

Vision: We want our children to gain a coherent knowledge and understanding of Britain’s past and that of the wider world. History helps children 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 go on to make a valuable contribution to life in modern Britain. Our local area of Dartmoor and the surrounding towns and villages have a rich and diverse history with a human timeline that stretches back as far as the Mesolithic period, 10,000 years ago. We believe this should drive our curriculum, along with familiar stories so that our 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.



**DARTMOOR MULTI ACADEMY TRUST
HISTORY CURRICULUM OVERVIEW**

EYFS themes	What makes you unique!	Let’s celebrate!	My world and me!	Adventure!	Growing!	The great outdoors!
Core knowledge	<p>MY FAMILY – I know how to make sense of my own life-story. I can talk about some aspects of my family’s history. I know about pictures from my own past. I can understand changes in my life time I know that life was different before I was born</p>	<p>TRADITIONS – I know about my family customs and routines. I know about how I celebrate local traditions. I know that people celebrate occasions in different ways. I know basic facts about why we celebrate Bonfire Night, Christmas, Diwali etc. I can recognise and describe special times or events for family or friends</p>	<p>LOCAL AREA I know about some significant local historical events. I know basic facts about history specific to our local area. I know why museums are important. I know some similarities and differences between things in the past and now I can find answers to simple questions about the past from sources of information</p>	<p>SIGNIFICANT INDIVIDUALS I know about significant individuals from the past including a range of significant figures from BAME backgrounds.</p>	<p>CHANGE OVER TIME I know that during the life cycle of a plant or living thing, change takes place. I know that I have grown and will continue to grow. I can use the language of time I can remember and talk about significant events in my own experience</p>	<p>SOURCES AND ARTEFACTS I know some similarities and differences between things in the past and now drawing on my own experiences and what has been read in class. I know some key information about the past through settings, characters and events encountered in books.</p>
KS1 units	Explorers and adventurers	London	Local study of Dartmoor and wider Devon	Famous local historical figures	Entertainment through time	Ancient Egyptians
NC links	Life beyond living memory; lives of significant individuals)	Life beyond living memory; significant historical events	Significant historical events, people, and places in their own locality; life beyond living memory; changes within living memory	Significant historical people in their own locality	Changes within living memory from grandparents to the present day	Events that are beyond living memory that are significant globally.
Core knowledge	Pupils will develop their knowledge and understanding of a range of	Pupils will learn about the history of London from CE43 to the present day, including	TBC	Pupils will learn about several significant historical figures with	TBC	Pupils will learn about the importance of the River Nile to the Ancient

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	famous historical figures / explorers including Bessie Coleman, Neil Armstrong, Valentina Tereshkova, Sir Ernest Shackleton, Sir Ranulph Fiennes, Marco Polo and Krystyna Chojnowska-Liskiewicz. Pupils will learn about the significant contributions these famous figures made over time.	significant events such as the 'Great fire of London and the Blitz. Pupils will also learn about the significance of several famous London landmarks.		links to Devon including Sir Francis Drake and Isambard Kingdom Brunel		Egyptians and understand how archaeology can help us to find out about the past. Pupils will learn about what it was like to live in Ancient Egypt and develop their knowledge of some of the famous rulers including Tutankhamen. They will also find out about the work of Howard Carter.
Vocabulary	<i>pioneer, astronaut, explorer, compass, Artic, Antarctica, aviation,</i>	<i>Romans, Londinium, Anglo-Saxons, Vikings, King Alfred, Normans, King James, parliament, The Blitz, gunpowder, Guy Fawkes, River Thames</i>				<i>Ancient Egypt, Nile, hieroglyphics, archaeologist, Pharaoh, pyramids, mummy, ruler, power, past,</i>
LKS2 units	Shang dynasty	Ancient Greece	Prehistoric Britain	Anglo Saxons and Scots	Roman Britain	Vikings
NC links	The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one.	Ancient Greece – a study of Greek life and achievements and their influence on the western world.	Changes in Britain from the Stone Age to the Iron Age.	Britain's settlement by Anglo-Saxons and Scots.	The Roman Empire and its impact on Britain	The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.
Core knowledge	Pupils will learn about when the Shang Dynasty existed, where it was, and the different things people left behind. They will develop an understanding of the first leaders of the Dynasty and what everyday	This unit will provide pupils with a knowledge and understanding of how Ancient Greece was organised and some of the key cultural achievements, including the work of some of the most prominent	Pupils will find out about how we know about life in Stone Age Britain and the sources of evidence that historian's piece together to gain an insight into the past. Pupils will develop their	Pupils will learn about the invasions of the Scots and Anglo Saxons in the 5th century. They will find out about invasion and settlement and investigate how life in Britain changed as a	Pupils will learn about the impact the Roman Empire had on life in Britain, the spread of the Roman Empire and the invasion of Britain and the eventual conquest. Pupils will	Pupils will find out about the Viking and Anglo-Saxon struggle for the kingdom of England and how England became a unified country. They will explore where the Vikings came from, how they

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	life was like for the people, including their religious beliefs. Pupils will learn about key historical figures such as Fu Hao and King Zhou and develop an awareness of the main achievements of this civilisation.	Greek philosophers of the time. Pupils will also learn about significant events including the Peloponnesian War and the differences between Athens and Sparta. The unit concludes with a focus on Alexander the Great, his conquests and the legacy he left behind.	knowledge and understanding of the three different periods of the Stone Age and how life developed across them, including what life was like in a Stone Age settlement. Pupils will go on to learn about the importance of bronze and iron and what life was like for the Celts.	result. Pupils will learn how the Anglo-Saxons influenced the English language and what life was like in an Anglo-Saxon settlement. They will also learn about what the Anglo Saxons, believed, the Heptarchy and why the Anglo Saxons built forts.	also look in detail at some aspects of the Romanisation of Britain, such as the building of Roman roads, towns and cities. Pupils will learn about Boudicca's revolt against the Romans and what led to the eventual collapse of the Roman Empire.	fought for territory and power, and how their fighting ultimately led to the kingdom of England we know today. Pupils will become familiar with key events and places including Lindisfarne and develop a knowledge of significant historical figures such as King Alfred and King Cnut. They will also learn about the Viking explorers and the voyages they made.
Vocabulary	<i>archaeologist, artefacts, bronze, dynasty, emperor, general, civilisation, source, bronze, tribe, sacrifice, trade</i>	<i>democracy, monarchy, tyranny, Olympia, Athens, Crete, Sparta, trade, empire, philosopher, invasion, myths, oligarchies, civilisation, vote,</i>	<i>Ice Age, Palaeolithic, Mesolithic, Neolithic, Neanderthals, torc, bronze, iron, Celts, timeline, palaeontologist, evolve, artefacts, settlements, archaeologist, homo sapiens, extinct, hunter-gathers,</i>	<i>Angles, Christianity, missionary, Pagan, Picts, Romans, Saxons, Scots, paganism, heptarchy, kingdom, shire, Jutes, dark ages, legend, artefacts, chronicle, tribe, rebellion, invasion, raids, barbarian,</i>	<i>amphitheatre, aqueduct, barbarian centurion, citizen, culture, dictator, emperor, empire, government, import, Latin, legion, revolt, senate, oppidum, paganism, rebellion, taxes, villa, republic, politicians</i>	<i>Danegeld, exile, invade, kingdom, longship, outlawed, pagans, pillaged, raid, wergild, Vikings, Danelaw, longship, pagan, monotheist, polytheist, saga, Valhalla, Scandinavia,</i>
UKS2 units	Benin Kingdom	Medieval Monarchs	Middle East	20th Century conflict	Civil Rights	Industrial Revolution
NC links	A non-European society that provides contrasts with British history	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	A non-European society that provides contrasts with British history	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	(KS3) Study of a significant society or issue in world history and its interconnections with other world developments - USA in the 20th Century	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066; a local history study

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<p>Core knowledge</p>	<p>Pupils will learn about how the Benin Kingdom began, what life was like for the Edo people and how trade links were established with other people. They will also find out about what led to the civil war in the 1700s and how the kingdom went into decline. The unit will also include a study about the transatlantic slave trade and Britain’s relationship with the Benin Kingdom.</p>	<p>Pupils will start the unit by developing their knowledge and understanding of the events leading up to the Battle of Hastings in 1066 and the importance of the Domesday Book. They will learn about the conflict between the King and the church and the events surrounding the death of Thomas Becket. Pupils will then go on to develop an understanding of key historical figures of the time including William the Conqueror, King Richard, Edward I, Henry VIII and Elizabeth I.</p>	<p>Pupils will find out about how the Kingdom of Israel was established, including a Biblical account of the early Kingdom of Israel. Pupils will be taught why Jerusalem and Mecca are important for Muslims and how the Ottoman Empire began. Their studies will also include 20th Century events including the events that led to the Arab-Israeli war in 1948 and the current conflict between the Israelis and Palestinians.</p>	<p>Pupils will develop their knowledge and understanding about what caused the First World War to break out. They will learn about trench warfare and the weaponry of the day. The unit also covers the Treaty of Versailles and Hitler’s rise to power in the 1930’s. Pupils will find out about what life was like in Nazi Germany and the role of boys, girls, men and women. The unit concludes with the events that led up to the start of the Second World War.</p>	<p>Pupils will develop an understanding of what life in the United States of America was like during the 1950’s. They will learn about significant historical figures such as Oliver Brown, Rosa Parks and Dr Martin Luther King. Pupils will also develop their understanding of the Black Lives Matter movement and the causes and consequences of the Ferguson protests.</p>	<p>Pupils will be taught about the key features of Victorian society, including the nature of the class system, how living conditions changed during the industrial revolution and how peoples live, and health were affected by pollution. Pupils will also develop their knowledge and understanding of the types of jobs people did, what factory conditions were like and how inventions supported developments in areas such as the railway and the textile industry. Pupils will also undertake a study to explore how the Industrial Revolution changed Devon.</p>
<p>Vocabulary</p>	<p><i>dynasty, empire, trade, civil war, middle passage, transatlantic slave trade, independent, Edo, Oba, Nigeria,</i></p>	<p><i>monarch, government, democracy, crusades, Magna Carta, baron, knights, peasant, feudal system, Domesday Book, Archbishop, chancellor, parliament, reformation</i></p>	<p><i>Gaza strip, Nakbam, Zionism, Hamas, Israel, Palestine, intifada, West Bank, Jerusalem, Hebrew, exodus, Ottoman empire, Mecca, antisemitism, Zionist movement, Mesopotamia, Muhammad,</i></p>	<p><i>treaty, alliance, Balkans, ultimatum, encirclement, unification, foreign policy, assassination, invasion, trench warfare, allied forces, weaponry, blockade, demilitarise, republic, revolution, territory,</i></p>	<p><i>boycott, civil rights, civil disobedience, integration, Ku Klux Klan, segregation, NAACP, nonviolence, Jim Crow. Diverse, gender, consensus. Capitalism, communism, economic, affluent, violate, African Americans</i></p>	<p><i>industry, industrial revolution, population, economy, agriculture, poverty, mass production, sanitation, era, Victorian era, British Empire, social class system, pollution, crime, child labour,</i></p>

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