



# History

## Essential Knowledge

COMPARISON								
Compare and Contrast								
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
National Curriculum	Past and Present	Learn about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.  Learn about events beyond living memory that are significant nationally or globally.		Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, <b>establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time</b> and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.				
Skills	Talk about the lives of the people around them and their roles in society. Enjoys joining in with family customs and routines. Talks about past and present events in their own life and in the lives of family members.	Identify similarities and differences between ways of life within living memory.	Describe what it was like to live in a different period.	Explain the similarities and differences between two periods of history.	Compare and contrast two civilisations.	Compare and contrast an aspect of history across two or more periods studied.	Compare and contrast leadership, belief, lifestyle or significant events across a range of time periods.	



# History



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## Essential Knowledge

Knowledge	<p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling. Knows that other children do not always enjoy the same things, and is sensitive to this. Knows about similarities and differences between themselves and others, and among families, communities, cultures and traditions.</p>	<p>Identifying similarities and differences helps us to make comparisons between life now and in the past.</p>	<p>A historical period is an era or a passage of time that happened in the past. For example, the Medieval Era is a period in British history.</p>	<p>Throughout history, common areas of human concern include the need for food, survival, shelter and warmth; the accumulation of power and wealth and the development of technology.</p>	<p>Characteristics of a civilisation include cities, government or leadership, forms of writing, numerical systems, calendars, architecture, art, religion, inventions and social structures. The form these characteristics take can be similar or contrasting across different civilisations.</p> <p>The Ancient Greeks and Romans were similar because they both invaded other countries to create Empires, introduced a form of democracy, valued art, had numerical and writing systems and built cities with magnificent buildings. They were different because they spoke different languages, were located in different places, worshipped different Gods and only the Romans considered women to be citizens.</p>	<p>Aspects of history that can be compared and contrasted include rulers and monarchs, everyday life, homes and work, technology and innovation.</p>	<p>Common aspects of history, such as leadership, belief, lifestyle and significant events are features of different historical time periods. Many of these threads have features in common, such as the invasion of a country by a leader and an army, but may also have differences, such as the success of an invasion.</p>
Topic / Coverage		<p>Summer One: What was school like in the past?</p>	<p>Spring One: What was it like to live in the Medieval Era?</p>	<p>Autumn Two: How did life in Britain change from the Stone Age to the Iron Age?</p>	<p>Spring Two: Were the Ancient Greeks more influential than the Ancient Romans?</p>	<p>Spring Two: What was it like to live in Ancient Egypt?</p>	<p>Autumn One: What makes a leader great?</p>

## HUMANKIND

### Everyday Life

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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National Curriculum	Past and Present  People, Culture and Communities	Learn about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.  Learn about events beyond living memory that are significant nationally or globally.		Learn about the Roman Empire and its impact on Britain.			
Skills	Enjoys joining in with family customs and routines.  Talks about past and present events in their own life and in the lives of family members.	Describe an aspect of everyday life within living memory.	Describe the everyday lives of people in a period within or beyond living memory.	Describe the everyday lives of people from past historical periods.  Describe everyday life in a Roman town, including jobs, houses and schooling.  Describe the 'Romanisation' of Britain, including the impact of technology, culture and beliefs.		Explain how everyday life changed for people after invasion.	Evaluate the human impact of war or conflict on the everyday life of a past or ancient society.
Knowledge	Understand the past through settings, characters and events encountered in books read in class and storytelling.  Talk about the lives of the people around them and their roles in society.  Knows that other children do not always enjoy the same things, and is sensitive to this.  Knows about similarities and differences between themselves and others, and among families, communities, cultures and traditions	Aspects of everyday life include houses, jobs, objects, transport and entertainment.	Aspects of everyday life from the past, such as houses, jobs, shops, objects, transport and entertainment, may be similar or different to those used and enjoyed by people today.	Stone Age life is defined by the use of stone for making tools and weapons and the transition from the hunter-gather lifestyle to farming.  Aspects of everyday life in a Roman town.  The influences of Roman civilisation on Britain include the building of roads, houses and villas with technology, such as underfloor heating; the building of forts and fortified towns; the use of language and numbers in		Societies are changed by an invasion in many ways, including the adoption of religion, culture and language; the structure and uses of settlement; opportunities for trade and the destruction of previous belief systems and ways of life.	War can cause damage to buildings and property; kill, injure and oppress people or change peoples' beliefs, ways of life and identify.



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				the form of Roman numerals and the spread of Christianity			
Topic / Coverage		Summer One: What was school like in the past?	Spring One: What was it like to live in the Medieval Era?	Autumn Two: How did life in Britain change from the Stone Age to the Iron Age?  Spring One: How did the Roman invasion impact British life?		Spring Two: What was it like to live in Ancient Egypt?	Autumn Two: What makes a leader great?

Hierarchy and Power							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
National Curriculum		Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should use a wide vocabulary of everyday historical terms.		Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind.  Pupils should gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'.			
Skills	Talk about the lives of the people around them and their roles in society.	Describe the role of a monarch.	Describe the hierarchy of a past society.	Describe the roles of tribal communities and explain how this influenced everyday life.	Describe the significance and impact of power struggles on Anglo-Saxon Britain.	Describe the hierarchy and different roles in ancient civilisations.	Describe and explain the significance of a leader or monarch.
Knowledge		A monarch is a king or queen who rules a country.	Hierarchy is a way of organizing people according to how important they are or were.	Tribal communities appeared around 4000 years ago in Britain and supplanted the hunter-gatherer lifestyle. Communities created permanent settlements made up of a number of families, farmed to	The Viking Invasion and Anglo-Saxon defence of England lead to many conflicts. In AD 878, the Anglo-Saxon King, Alfred the Great, made peace with the Vikings, who settled in Danelaw in the East of England. Over time, the Anglo-Saxons defeated the	Hierarchy structures in ancient civilisations include (from most to least powerful): a ruler; officials, nobles or priests; merchants, workers and peasants or slaves.	Leaders and monarchs have changed the course of history in a variety of ways, including: invading other countries; oppressing groups of people; advocating democracy; inspiring innovation or introducing new religious or political ideology.



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				produce food, made and used property, developed tools and weapons and created burial mounds and monuments.	remaining Viking rulers and the Vikings in England agreed to be ruled by an Anglo-Saxon King.		Kaiser Wilhelm II changed the course of history by invading Belgium and Luxembourg at the start of WWI. He also spread the political ideology that Germany should control a large empire and was a militarist.
Topic / Coverage		Summer One: What was school like in the past?	Spring One: What was it like to live in the Medieval Era?	Autumn Two: How did life in Britain change from the Stone Age to the Iron Age?	Autumn One: What happened in Britain after the Romans left?	Spring Two: What was it like to live in Ancient Egypt?	Autumn Two: What makes a leader great?

Civillisations							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
National Curriculum				<p>Pupils should learn about 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; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China.</p> <p>Pupils should know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind.</p>			
Skills				<p>Describe how past civilisations or lives of people in Britain developed during the Stone Age, Bronze Age and Iron Age.</p> <p>Describe ways in which human invention and ingenuity have changed how people live.</p>	<p>Describe the significance and impact of power struggles on Britain.</p> <p>Explain the cause, consequences and impact of invasion and settlement in Britain.</p> <p>Describe the achievements and influence of the ancient Greeks on the wider world.</p>	<p>Create an in-depth study of the characteristics and importance of a past or ancient civilisation or society (people, culture, art, politics, hierarchy).</p> <p>Study a feature of a past civilisation or society</p>	<p>Create an in-depth study of the characteristics and importance of a past or ancient civilisation or society (people, culture, art, politics, hierarchy).</p> <p>Describe and explain the common traits and motives of leaders and monarchs from different historical periods.</p>



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				<p>Explain the cause and consequence of invasion and migration by the Romans into Britain.</p>			<p>Describe some of the greatest achievements of mankind and explain why they are important.</p>
<p>Knowledge</p>				<p>The lives of people in the Stone Age, Bronze Age and Iron Age changed and developed over time due to the discovery and use of the materials stone, bronze and iron. These developments made it easier for people to farm, create permanent settlements and protect their land.</p> <p>Human invention and ingenuity have changed the living conditions, health, safety, quality of life and cultural experiences of people over time and throughout the world. Examples include the development of tools, the discovery of antibiotics, the writing of Shakespeare and the Industrial Revolution.</p> <p>The cause of the Roman invasion of Britain was to gain land, slaves and precious metals, after conquering many other countries to the east of Rome. The consequence of invasion was conflict</p>	<p>The Viking invasion and Anglo-Saxon defence of England led to many conflicts. In AD 878, the Anglo-Saxon king, Alfred the Great, made peace with the Vikings, who settled in Danelaw in the east of England. Over time, the Anglo-Saxons defeated the remaining Viking rulers and the Vikings in England agreed to be ruled by an Anglo-Saxon king.</p> <p>The achievements and influences of the ancient Greeks on the wider world include the English alphabet and language; democracy, including trial by jury; sport and the Olympic Games; the subjects of mathematics, science and philosophy and art, architecture and theatre.</p>	<p>The characteristics of past civilisations include cities, rule and government, forms of writing, numerical systems, calendars, architecture, art, religion, inventions and set social structures.</p>	<p>The characteristics of the earliest civilisations include cities, governments, forms of writing, numerical systems, calendars, architecture, art, religion, inventions and social structures, many of which have influenced the world over the last 5000 years and can still be seen in society today.</p> <p>Key characteristics of the Ancient Mayan civilisation include: cities, a system of counting using numbers, their own writing system made up of over 800 symbols, a calendar that is still influential today and their belief in different Gods.</p> <p>Common traits include personal charisma; strong beliefs; the right to rule, including by democratic vote or the divine right of kings and personal qualities, such as determination and the ability to communicate. Motives include birthright; the desire to acquire land, money and natural resources or the defence of personal, religious or political beliefs.</p>



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				<p>with the Celtic tribes that lived in Britain. Over time, many people in the east of England became Romanised, living in Roman towns and taking on aspects of Roman culture, such as religion and language. Many people in the west of Britain retained their Celtic characteristics and lifestyle.</p>			<p>A great achievement or discovery may be significant because it affects the lives of other people or the natural world; moves human understanding forward; rights wrongs and injustices or celebrates the highest attainments of humans.</p> <p>The Mayans were highly advanced in art, writing and mathematics. One of their greatest achievements was developing a system of counting using numbers, that included zero and place value. This is significant because it developed our understanding of numbers.</p>
Topic / Coverage				<p>Autumn Two: How did life in Britain change from the Stone Age to the Iron Age?</p> <p>Spring One: How did the Roman Invasion impact British life?</p>	<p>Autumn One: What happened in Britain after the Romans left?</p> <p>Spring Two: Were the Ancient Greeks more influential than the Ancient Romans?</p>	<p>Spring Two: What was it like to live in Ancient Egypt?</p>	<p>Autumn Two: What makes a leader great?</p> <p>Summer Two: How did the Mayans develop into such an advanced civilisation?</p>



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CHANGE							
Changes over time							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
National Curriculum	Past and Present	Learn about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.  Learn about events beyond living memory that are significant nationally or globally.		Pupils should begin to understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses.			
Skills	Talk about the lives of the people around them and their roles in society. Talks about past and present events in their own life and in the lives of family members.	Describe changes within living memory (approximately 100 years).	Describe how an aspect of life has changed over time.	Summarise how an aspect of British or world history has changed over time.	Answer and ask historically valid questions about changes over time and suggest or plan ways to answer them.	Frame historically valid questions about continuity and change and construct informed responses.	Describe the causes and consequences of a significant event in history.
Knowledge	Understand the past through settings, characters and events encountered in books read in class and storytelling.	Changes within living memory have happened over the last 100 years and include technology, exploration, workplaces, houses and jobs, leisure, family and social structures.	Life has changed over time due to changes in technology, inventions, society, use of materials, land use and new ideas about how things should be done.	Aspects of history that can change over time include rule and government, jobs, health, art and culture, everyday life and technology.	Changes over time can happen rapidly or slowly and are affected by the desire for people to change, their beliefs, the availability of resources and technology, and social and economic circumstances	Continuity is the concept that aspects of life, such as rule and government, everyday life, settlements and beliefs, stay the same over time. Change is the concept that these aspects either progress and become bigger, better or more important, or decline and become smaller, worse or less important.	The causes of significant events can be long-term and revolve around set ideologies, institutions, oppression and living conditions or short-term, revolving around the immediate motivations and actions of individuals or groups of people. These long- and short-term causes can lead to a range of consequences for individuals, small groups of people or society as a whole.  The long-term causes of WW1 included: there was a cultural belief that war was good for nations and many countries wanted to make their empires larger. Short-





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							term causes of WW1 included: countries across the world made agreements to defend each other if they were attacked and Archduke Franz Ferdinand was shot. The consequences of WW1 included: unemployment and famine across Europe; Rule of King ended in Germany; many empires were destroyed; USA became a superpower and the rise of Hitler.
Topic / Coverage		Summer One: What was school like in the past?	Spring Two: Who was Mary Seacole?	Spring One: How did the Roman Invasion impact British life?	Autumn One: What happened in Britain after the Romans left?	Autumn One: How did the Black Death affect society?	Autumn Two: What makes a leader great?
<b>British History</b>							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
National Curriculum	People, Culture and Communities	Learn about 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.		Pupils should know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world. Pupils should study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.			
Skills	Talks about past and present events in their own life and in the lives of family members.	Describe a significant historical event in British history.	Describe and explain the importance of an individual's achievements.	Describe how a significant event or person in British history changed or influenced how people live today.	Explain the cause, consequence and impact of invasion and settlement in Britain.  Describe a series of significant events, linked by a common theme, that show changes over time in Britain.	Create an in-depth study of an aspect of British history beyond 1066.	Debate the significance of a historical person, event, discovery or invention in British history.



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Knowledge	Knows about similarities and differences between themselves and others, and among families, communities, cultures and traditions. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling	Significant historical events include those that cause great change for large numbers of people.	Important individual achievements include great discoveries and actions that have helped many people.  Mary Seacole was a British-Jamaican nurse who looked after British soldiers. She saved hundreds of lives and used her own money to care for them.	Significant events or people in the past have caused great change over time. They have influenced how people live today because they have formed countries and boundaries; created buildings and objects that are still used today; helped to improve health, knowledge and understanding through scientific research and discovery and provided inspiration for the way people should live.	Anglo-Saxons and Scots from Ireland invaded Britain to fight & capture land & goods because the Romans had left. Anglo-Saxons also wanted to find farmland after flooding in Scandinavia. They wanted to make new homes & settlements and eventually settled in kingdoms, first across the south-east and eastern England and then across the whole country. These kingdoms later became the counties of Kent, Sussex, Wessex, Middlesex & East Anglia.	Key aspects of British history include the rise, fall and actions of the monarchy; improvements in technology; exploration; disease; the lives of the rich and poor and changes in everyday life.  The Black Death was a key aspect of British History because it reduced Britain's population by between 30% and 40% and led to the disappearance of over 1000 villages and smaller settlements.	Significant people, events, discoveries or inventions can affect many people over time. Examples include the invasion of a country; transfer of power; improvements in healthcare; advancements in technologies or exploration.  David Lloyd George became Prime Minister of Great Britain in 1916. Britain was under the threat of starvation because German U-boats continued to destroy supply ships coming in from across the Atlantic Ocean. He encouraged a convoy system that slowed down the effects of this. He was Prime Minister when Britain won the war.
	Topic /	Summer One: How do we know so much about dinosaurs?	Spring Two: Who was Mary Seacole?	Spring One: How did the Roman Invasion impact British life?	Autumn One: What happened after the Romans left Britain?	Autumn One: How did the Black Death affect society?	Autumn Two: What makes a leader great?
<b>Chronology</b>							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
National Curriculum	Past and present	Pupils should know where the people and events they study fit within a chronological framework, use common words and phrases relating to the passing of time and use a wide vocabulary of everyday historical terms.		Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms			



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Skills	Talks about past and present events in their own life and in the lives of family members.	Order information on a timeline.	Sequence details about an event beyond living memory in chronological order.	Sequence dates and information from several historical periods on a timeline.	Sequence significant dates about events within a historical time period on historical timelines.	Sequence, and make connections between, periods of world history on a timeline.	Articulate and present a clear, chronological world history narrative within and across historical periods studied.
Knowledge	Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.	Sequencing words, such as first, next, finally, then and after that, can be used to order information chronologically.	A timeline is a display of events, people or objects in chronological order. A timeline can show different periods of time, from a few years to millions of years.	Dates and events can be sequenced on a timeline using AD or BC. AD dates become larger the closer they get to the present day. BC dates become larger the further away they get from the present day. The year 0 AD marks the birth of Christ in the Gregorian calendar.	Key changes and events of historical periods can be placed on a timeline, such as the dates of changes in leadership, key battles and invasions, achievements, scientific developments and deaths.	Different world history civilisations existed before, after and alongside others. For example, the ancient Egyptians existed from 3100 BC to 332 BC, the ancient Greeks from 700BC – 323BC and the ancient Romans from 625BC to 476AD.	Timelines demonstrate the chronology and links between key civilisations, events and significant inventions in world history.  The Mayan civilisation lasted from 2000BC to 1500AD. It overlapped with the Ancient Egyptians and the Roman Empire.
Topic / Coverage		Summer One: What was school like in the past?	Spring One: What was it like to live in the Medieval Era?	Spring One: How did the Roman Invasion impact British life?	Autumn One: What happened in Britain after the Romans left?	Spring Two: What was life like in Ancient Egypt?	Summer Two: How did the Mayans develop into such an advanced civilisation?

### SIGNIFICANCE

Significant events



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		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
National Curriculum	People, Culture and Communities	Pupils should learn about events beyond living memory that are significant nationally or globally.		Pupils should begin to understand historical concepts such as continuity and change, cause and consequence, similarity, difference and <u>significance</u> , and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses.			
Skills	Enjoys joining in with family customs and routines. Talks about past and present events in their own life and in the lives of family members.	Identify some key features of a significant historical event beyond living memory.	Explain why an event from the past is significant.	Explain the cause and effect of a significant historical event.	Explain in detail the multiple causes and effects of a significant historical event.	Explain why an aspect of world history is significant.	Present a detailed historical narrative about a significant global event.
Knowledge	Knows that other children do not always enjoy the same things, and is sensitive to this. Knows about similarities and differences between themselves and others, and among families, communities, cultures and traditions.	Significant historical events include those that cause great change. Key features of significant historical events include the date it happened, the people and places involved and the consequences of the event.	Significant events affect the lives of many people over a long period of time and are sometimes commemorated. For example, Armistice Day is commemorated every year on 11th November to remember the end of the First World War.	The causes of a significant event are the things that make the event happen and directly lead up to the event. The consequences of a significant event happen after the event and can be short-term, such as people being killed in a battle, or long-term, such as the change in language and society after an invasion.	Every significant historical event has a cause or a number of causes, such as the need for power and wealth, retaliation for past wrongs, the need to improve quality of life or the occurrence of natural disasters, such as earthquakes. The consequences are the outcomes of an event, such as changes in power, people being killed or displaced during war, improvements in quality of life or damage and destruction from a natural disaster.  There were multiple causes of the Viking invasion of Britain: the Vikings needed better farming land, the Vikings wanted treasures from the monasteries and they	Aspects of history are significant because they had an impact on a vast number of people, are remembered and commemorated or influence the way we live today.  The Ancient Egyptian written language is significant because they were the first civilization to use symbols to represent individual sounds, thus developing written language. Egyptians initially used hieroglyphs and then developed 24 alphabets! They also started using papyrus for their writings as opposed to carving into stone.	Historical narratives can describe long- and short-term causes and consequences of an event; highlight the actions of significant individuals and explain how significant events caused great change over time.



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					wanted more land. The consequences of the Viking invasion was years of conflict between the Vikings and the Anglo Saxons.		
Topic / Coverage		Summer One: How do we know so much about dinosaurs?	Spring One: What was it like to live in the Medieval Era?	Spring One: How did the Roman Invasion impact British life?	Autumn One: What happened in Britain after the Romans left?	Spring Two: What was life like in Ancient Egypt?	Autumn Two: What makes a leader great?

## Significant People

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
National Curriculum	People, Culture and Communities	Learn about 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.		Learn about 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.  Pupils should understand how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.			
Skills	Talk about the lives of the people around them and their roles in society. Enjoys joining in with family customs and routines. Talks about past and present events in their own life and in the lives of family members. Talk about the lives of the people around them and their roles in society.	Understand the term significant and explain why a significant individual is important.	Use historical models to make judgements about significance and describe the impact of a significant historical individual.	Devise historically valid questions about a significant historical figure and suggest or plan ways to answer them.	Construct a profile of a significant leader using a range of historical sources.	Explore and explain how the religious, political, scientific or personal beliefs of a significant individual caused them to behave in a particular way.	Examine the decisions made by significant historical individuals, considering their options and making a summative judgement about their choices.
Knowledge	Knows that other children do not always enjoy the same things, and is sensitive to this. Knows about similarities and differences between themselves and others, and among families, communities, cultures and traditions.	Significant individuals have helped people, stood up for their beliefs, made discoveries or provided leadership. Significant individuals in history include Mary Anning, Sir Francis Beaufort, Rosa Parks and Neil Armstrong.	The impact of significant historical individuals can include greater knowledge of the world, improvements to local or national life and personal achievements. Significant individuals include Captain Cook, Helen Keller, Grace Darling,	People become historically significant when their actions have created change over time, changed human thinking or their individual lives have highlighted the struggles of a larger group of people. Significant people are also	A profile of a leader can include their significant achievements, the events in which they played a part, the opinions of others about the person and the positive or negative	Beliefs can prompt an individual to take action, such as to fight for change, fight wars, oppress or free individuals or groups of people, create temples and tombs and protest against injustice.	Decisions can be made for a variety of reasons, including belief, lack of options, cultural influences and personal gain. Decisions are influenced by the cultural context of the day, which may be different to the cultural context today,



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		Mary Anning is significant because she is one of the greatest fossil hunters and discovered lots of fossils.	Jesse Owens and Isambard Kingdom Brunel.  Mary Seacole is a significant individual because she saved so many lives.	usually remembered and celebrated during or after their lifetimes.  Boudicca is historically significant because she led the largest revolt against the Romans in Britain. By doing this, she highlighted the struggle of the Celts.	consequences of their actions.	The Ancient Egyptians believed that when they died their spiritual body would continue to exist in an afterlife very similar to their living world. However, entry into this afterlife was not guaranteed. The dead had to negotiate a dangerous underworld journey and face the final judgment before they were granted access. If successful, they were required to provide eternal sustenance for their spirit. These things could be achieved if proper preparations were made during a person's lifetime. These preparations included purchasing small funerary items, buying a coffin and preparing their tombs.	and should be taken into account when making a judgement about the actions of historical individuals.
Topic / Coverage		Summer One: How do we know so much about dinosaurs?	Spring Two: Who was Mary Seacole?	Spring One: How did the Roman Invasion impact British life?	Spring Two: Were the Ancient Greeks more influential than the Ancient Romans?	Spring Two: What was life like in Ancient Egypt?	Autumn Two: What makes a leader great?
<b>CREATIVITY</b>							
<b>Report and conclude</b>							
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Natio nal		Pupils should begin to ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.		Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information.			



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Skills		Create stories, pictures and role play about historical events, people and periods.	Present historical information in a simple non-chronological report, fact file, story or biography.	Make choices about the best way to present historical accounts and information.	Present a thoughtful selection of relevant information in a historical report or in-depth study.	Explore the validity of a range of historical reports and use books, technology and other sources to check accuracy.	Think critically, weigh evidence, sift arguments and present a perspective on an aspect of historical importance.
Knowledge		Stories, pictures and role play are used to help people learn about the past, understand key events and empathise with historical figures.	Historical information can be presented in a variety of ways. For example, in a non-chronological report, information about a historical topic is presented without organising it into chronological order.	Historical information can be presented as a narrative, non-chronological report, fact file, timeline, description, reconstruction or presentation.	Relevant historical information can be presented as written texts, tables, diagrams, captions and lists.	Sources of historical information can have varying degrees of accuracy, depending on who wrote them, when they were written and the perspective of the writer.	Sources of historical information should be read critically to prove or disprove a historically valid idea by setting the report into the historical context in which it was written, understanding the background and ideologies of the writer or creator and knowing if the source was written at the time of the event (primary evidence) or after the event (secondary evidence).
Topic / Coverage		Summer One: How do we know so much about dinosaurs?	Spring Two: Who was Mary Seacole?	Autumn Two: How did life in Britain change from the Stone Age to the Iron Age?	Autumn One: What happened in Britain after the Romans left?	Autumn One: How did the Black Death affect society?	Summer Two: How did the Mayans develop into such an advanced civilisation?

## Communication

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
National Curriculum	Talk about the past and present	Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should use a wide vocabulary of everyday historical terms.		Pupils should continue to develop the appropriate use of historical terms and should gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'.			



# History



Exeter

## Essential Knowledge

Skills	Talks about past and present events in their own life and in the lives of family members. Talk about the lives of the people around them and their roles in society.	Use common words and phrases relating to the passing of time to communicate ideas and observations (here, now, then, yesterday, last week, last year, years ago and a long time ago).	Use the historical terms year, decade and century.	Use historical terms to describe different periods of time.	Use more complex historical terms to explain and present historical information.	Articulate and organise important information and detailed historical accounts using topic-related vocabulary.	Use abstract terms to express historical ideas and information.
Knowledge	Knows that other children do not always enjoy the same things, and is sensitive to this. Knows about similarities and differences between themselves and others, and among families, communities, cultures and traditions.	Common words and phrases, such as here, now, then, yesterday, last week, last year, years ago and a long time ago, can be used to describe the passing of time.	A year is 365 days and a leap year is 366 days. A decade is 10 years. A century is 100 years.	Historical terms to describe periods of time include decade, century, millennia, era, AD, CE, BC and BCE.	Historical terms include abstract nouns, such as invasion and monarchy.	Historical terms include topic-related vocabulary, which may include abstract nouns, such as peasantry, civilisation, treason, empire, rebellion and revolt.	Abstract terms include nouns, such as empire, civilisation, parliament, peasantry, conquest, continuity, discovery, interpretation, invasion, nation, significance and sacrifice.
Topic / Coverage		Summer One: What was school like in the past?	Spring One: What was it like to live in the Medieval Era?	Spring One: How did the Roman invasion impact British life?	Autumn One: What happened in Britain after the Romans left?	Autumn One: How did the Black Death affect society?	Summer Two: How did the Mayans develop into such an advanced civilisation?

## PLACE

### Local History

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
National Curriculum	People, places and community	Pupils should learn about significant historical events, people and places in their own locality.		Pupils should learn about significant historical events, people and places in their own locality and conduct an in-depth local history study.			





# History



Exeter

## Essential Knowledge

Skills	Talk about the lives of the people around them and their roles in society.	Describe important events in the school's history.	Describe, in simple terms, the importance of local events, people and places.	Analyse a range of historical information to explain how a national or international event has impacted the locality.	Describe and explain the impact of a past society on a local settlement or community.	Investigate evidence of invasion and settlement in the locality.	Present an in-depth study of a local town or city, suggesting how to source the required information.
Knowledge	<p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	<p>Important events in the school's history could include the opening of the school, the arrival of new teachers, special visitors and significant changes to buildings.</p> <p>Exeter – A Learning Community opened in 1953. This was <b>before</b> Helen Sharman visited space but <b>after</b> Queen Elizabeth II was born.</p>	<p>Commemorative buildings, monuments, newspapers and photographs tell us about significant people, events and places in our local community's history.</p> <p>Rockingham Castle is a significant local building which was built during the medieval era.</p>	<p>National and international historical events, such as wars, invasions, disease, the invention of new technologies and changes in leadership, can have a positive or negative impact on a locality and can shape the beliefs, identity, settlement and culture of people in the locality.</p>	<p>A past event or society can impact a local settlement in several ways, including the layout and use of land in the settlement; changes to the number of people who lived or worked there over time; the creation of human features, such as canals, castles or factories; place names and language.</p> <p>The Viking invasion impacted Corby because they established the first settlement known as 'Kori's by'. Which gave Corby its name. They also introduced the Pole Fair, which still takes place today.</p>	<p>Evidence of invasion and settlement can include buildings, earthworks and other forms of archaeological evidence; place names and family names; primary and secondary sources of information, including documents and artefacts, stories, myths and legends.</p>	<p>Sources of information for a study of a local town or city include primary sources, such as letters, diaries, official documents, artefacts and buildings that were created at the time of specific events, and secondary sources, such as memorial and commemorative plaques, information books and research produced after the event.</p>
Topic / Coverage		Summer One: What was school like in the past?	Spring One: What was it like to live in the Medieval Era?	Spring One: How did the Roman invasion impact British life?	Autumn One: What happened in Britain after the Romans left?	Autumn One: How did the Black Death affect society?	Autumn Two: What makes a leader great?



# History



Exeter

## Essential Knowledge

MATERIALS							
Artefacts and Sources							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
National Curriculum	Comparing objects past and present	Pupils should begin to understand some of the ways in which we find out about the past and identify different ways in which it is represented.		Pupils should begin to understand how our knowledge of the past is constructed from a range of sources.			
Skills	Observe and talk about objects / artefacts.	Use a range of historical artefacts to find out about the past.  Express an opinion about a historical source.	Examine an artefact and suggest what it is, where it is from, when and why it was made and who owned it.  Use historical sources to begin to identify viewpoint.	<b>Make deductions and draw conclusions about the reliability of a historical source or material.</b>  Identify and discuss different viewpoints in a range of historical materials and primary and secondary sources.	Explain how the design, decoration and materials used to make an artefact can provide evidence of the wealth, power and status of the object's owner.  Identify bias in primary and secondary sources.	<b>Use a range of historical sources or artefacts to build a picture of a historical event or person.</b>  Find evidence from different sources, identify bias and form balanced arguments.	Ask perceptive questions to evaluate an artefact or historical source.  Identify different types of bias in historical sources and explain the impact of that bias.
Knowledge	Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.	<b>Historical artefacts are objects that were made and used in the past.</b> The shape and material of the object can give clues about when and how it was made and used.  <b>Historical sources include artefacts, written accounts, photographs and paintings.</b>	<b>Artefacts are objects and things made by people rather than natural objects.</b> They provide evidence about the past. Examples include coins, buildings, written texts or ruins.  <b>A viewpoint is a person's own opinion or way of thinking about something.</b>	Interviews, diaries, letters, journals, speeches, autobiographies, artefacts, photographs and witness statements are historical source materials. However, some historical source materials are more reliable than others. For example, written accounts may be biased, depending on the viewpoint of the writer.  Historical viewpoints demonstrate what a person thinks and feels about a historical event or person. <b>Primary sources include documents or artefacts</b>	<b>Historical artefacts can reveal much about the object's use or owner.</b> For example, highly decorated artefacts made of precious materials and created by highly skilled craftsmen suggest the owner was wealthy and important, whereas simple objects made of readily available materials suggest the owner was poor and unimportant.  <b>Bias is the act of supporting or opposing a person or thing in an unfair way.</b>	<b>Bias is when an author's viewpoint is so strong that the information they produce is unbalanced or prejudiced.</b> Biased sources can contain positive or negative information. Biased sources may also miss out key facts that don't fit with the author's opinion or include incorrect information.  Bias is the act of supporting or	<b>Questions can be used to evaluate the usefulness of a historical source.</b> Examples include 'Who created the source? Why was the source created? Does the source contain any bias? When was the source created? Is the source similar to others made at the same time? Does the source contain any information that is untrue?'



# History

## Essential Knowledge

				created by a witness to a historical event at the time it happened. Secondary sources were created by someone who did not experience or participate in the event. A secondary source interprets and analyses a primary source.		opposing a person or thing in an unfair way. A balanced argument is a response to a question or statement where you consider both viewpoints about a historical event or person.	Different types of bias include political, cultural or racial.
Topic / Coverage		Summer One: How do we know so much about dinosaurs?	Spring One: What was it like to live in the Medieval Era?  Spring Two: Who was Mary Seacole?	Autumn Two: How did life in Britain change from the Stone Age to the Iron Age?	Spring Two: Were the Ancient Greeks more influential than the Ancient Romans?	Autumn One: How did the Black Death affect society?	Summer Two: How did the Mayans develop into such an advanced civilisation?