

History
Body of Knowledge 2023-2025

	Autumn	Spring	Summer
R	3 and 4 year olds Understanding the World - Begin to make sense of their own life-story and their family's history Reception Understanding the World - Comment on images of familiar situations in the past. - Compare and contrast characters from stories, including figures from the past.		
Year A 1/2 2024/2025	NC: changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. <u>Past & Present (personal history)</u> To use a range of sources (photos, films, real objects, oral history...) as evidence to examine past and present. Themes to include toys, clothes, school. To use the terms 'past and present' when talking about my own life. To compare my experiences with those of older generations eg. my parents/grandparents/great grandparents. Link to Art Spring A Key vocabulary: Old, new, past, present, before, ago, after, recent, first, last year, compare, family tree, source, generation.	NC: the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods <u>Significant People (teacher choice)</u> To compare the lives of two significant individuals <i>e.g. Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, Pieter Bruegel the Elder and LS Lowry, Charles Darwin and Ibn Battuta.</i> To compare aspects of life in different time periods as represented by the life and work of two significant individuals. Key vocabulary: compare, historian, achievement, period, ago, before, later, earlier, reveal, evidence, past, source, present. Additional vocabulary dependent on choice of subjects. Link to RE Islam Autumn/Spring A Link to Science Summer Year A	
Year B			

1/2 2023/24	NC: significant historical events, people and places in their own locality. <u>Changing Transport (Brunel)</u> To know what transport looked like in the past. To know who Brunel was and what his achievements were – with reference to Dawlish. To understand the impact of technological change on transport (past & present). Key vocabulary: Past, present, nowadays, historian, evidence, source, ago, engineer, Victorian, steam, industrial, power, technology, construction, wagon, canal, bridge, coast. Link to D&T Autumn 2 B Enrichment visit: South Devon Railway	C: events beyond living memory that are significant nationally or globally. <u>The Great Fire of London</u> To know what London was like at the time of the Great Fire of London – including houses, streets, technology. To know how the fire started and spread through London. To use resources to retrieve information about the GFL (Samuel Pepys). Key vocabulary: flammable,, firebreak, gunpowder, timber, thatch, alleys, mayor, diary, extinguish, rebuild, evidence, account, source, evidence, eyewitness, historian. Link Geography Summer 1 B Enrichment: Visit from Fire Brigade to ask questions about modern fire control/service	NC: the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods <u>Significant People (Nightingale/Seacole)</u> To know who Florence Nightingale and Mary Seacole were. To understand the hardship faced by soldiers during the Crimean War. To understand the significance of their work and achievements in nursing. Key vocabulary: war, battle, hospital, nursing, soldier, medicine, hygiene, injured, infected, care, Russia, prejudice, evidence, source, disease, medal, training, professional, Biography. Link to British Values Enrichment: Visit from modern health professional to contrast contemporary practice
Year A ¾ 2024-25	NC: changes in Britain from the Stone Age to the Iron Age <u>Stone Age to Iron Age</u> To know how and where people lived at these times using evidence (Lascaux/Skara Brae/Artefacts) including reference to local settlements (eg Dartmoor). To know significant cultural/religious achievements such as Stonehenge. To know the ages Stone Age, Bronze Age and Iron Age and recognise their differences. To know how archaeologists work to interpret the ancient past.	NC: a local history study (Jurassic Coast) <u>Local Study: Mary Anning and the Jurassic Coast</u> To know who Mary Anning was and what she achieved during her lifetime. To know how our understanding of natural history was furthered by the achievements of Mary Anning. To examine contemporary sources of information about Anning and her work (eg letters, diaries, newspapers) To know that women’s achievements were not always acknowledged in the past.	NC: a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 - changes in an aspect of social history (communication), from the Anglo-Saxons to the present <u>British History: Changes in communication</u> To understand the impact of advances in technology on communication and mass communication through British history. To understand the chronology of communication advances (timeline). To include a selection of: recording of ideas in drawing, painting and early script (literacy); the invention of printing; the invention of photography, telegraph, radio, film, the telephone, television and the internet.

	Key vocabulary: Stone age, bronze age, iron age, BC, AD, hunter gatherer, prehistory, tools, smelting, artefact, settlement, trade, landscape, anachronism, archaeology, culture, technology, evidence. Enrichment visit to Torquay museum (half day schools workshop)/Kents Cavern Link to Art Spring A Possible misconception: Stone age humans 'less intelligent' than us; conflating Neanderthals with homosapiens;	Key vocabulary: coast, fossil, palaeontology, dinosaur, theories, pioneer, museum, specimen, species, prejudice, recognition, natural history, source, historian, Biography. Possible visit to Lyme Regis Museum and fossil walk/ activities Links to Art Autumn A Geography Spring A Track back to Seacole/Nightingale Unit 1 Year B	Key vocabulary: communication, signal, sign, script, print, media, mass-media, reproduce, technology, progress, transmit, invention, message, innovation, telecommunication, chronology, impact. Track back to Stone Age/cave art as communicating/recording information Link to Online Safety (reach and impact of social media/ internet)
Year B ¾ 2023-24	NC: the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer. <u>Ancient Sumer</u> <u>Overview:</u> To know what is meant by the term 'ancient civilisation' and where/when in the world the earliest civilisations appeared. <u>Depth Study:</u> Ancient Sumer To understand the characteristics of Ancient Sumerian civilisation (agriculture, culture, technology, society, literacy/numeracy..) To understand how we know about the ancient past. Key vocabulary: Archaeology, bronze age, civilisation, Mesopotamia, fertile crescent, agriculture, culture, society, mythology, belief, technology, museum. Link to Art Autumn B	NC: the Roman Empire and its impact on Britain. <u>The Romans</u> To know who the Romans were and when they invaded Britain. To understand the power of the Roman Empire and its army. To understand the impact of Roman rule on Britain and resistance to the Roman occupation (Boudicca). To understand why historians consider the Roman invasion of Britain significant (impact and legacy) Key vocabulary: Invasion, empire, legions, slave, tribe, Latin, trade, unrest, supression, administration, govern, rule, barbarian, fort, villa, engineers, rebellion, legacy.	NC: Britain's settlement by Anglo-Saxons and Scots. <u>Anglo-Saxons and Scots</u> To know who the Anglo Saxons and Scots were and when and why they settled in Britain To understand the Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire. To know some key features of life in Anglo Saxon Britain including the conversion to Christianity. To know some of the ways historians find out about and interpret the past. Key vocabulary: Empire, civilisation, kingdom, settlement, conversion, religion, pagan, pre-Christian, tribe, migration, missionary, monk/monastery, agriculture, Old English, Bede, historian, evidence, source.

	Track back to Bronze Age Britain/Europe Autumn A	Enrichment: Royal Albert Museum visit or outreach visit (see below) Track back to Iron Age Autumn A	Enrichment: Escot visit (re-enactment)
Year A 5/6 2024/25			
	NC: a non-European society that provides contrasts with British history <u>The Mayan Civilisation</u> To know who the Mayan people were and when and where in the world they lived. To identify features common to the development of early civilisations (eg Egypt, Sumer) To analyse the Mayan’s number and writing system. To understand key aspects of Mayan culture including food and religious beliefs. To know what happened to the Maya when Europeans arrived. Key vocabulary: Calendar, glyph, belief, culture, civilisation, temple, agriculture, Mesoamerica, sacrifice, ritual, drought, polytheism, monotheism, number system, conquistador, conversion, AD/BC/AC/BCE. Link to Art Track back to missionaries/conversion Unit 2 Year B Track back to features of ancient civilisations (Sumer/Egypt)	NC: a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 (a significant turning point in British history, for example the Battle of Britain). <u>A Turning Point: WW2/Battle of Britain</u> To know why WW2 began and the nations involved. To know key world leaders and their significance during WW2. To know what life was like in Britain during WW2 (rationing, evacuation, home front, culture, war effort/work) To understand the contribution made by people of the British Empire/Commonwealth to the war effort and examine why this has not always been acknowledged. To know the significance of the Battle of Britain and why this was a turning point during the war. Key vocabulary: Blitz, propaganda, speech, morale, rationing, evacuee, evacuation, home front, conscription, call-up, Anderson shelter, air raid siren, Spitfire, Luftwaffe, allies, axis, neutral, radar, Bletchley Park, treaty, British Empire. Colonies/Dominions/Commonwealth, negotiation, surrender, totalitarianism, democracy, freedom, refugee, asylum, Kindertransport. Link to British Values Track back to Communication Unit 2 summer A (growth of mass media) Enrichment: visit to Royal Exeter Museum.	

	Possible misconception: The impact of Europeans on non-European culture was not limited to Spain/Maya. British explorers also had a impact on non-European societies.	Possible misconception: Conflating all Germans with Nazism; excluding the contribution of non-white soldiers and civilians from the fight against totalitarianism.
Year B 5/6 2023-24		
	NC: the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. <u>The Vikings</u> To know who the Vikings were and where they came from. To examine the impact of Viking raids/invasions. To understand how the lives of key figures such as Alfred the Great have been represented by historians (eg Asser). To know what happened after the death of Edward the Confessor (Battle of Hastings and William the Conqueror) Key vocabulary: Norse, empire, Anglo-Saxon, runes, raid, pagan, Christian, navigation, longboat coastal, invade, invader, settlement, compromise, voyage, Danelaw, Normans, inherit, conquer, king, crown, coronation. Track back to Ango-Saxons Unit 2 Summer B	TNC: the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a <u>depth study</u> of one of the following: Ancient Egypt. <u>The Ancient Egyptians</u> To understand what the tomb of Tutankhamun reveals about Ancient Egyptians. To identify features common to the development of early civilisations (eg Sumer, Maya) Child led investigation: could include beliefs about the afterlife, hieroglyphs, gods and goddesses, the River Nile, the study of archaeology and what happens to cultural artefacts once they are discovered. Key vocabulary: AD/BC, AC/BCE, pyramid, tomb, papyrus, archaeology, heiroglyphs, dynasty, sarcophagus, beliefs, afterlife, mummification, status, Tutankhamun, Nile Valley, calendar, artefact, excavate, looting. Enrichment: Exeter Museum Track back to key features of Sumer and Mavan civilisations