

**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!
Golden threads	Community and culture	Community and culture	Community and culture	Community and culture	Community and culture	Community and culture
Core knowledge	<p>MY FAMILY –</p> <p>I know how to make sense of my own life-story.</p> <p>I can talk about some aspects of my family's history.</p> <p>I know about pictures from my own past.</p> <p>I can understand changes in my lifetime</p> <p>I know that life was different before I was born</p>	<p>TRADITIONS –</p> <p>I know about my family customs and routines.</p> <p>I know about how I celebrate local traditions.</p> <p>I know that people celebrate occasions in different ways.</p> <p>I know basic facts about why we celebrate Bonfire Night, Christmas, Diwali etc.</p> <p>I can recognise and describe special times or events for family or friends</p>	<p>LOCAL AREA</p> <p>I know about some significant local historical events.</p> <p>I know basic facts about history specific to our local area.</p> <p>I know why museums are important.</p> <p>I know some similarities and differences between things in the past and now</p> <p>I can find answers to simple questions about the past from sources of information</p>	<p>SIGNIFICANT INDIVIDUALS</p> <p>I know about significant individuals from the past including a range of significant figures from BAME backgrounds.</p>	<p>CHANGE OVER TIME</p> <p>I know that during the life cycle of a plant or living thing, change takes place.</p> <p>I know that I have grown and will continue to grow.</p> <p>I can use the language of time</p> <p>I can remember and talk about significant events in my own experience</p>	<p>SOURCES AND ARTEFACTS</p> <p>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.</p> <p>I know some key information about the past through settings, characters and events encountered in books.</p>
KS1 units	Entertainment through time	Explorers and adventurers	Local history study	London	Scientists and engineers	Ancient Egyptians
Golden threads	Community and culture	Exploration and invention	Community and culture	Community and culture Conflict and disaster	Exploration and invention	Community and culture Power and influence
NC links	Changes within living memory from grandparents to the present day	Life beyond living memory; lives of significant individuals)	Significant historical events, people, and places in their own locality; life beyond	Life beyond living memory; significant historical events	The lives of significant individuals in the past who have contributed to	Events that are beyond living memory that are significant globally.

**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.



			living memory; changes within living memory		national and international achievements.	
<b>Core knowledge</b>	Pupils will start by finding out how toys have changed since the start of the 20 <sup>th</sup> Century and then move onto sport, looking at gladiatorial battles, jousting and the origins of modern sports today. They will find out about the importance of significant public events such as the Festival of Britain, the Olympics and the Platinum Jubilee. Pupils will have the opportunity to compare holidays today with those that their ancestors would have taken in Victorian / Edwardian times. The unit will conclude with a look at the impact of technology on visual entertainment and the way in which music trends have changed over time.	Pupils will develop their knowledge and understanding of a range of famous historical figures / explorers including: Bessie Coleman Neil Armstrong Valentina Tereshkova Sir Ernest Shackleton, Sir Ranulph Fiennes Marco Polo Krystyna Chojnowska-Liskiewicz.  Pupils will learn about the significant contributions these famous figures made over time.	Pupils will start their studies by finding out about the history of their school and how it has changed over time. They will then move on to find out about how their local settlement and the buildings within it have developed and changed. Pupils will also have an opportunity to see how areas such as transport and communication and farming and industry have changed in the local area over time. The unit will conclude with a bespoke focus on a significant local figure or event that is pertinent to the local area.	Pupils will learn about the history of London from CE43 to the present day, including significant events such as the 'Great fire of London and the Blitz. Pupils will also learn about the significance of several famous London landmarks.	Pupils will learn about the lives and achievements of a range of carefully selected historical figures who are of significance locally, nationally and internationally:  Scientists and Engineers Marie Curie Mary Anning Mary Seacole Isambard K. Brunel George Stephenson Stephen Hawking	Pupils will learn about the importance of the River Nile to the Ancient 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.
<b>Vocabulary</b>	<i>entertainment, leisure, pastimes, Victorian era 20<sup>th</sup> Century, Edwardian era, festival, Olympics, technology, past, present, old, new, similarities,</i>	<i>pioneer, astronaut, explorer, compass, Arctic, Antarctica, aviation, discovery, navigation,</i>	<i>Past, present, now, then, evidence, significant, artefact, chronological, before, after, trade, settlement, economy</i>	<i>Romans, Londinium, Anglo-Saxons, Vikings, King Alfred, Normans, King James, parliament, The Blitz, gunpowder, Guy Fawkes, River Thames,</i>	<i>Past, present, now, then, evidence, significant, artefact, chronological, before, after, achievement, legacy, scientist, palaeontologist,</i>	<i>Ancient Egypt, Nile, hieroglyphics, archaeologist, Pharaoh, pyramids, mummy, ruler, power, past, civilisation, trade,</i>

**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.



	<i>differences, travel, journey, clockwork, battery, ancestors</i>			<i>settlement, trade, architecture</i>	<i>engineer, nurse, fossil hunter, industrial revolution,</i>	<i>architecture, art, religion</i>
<b>LKS2 units</b>	<b>Prehistoric Britain</b>	<b>Shang dynasty</b>	<b>Ancient Greece</b>	<b>Roman Britain</b>	<b>Anglo Saxons and Scots</b>	<b>Vikings</b>
<b>Golden threads</b>	<b>Community and culture</b>	<b>Community and culture Power and influence</b>	<b>Community and culture Power and influence Conflict and disaster</b>	<b>Community and culture Power and influence Exploration and invention Conflict and disaster</b>	<b>Conflict and disaster Community and culture</b>	<b>Conflict and disaster Power and influence</b>
<b>NC links</b>	Changes in Britain from the Stone Age to the Iron Age.	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.	The Roman Empire and its impact on Britain	Britain's settlement by Anglo-Saxons and Scots.	The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.
<b>Core knowledge</b>	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 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	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 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	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 Greek philosophers of the time. Pupils will also learn about significant events including the Peloponnesian War and the differences between	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 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	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 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,	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 fought for territory and power, and how their fighting ultimately led to the kingdom of England we know today. Pupils will

**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.



	about the importance of bronze and iron and what life was like for the Celts.	the main achievements of this civilisation.	Athens and Sparta. The unit concludes with a focus on Alexander the Great, his conquests and the legacy he left behind.	what led to the eventual collapse of the Roman Empire.	the Heptarchy and why the Anglo Saxons built forts.	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.
<b>Vocabulary</b>	<i>Ice Age, Palaeolithic, Mesolithic, Neolithic, Neanderthals, torc, bronze, iron, Celts, timeline, palaeontologist, evolve, artefacts, settlements, archaeologist, homo sapiens, extinct, hunter-gathers, trade, settlement</i>	<i>archaeologist, artefacts, bronze, dynasty, emperor, general, civilisation, source, bronze, tribe, sacrifice, trade, economy, settlement, architecture, religion</i>	<i>democracy, monarchy, tyranny, Olympia, Athens, Crete, Sparta, trade, empire, philosopher, invasion, myths, oligarchies, civilisation, vote,</i>	<i>amphitheatre, aqueduct, barbarian centurion, citizen, culture, dictator, emperor, empire, government, import, Latin, legion, revolt, senate, oppidum, paganism, rebellion, taxes, villa, republic, politicians, settlement, occupation, war, conquest. Democracy, occupation</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, settlement, religion, conquest</i>	<i>Danegeld, exile, invade, kingdom, longship, outlawed, pagans, pillaged, raid, wergild, Vikings, Danelaw, longship, pagan, monotheist, polytheist, saga, Valhalla, Scandinavia, occupation,</i>
<b>UKS2 units</b>	<b>Benin Kingdom</b>	<b>Medieval Monarchs</b>	<b>Middle East</b>	<b>Industrial Revolution</b>	<b>Civil Rights</b>	<b>20<sup>th</sup> Century conflict</b>
<b>Golden threads</b>	<b>Community and culture Power and influence Conflict and disaster</b>	<b>Power and influence</b>	<b>Community and culture</b>	<b>Exploration and invention Community and culture</b>	<b>Community and culture Power and influence</b>	<b>Conflict and disaster Power and influence</b>
<b>NC links</b>	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; a local history study	(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

**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.



<b>Core knowledge</b>	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.	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.	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 20 <sup>th</sup> Century events including the events that led to the Arab-Israeli war in 1948 and the current conflict between the Israelis and Palestinians.	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.	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.	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.
<b>Vocabulary</b>	<i>dynasty, empire, trade, civil war, middle passage, transatlantic slave trade, independent, Edo, Oba, Nigeria, uprising, oppression, equality</i>	<i>monarch, government, democracy, crusades, Magna Carta, baron, knights, peasant, feudal system, Domesday Book, Archbishop, chancellor, parliament, reformation, democracy,</i>	<i>Gaza strip, Nakbam Zionism, Hamas, Israel, Palestine, intifada, West Bank, Jerusalem, Hebrew, exodus, Ottoman empire, Mecca, antisemitism, Zionist movement, Mesopotamia, Muhammad,</i>	<i>industry, industrial revolution, population, economy, agriculture, poverty, mass production, sanitation, era, Victorian era, British Empire, social class system, pollution, crime, child labour,</i>	<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, equality, prejudice,</i>	<i>treaty, alliance, Balkans, ultimatum, encirclement, unification, foreign policy, assassination, invasion, trench warfare, allied forces, weaponry, blockade, demilitarise, republic, revolution, territory,</i>

**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.



**Golden threads:**

**Community and culture**

(architecture, art, civilisation,  
economy, religion, settlement,  
trade, kingdom)

**Exploration and invention**

(discovery, migration, navigation,  
progress, innovation)

**Conflict and disaster**

(conquest, invasion, liberation,  
occupation, military, peace,  
plague, surrender, treaty, war)

**Power and influence**

(democracy, empire, equality,  
government, law, monarchy,  
oppression, parliament, politics,  
prejudice, slavery, poverty)