women
	Skills Builder Link	**Step 5 – Knowing the audience**		**Step 6 – Combining concepts**	**Step 5 – Managing resources**		**Step 5 – Creating options**
	NC Links	Pupils should study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.		Pupils should study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	Pupils should be taught about a non-European society that contrasts with British history – Mayan civilization c. AD 900		Pupils should study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
	Key Vocab	**empire occupying colony raw materials manufacturing territory commonwealth independence Falkland Islands sovereign slavery native**		**architecture Norman artefact Tudor victorious Roman reconstruct unpopular Anglo-Saxon archaeologist chronological**	**Mexico climate starvation temperate Chichen Itza rediscover landscape civilisation occupations interpretation relocation judgement**		**feminism forbidden modern gender suffrage society inequality decade equality ancient perceived etiquette**
	Small Steps	1. Why was it said that the sun never set on the British Empire? 2. Why did Britain build an empire around the world? 3. What happened to the British empire? 4. What happened in Britain between 2nd April and 14th June 1982? 5. Why did the Falklands War start and how did it end?		1. What was the effect of the Romans in Exeter? 2.What happened at Exeter Cathedral in November 1283? 3.Where can the Tudor style of building be seen in Exeter? 4.Was Exeter affected by German bombing in the second world war?	1.Who are the Maya and where do they live? 2. What did John and Frederick rediscover in 1839? 3.What do the ruins of Chichen Itza tell us about the lives of ancient Maya? 4.Why do historians know so much about ancient Maya society? 5.Why did the ancient Maya leave their jungle cities?		1. What were the roles of women in society in ancient times? 2. What was life like for women in the 17th, 18th and 19th centuries? 3. What was the suffrage movement? 4. What role did women play during the first world war? 5. What is feminism?
	Key skills (linked to Golden Threads)	Identify and describe the extent of the British Empire in 1921 and explain what it meant to be a colony Explain the main reasons why Britain wanted an empire & evaluate the factors that they considered were most important Interpret a range of evidence to reach a conclusion as to why the British Empire has all but disappeared Interpret different sources to evaluate the causes & effects of the Falkland Islands war in 1982 & reach a judgement about the actions of Britain, justifying their views		Explain why the city of Exeter was a centre for Romans (trade). Describe the key features and significance of the Norman cathedral in Exeter Explore buildings of Tudor Exeter (the house that moved, the guildhall, St Nicholas Priory) and their importance. Describe the impact of WW2 on Exeter and its surrounding area (link to Whimple)	Locate & describe the region of the world in which Maya people live. Describe the lost jungle cities of the Maya (such as Chichen Itza) and reach a judgement as to their purpose. Evaluate a range of ideas/sources to reach a judgement as to some likely causes of the gradual abandonment of the Maya jungle cities		Describe the role of women in ancient time and then in 17th 18th and 19th century. To understand the suffrage movement and the role of women in the first world war. To evaluate the changing rights of women since 1950 and during the reign of Elizabeth II
	Key Knowledge	Know some places that were part of the British Empire in 1921 Know what is meant by the term 'colony' in relation to empire Know some of the reasons why Britain wanted an empire. Know some factors that contributed to the expansions of the British Empire To know why the British Empire has all but disappeared To know some causes and effects of the Falklands War & Britain's role in it.		Know that the Romans built strong walls, roads, and a big fortification in Exeter, helping it grow into an important, busy town. Know that Exeter Cathedral is a medieval church, famous for its towers, stained glass, and the longest stretch of Gothic vaulted ceiling in the world. Know that The Tudor-style buildings in Exeter are historic houses with timber frames, uneven walls, and leaded windows. Know that during the Blitz, German bombing raids badly damaged Exeter, destroying many historic buildings.	Know the location and some features of the region where the Maya people lived. Know that some of the jungle cities were lost and rediscovered in 1839. Know the main lost jungle cities of the Maya and their purpose. Know some likely causes of why the Maya jungle cities were gradually abandoned.		Know that the roles of women have changed over time and give explanation for this. Know that women campaigned for change in what was known as the suffrage movement. Know how the first world war changed women's place in society. Know what feminism is, and why inequality still persists today.