

# CURRICULUM DESIGN for HISTORY

## History INTENT

Eden Park is a small community situated in part of the South West of England. Our location has influenced the decisions made in designing this curriculum. As a coastal town, there is a strong need for pupils to understand themes of explorers and conflicts and how Brixham has impacted on local, national and international history. Through using the themes of 'Explorers and Pioneers', 'Ancient Civilizations' and 'Conflict and Resolution', each enquiry builds from the prior knowledge gained and enables our children to think deeper about their understanding of History. Deliberate curriculum choices have been made to enable the children to conduct historical enquiry both in the class and through fieldwork and trips wherever possible. Our curriculum refers to the rich archaeological and historic treasures and sites available on our doorstep.

## History IMPLEMENTATION

History follows the National Curriculum; objectives are delivered through long and short enquiries. Children are 'hooked' into their learning before working through an enquiry-based approach. The 'voices' (historical concepts) ensure skills specific to History are taught each and every year and are based in the aims of the national curriculum. The curriculum makes use of prior knowledge and provides clear references on how learning will be used in future enquiries. At the end of the enquiry, a high-quality 'outcome' is shared with parents and/or the school community. We assess the impact of the enquiry through SLT reviews: The Head of School meets with children and questions them on their learning and determines the depth of their knowledge as well as their reflections on the core values that they were working on. Kahoot quizzes are also conducted at the beginning and end of the enquiry to give a numerical track to progress. Children will enjoy school trips, welcome visitors and view artefacts— all of which works to enrich their experience within History.

For those children that show a particular enthusiasm for the subject, they have the opportunity to become a 'Graduate.' Our Graduation scheme gives children the chance to explore learning beyond the National curriculum. This scheme focuses on Inspirational and Influential people within History.

## History IMPACT

Impact of teaching and learning will be determined through SLT reviews, subject lead drop ins and Kahoot quizzes. This information will be collated in our 'Quality of Education' document. We will know we have been successful if children have met their 'end points' which are specified in the planning document.

# Progression of Knowledge

Our history curriculum for KS1-KS2 follows three main themes: Conflict and Resolution, Explorers and Pioneers and Ancient Civilisations. There is an expectation that children will use their prior learning and build upon this as they journey through Eden Park. Children will reach an **end point** where their understanding of history has been strengthened and deepened through this purposefully mapped out curriculum.

In Early Years, children would encounter History through Understanding of the World; using key events in the calendar allows EYFS children to gain some awareness of historical and cultural events. Year 1 build on this prior learning and extend it through their fieldwork studies and deepened understanding of chronology and events beyond living memory. The EYFS curriculum is mindful of how their curriculum can be used to create the foundations of prior knowledge which we build upon as children journey through Year 1 and KS1.

Conflict and Resolution			Ancient Civilisations			Explorers and Pioneers	
	Year 1	Year 2	Year 3	Year 4		Year 5	Year 6
Long Enquiry	Conflict & Resolution 1  Castles (local study)	Explorers & Pioneers 1  Sir Francis Drake, Neil Armstrong & Amelia Earhart	Ancient Civilisation 1  Stone Age to Iron Age	Ancient Civilisation 3	Conflict & Resolution 4	Explorers & Pioneers 2  A comparative study of significant people in history	Conflict & Resolution 6  World War 2
				Roman Empire			
Short Enquiry	Conflict & Resolution 2  Gunpowder Plot	Conflict & Resolution 3  Remembrance	Ancient Civilisation 2  Ancient Egypt	Conflict & Resolution 5  The Struggle for England (Anglo Saxons, Celts, Vikings).		Ancient Civilisation 4  Ancient Greece	Ancient Civilisation 5  The Mayan civilisation
End point:	By the end of Key Stage 1, children will: <ul style="list-style-type: none"><li>✓ Have an understanding about some past events.</li><li>✓ Be able to talk in detail about the building and structure of castles.</li><li>✓ Have an understanding of conflict as a source for the study of history.</li><li>✓ Know of some key figures from the past, including explorers.</li><li>✓ Have an understanding of some nationally and internationally significant periods.</li></ul>		By the end of Key Stage 2, children will build on their prior knowledge of the past and extend this further. Children will: <ul style="list-style-type: none"><li>✓ Have an understanding of some major world ancient civilisations, including their nature, the end of their empires and their achievements.</li><li>✓ Be able to discuss cause and consequence of some major historical events.</li><li>✓ Know and understand the history of Britain through a range of significant time periods.</li><li>✓ Have an understanding of some key historical terms such as “empire” and “civilisation.”</li><li>✓ Have an understanding of a range of people who have changed the world or our understanding of it.</li><li>✓ Understand the history is an interpretation of the past using sources.</li><li>✓ Understand that evidence that is used to support understanding will lead to different views of the past.</li></ul>				

# The Voices of History (Disciplinary Knowledge)

Woven through our History curriculum are our 'Voices'. It is our intention that the voices are used, where appropriate, during history teaching. Children will therefore encounter these 'Voices' repeatedly throughout their time at Eden Park. They will use their prior knowledge of a specific 'voice', such as **Chronology** and build upon this in their Learning Enquiries. The 'Voices' are progressive.

Chronology: Time is not organised.		Knowledge and Concepts: Knowledge is unique to each time period but is connected by concepts.		Cause and Consequence: A complex web		Change and Continuity: Whilst some things change, some things stay the same.		Evidential Enquiry: Evidence rarely speaks until it is questioned and needs interpreting.	
EYFS	<ul style="list-style-type: none"> <li>✓ Learning about toys from the present and past through books and pictures. Using these to notice and comment on similarities and differences and create our own class non-fiction page about these differences.</li> <li>✓ I can recall and sequence some of my daily activities</li> </ul>		<ul style="list-style-type: none"> <li>✓ Through our all about me topic the children about their family, bringing in photos of their family and creating a family display.</li> <li>✓ We look discuss what other families look like and how this differs from our own family</li> <li>✓ Understands historical importance by having hands on experiences e.g. visiting the museum, Golden Hind.</li> <li>✓ Begin to make sense of their own life-story and family's history</li> </ul>	EYFS	<ul style="list-style-type: none"> <li>✓ We look at how we differ from one another through creating self portraits</li> <li>✓ Learning about old cars/castles/clothes etc using 'You Choose' and comparing similarities and differences between these to write down our choices</li> </ul>	EYFS	<ul style="list-style-type: none"> <li>✓ Can notice and comment on similarities and differences between things in the past and now e.g. looking at where they live, their school, local transport compared to what they looked like 50 years ago.</li> </ul>	EYFS	<ul style="list-style-type: none"> <li>✓ Understands the past through settings, characters and events from books read in class and storytelling</li> </ul>
KS1	<ul style="list-style-type: none"> <li>✓ I can put areas I have studied in order.</li> <li>✓ I can use simple historical terms.</li> <li>✓ I can sequence and understand the terms past and present.</li> <li>✓ I can match objects and artefacts to times I have studied. This can include photographs.</li> </ul>	KS1	<ul style="list-style-type: none"> <li>✓ I recognise some differences between past and present.</li> <li>✓ I can listen to adults and look at sources to tell me about the past.</li> <li>✓ I learn key facts and information about the period studied.</li> <li>✓ I recount episodes from the past.</li> <li>✓ I can find out about the lives of everyday people.</li> </ul>	KS1	<ul style="list-style-type: none"> <li>✓ I can give simple reasons for events in the past (e.g., why castles were built)</li> <li>✓ I understand the people often cause change and this can have long term impact.</li> </ul>	KS1	<ul style="list-style-type: none"> <li>✓ I can explain simple similarities and differences. (E.g., castles and houses have doors, but the materials may vary)</li> <li>✓ I can understand some things change quickly and may have long lasting impacts (e.g. the starts of war)</li> <li>✓ I can identify differences between ways of life at different times.</li> <li>✓ I can compare pictures of people and things in the past.</li> </ul>	KS1	<ul style="list-style-type: none"> <li>✓ I can find answers to simple questions about the past using sources of information.</li> <li>✓ I understand and explain some of the ways we find out about the past.</li> <li>✓ I can use simple sources to answer questions, including handling the source.</li> </ul>

Y3/4	<ul style="list-style-type: none"> <li>✓ I can describe key memories and events.</li> <li>✓ I can begin to place events from periods studied on a timeline.</li> <li>✓ I can use historical dates and terms linked to my periods of study (AD/ BC)</li> <li>✓ I can place events I have studied on a timeline. relative to each other.</li> </ul>	Y3/4	<ul style="list-style-type: none"> <li>✓ I can listen to stories and distinguish between fact and opinion.</li> <li>✓ I have an understanding of the differences between fact and fiction.</li> <li>✓ I can compare events from the past.</li> <li>✓ I can identify similarity and difference between in the past and across different historical periods.</li> <li>✓ I can use basic enquiry words to develop my factual knowledge (who, what, where, when)</li> </ul>	Y3/4	<ul style="list-style-type: none"> <li>✓ I understand that people often motivate change and are impacted by it.</li> <li>✓ I understand why the event under examination occurred.</li> <li>✓ I understand what may have motivated the people who were involved in this event.</li> <li>✓ I understand what changed in society as a result of the past event</li> </ul>	Y3/4	<ul style="list-style-type: none"> <li>✓ I can study change over a longer period of history and across other periods. (e.g., how life changed from Stone Age to Iron age)</li> <li>✓ I am able to explain some similarities and constants across the same periods (e.g., the need for shelter)</li> <li>✓ I understand that not all things change, and some stay constant today.</li> <li>✓ I understand that some things remain relatively unchanged.</li> <li>✓ I understand change takes place relatively slowly across long time periods.</li> </ul>	Y3/4	<ul style="list-style-type: none"> <li>✓ I can use several sources to find out about a period and so build a picture of the past.</li> <li>✓ I can ask questions.</li> <li>✓ I can select information to tell others about the past.</li> <li>✓ I can use books and the internet for research.</li> <li>✓ I being to understand about primary and secondary sources.</li> </ul>
Y5/6	<ul style="list-style-type: none"> <li>✓ I can use relevant dates and terms across a number of studies.</li> <li>✓ I can sequence key events within a time period studied.</li> <li>✓ I can use timelines to help make comparisons within a time period studied and across time periods.</li> </ul>	Y5/6	<ul style="list-style-type: none"> <li>✓ I can find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views.</li> <li>✓ I can compare beliefs and behaviours across a time period.</li> <li>✓ I am able to write another explanation of the past in a range of ways.</li> <li>✓ As well as the enquiry words above, I am also able to ask and answer why, how, and so what?</li> </ul>	Y5/6	<ul style="list-style-type: none"> <li>✓ I am able to write versions of the past in terms of cause and consequence.</li> <li>✓ I can use evidence to support the views of cause and consequence.</li> <li>✓ I understand that not all historians will hold the same views of cause and consequence, and this is also about evidence used.</li> <li>✓ I have ways of checking these views by comparing facts or fiction or opinion.</li> </ul>	Y5/6	<ul style="list-style-type: none"> <li>✓ I am able to decide what the situation was like before a historical development occurred.</li> <li>✓ I am able to explain what was clearly different after this development.</li> <li>✓ I am able to explain why this change occurred in terms of the causes of the change.</li> <li>✓ I am able to explain why some things remembered the same.</li> <li>✓ I am aware different evidence will give different reasons for change.</li> <li>✓ I understand some of the changes that occurred from a certain event in terms of political, economic, social and economic change.</li> </ul>	Y5/6	<ul style="list-style-type: none"> <li>✓ I recognise primary and secondary sources.</li> <li>✓ I can use a wide range of sources to understand an aspect of the past.</li> <li>✓ I can suggest areas that I need to find out about.</li> <li>✓ I can build a fluent account of an aspect of the past from the sources that I have used.</li> </ul>

	YEAR 1		YEAR 2	
Theme	Conflict & Resolution 2	Conflict & Resolution 1	Conflict & Resolution 3	Explorers and Pioneers 1
Duration	Short Enquiry Gunpowder Plot	Long Enquiry Castles	Short Enquiry Remembrance	Long Enquiry Drake
National Curriculum	<ul style="list-style-type: none"> <li>I can describe an event beyond living memory that is significant and nationally celebrated.</li> <li>I can use language that relates to the passing of time.</li> <li>I can put this event into a chronological framework.</li> </ul>	<ul style="list-style-type: none"> <li>I can describe events beyond living memory that change the landscape.</li> <li>I can recall significant historical events that impacted on locally and nationally.</li> <li>I have studied the life of a significant individual that contributed towards a national achievement.</li> </ul>	<ul style="list-style-type: none"> <li>I can recall events beyond and within living memory that impact on national life.</li> <li>I can explain the local impact of an International historical event on my locality.</li> </ul>	<ul style="list-style-type: none"> <li>I can compare the lives of significant people.</li> <li>I can recall events beyond and within living memory that impact on national life and/or are globally significant.</li> </ul>
Specific content Substantiative knowledge	<p>Know the story of Gunpowder plot including Guy Fawkes and the failure of the plot to overthrow the King.</p> <p>Understand that we celebrate this failed attempt through firework displays.</p> <p><a href="#">When learning about Gunpowder Plot children should be reminded of Democracy (Great British Value).</a></p>	<p>Defence structures are built throughout time, usually using natural advantages such as: hills, forests and water.</p> <p>Know the main features of a castle such a motte and bailey, crenulations, arrow slits, keep, defensive walls. Children will also know about portcullis and drawbridges. Children will visit Totnes Castle and learn about the invasion of William the Conqueror and the Battle of Hastings.</p> <p><a href="#">When learning about Castles, children should be reminded of Individual Liberty, making links to invasion (Great British Value).</a></p>	<p>The outbreak and resolution of WW1 and WW2 to include: The Battle of Britain, the invasion of the Nazis and the battles in France.</p> <p><a href="#">When learning about WW2 children should be reminded of Individual Liberty &amp; Democracy (Great British Value).</a></p>	<p>This enquiry will focus on the lives of Sir Francis Drake (links with Plymouth and Brixham), Neil Armstrong (space pioneer) &amp; Amelia Earhart (significant female pioneer).</p> <p><a href="#">When learning about Drake children should be reminded of Individual Liberty due to his links with the slave trade (Great British Value).</a></p> <p>Children will need to know that adventure and being a pioneer requires planning and preparation &amp; organisation. Technology will also play a significant part. Children should be able to recall the impact these significant people have on life now.</p>
Sequencing knowledge	<p><b>Prior knowledge:</b> a recollection of firework displays previously attended. Art work is created and discussions around Bonfire Night had.</p> <p><b>Future knowledge:</b> further significant national events (ref Y2 short LE: remembrance)</p>	<p><b>Prior knowledge:</b> during their learning in 'come tell me a story', children will use their non-fiction knowledge of castles and knights and have this built upon with historical facts.</p> <p><b>Future knowledge:</b> further studies in defence and attack including the Romans and WW2 (ref Y4 long Le and Y6 long LE).</p>	<p><b>Prior knowledge:</b> gunpowder plot as another event of national significance from history (ref Y1 short LE).</p> <p><b>Future knowledge:</b> extending learning on WW2 in Year 6 (ref Y6 long LE).</p>	<p><b>Prior knowledge:</b> many children will be familiar with the replica of the Golden Hind and this information should be recalled.</p> <p><b>Future knowledge:</b> apply their learning on planning, preparation, transport and organisation to the explorers and pioneers associated with LE in Y5 (ref. Y5 long LE).</p>

<b>Tier 2 and Tier 3 vocabulary</b>	Belief Government Conflict Diversity Archway Parliament Guard conspirators Plot Gunpowder	Settlement Invasion Influence Tower Gatehouse Catapult Drawbridge Coat of arms Turrets	Political/ Belief Empire Conflict Wreath Poppy duty Parade Peace Freedom	Empire Famous people / significant Education Exploration Travel Influence Diversity
<b>Enrichment: trips, visitors etc</b>	Publicising local firework events Fire safety (Fire Brigade)	Totnes Castle Day trip, run by English Heritage Link to Texts that Teach.	Attend Remembrance services/parades, lay a wreath on behalf of the school.	The Golden Hind Brixham half day trip. Link to Texts that Teach.
<b>Computing Links</b>				<b>Virtual Reality:</b> "Class VR- REMEMBRANCE DAY" - giving students a chance to transport themselves to the graveyard at Delville Wood and see first-hand the white headstones stretching into the distance makes the unimaginable numbers they have been taught suddenly very imaginable. Alternatively, they can watch a 3D simulation of a trench from the point of view of a soldier at the Somme

	<b>YEAR 3</b>		<b>YEAR 4</b>	
<b>Theme</b>	<b>Ancient Civilisation 2</b>	<b>Ancient Civilisation 1</b>	<b>Conflict &amp; Resolution 5</b>	<b>Ancient Civilisation 3</b>
<b>Duration</b>	Short study (The Egyptians)	Long study (Stone Age to iron Age)	Short study (Anglo Saxons and Vikings struggle for the kingdom of England)	Long study (The Roman Empire and its impact)
<b>National Curriculum</b>	<ul style="list-style-type: none"> <li>I can begin to develop a chronological knowledge of world history.</li> <li>I can make comparisons with ancient societies including similarities and differences and significance.</li> </ul>	<ul style="list-style-type: none"> <li>I can begin to develop a chronological knowledge of British history.</li> <li>I understand how ancient societies change and evolve.</li> <li>I understand how historical knowledge is constructed through a range of sources.</li> <li>changes in Britain from the Stone Age to the Iron Age</li> </ul>	<ul style="list-style-type: none"> <li>I will understand Viking raids and invasion and the idea of continued conquest.</li> <li>I continue to develop a chronological knowledge of history.</li> <li>I will understand Anglo Saxon government</li> <li>I will be able to compare Anglo Saxon government to the structure of society from Stone Age to Iron Age</li> </ul>	<ul style="list-style-type: none"> <li>I will study an aspect or theme of British history that extend pupils knowledge beyond 1066.</li> <li>This will include the study of Roman culture which is art and architecture and the study of the invasion of Britain.</li> <li>I will know about the legacy of Roman empire on Britain today</li> </ul>
<b>Specific content</b>	Children will need to: <ul style="list-style-type: none"> <li>Know the impact of the ancient world on modern society including pyramids, tourism, use of the River Nile.</li> <li>Understand the structure within society i.e. male dominated society, Pharoah, creativity i.e. ability to construct the pyramids etc.</li> <li>Understand the influences of religion in Ancient Egypt i.e. Pharoah as a God. Structure of multi Gods etc.</li> </ul>	Children will need to know: <ul style="list-style-type: none"> <li>About early farmers and homesteads</li> <li>Bronze age religion, technology and travel e.g. Stonehenge and Iron Age Hill Forts including farming and arts.</li> <li>Changes across this period in the lives of humans including food/ shelter/ tools/trade. (Societal changes)</li> </ul>	Children will need to know: <ul style="list-style-type: none"> <li>Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire</li> <li>The end of the Roman empire leads to a period of continued conquest by Scottish, Anglo Saxons, Celts and Viking.</li> <li>The cultural impact of a range of invading forces i.e. Vikings and influence on Christianity. Also, Anglo Saxon art and place names.</li> </ul>	Children will need to know: <ul style="list-style-type: none"> <li>Details of the invasion of Britain, including Julius Caesar's attempted invasion in 55-54 BC and the successful invasion by Claudius</li> <li>The Saxon &amp; Celt resistance including Hadrian's Wall and Boudica</li> <li>About the 'Romanisation' of Britain including baths, villas, roads and technology.</li> <li>The governmental structure of the Roman empire including early references to democracy.</li> </ul>

	When learning about Ancient Egyptians children should be reminded of <b>Rule of Law and Democracy</b> (Great British Value).	When learning about Stone Age to Iron Age children should be reminded of <b>Rule of Law and Democracy</b> (Great British Value).	When learning about Anglo Saxon and Vikings children should be reminded of <b>Rule of Law and Democracy</b> (Great British Value).	When learning about The Roman Empire children should be reminded of <b>Democracy and Individual Liberty</b> (Great British Value).
<b>Sequencing knowledge</b>	<p><b>Prior knowledge:</b> apply their knowledge on the structure of British society from Ancient Civilisation 1 (ref. Y3 long LE).</p> <p><b>Future knowledge:</b> children will be able to make comparisons with Egyptian society when studying the Romans in Y4 (ref. Y4 long LE).</p>	<p><b>Prior knowledge:</b> children may have visited Kents Cavern and are likely to have heard of Stonehenge. This will assist.</p> <p>Year 1 Castles links with some of this learning.</p> <p><b>Future knowledge:</b> Iron age forts become Roman fort locations (ref. Y4 long LE). Children will go on and study Invaders to Britain (Romans and Vikings).</p>	<p><b>Prior knowledge:</b> previous study on Castles (ref. Y1 long LE). This enquiry will provide an understanding that people from foreign countries invade and settle which creates an impact on the conquest society. The previous study on the Roman empire and its eventual collapse will also be referred to here.</p> <p><b>Future knowledge:</b> from 1066 and their learning on Castles Britain received no successful invasion. This learning will be applied to their long study on WW2 in Y6 with a specific reference to our ability to repel future this invasion (ref. Y6 Long Study).</p>	<p><b>Prior knowledge:</b> previous ancient civilisation studies to include the Egyptians. Apply their learning from these enquiries.</p> <p><b>Future knowledge:</b> build on their knowledge of great ancient civilisations by learning key knowledge about the Greeks.</p>
<b>Tier 2 and Tier 3 vocabulary</b>	Pastimes Diversity: society range Culture Food and farming / Nile Government / pharaoh Belief Systems / death Pharaoh Tomb Coffin Pyramid Mattock Sickle Ra Scarab	Settlement Palaeolithic Neolithic Skara brae Thatched Mesolithic Homo sapiens Hunter Gatherer Cave paintings Hand-axe Nomadic Tribes Stonehenge Roundhouse	Conflict Invasion Exploration Long boat Thor Horn cup Archer Axe Runes Jorvik Danelaw Runes Warrior Boudicca Shield	Invasion Empire Senate / Ceasar Centurion Canopic
<b>Enrichment: trips, visitors etc</b>		Kents Cavern (local study) Visits to Merrivale/ Grimspound (Yelverton) Link to Texts that Teach.		Local history (Roman Exeter) visit
<b>Computing Links</b>	<p><u>Apps:</u></p> <p>“Ancient Egypt for Ipad” - A virtual field trip to visit the great temple at Abu Simbel and many more ancient sites (compatible with Ipad IOS 5+)</p> <p>“The Pyramids” 3D representation of exploring inside the pyramids and tombs. Panoramic views. Specific written text telling the old tales whilst children explore.</p>		<p><u>Apps:</u></p> <p>“Rome Reborn: The Colosseum” – Virtual tourism app. Teleport from site.</p> <p><b>Virtual reality-</b>“Rome Reborn” a 3D app that will allow users to take in Aciem Rome’s landmarks as if they were at their peak in 320 AD</p> <p><b>Virtual reality-</b></p> <p>“Sigurd and the Dragon Vr Experience” Hear the tale of Sigurd and the Dragon in amazing virtual reality. Stand inside a Viking longhouse whilst a real Viking regales you with mythological tales of dragons and swords! Designed for use in the classroom, this immersive app will take you back in time 1000 years to the Viking Age.</p>	

	YEAR 5		YEAR 6	
Theme	Ancient Civilizations 4	Exploration and Pioneers 2	Ancient civilisations 5	Conflict and Resolution 6
Duration	Short study (Ancient civilisations: Greece)	Long study A comparative study of significant people in history linked by the theme.	Short study (Ancient civilisation: The Mayan)	Long study World War 2 (An in-depth local history study.)
National Curriculum	<ul style="list-style-type: none"> <li>I can study aspects of ancient Greek life.</li> <li>I understand some of ancient Greek achievements.</li> <li>I understand the conflict of democracy (Athens and Sparta).</li> <li>I understand how Ancient Greece cultures, arts and political systems have influences the modern world.</li> <li>I am able to make some connections and contrasts with the other ancient civilisation that I have studied. For example, the role of government and the army.</li> </ul>	<ul style="list-style-type: none"> <li>I can a study of an aspect or theme in British history that extends my chronological knowledge beyond 1066</li> <li>I can compare and contrast the lives and exploits of a range of explorers.</li> <li>I can identify continuity and change within exploration (e.g. similar problems that they overcame)</li> <li>I will be able to identify some aspects of their social history.</li> </ul>	<p>A study of a non-European society that provides contrasts with British history : the Mayan.</p> <ul style="list-style-type: none"> <li>I can discuss an ancient civilisation that is non-European.</li> <li>I can understand some of the key elements of this society.</li> <li>I can understand the impact of this ancient civilisation.</li> <li>I have some understanding about the end of this civilisation.</li> </ul>	<p>a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.</p> <ul style="list-style-type: none"> <li>I can study the local area for a nationally significant event (Brixham battery)</li> <li>I can use a wide range of sources to draw conclusions about the past.</li> <li>I can present my findings appropriately.</li> </ul>
Specific content	<p>Children will need to:</p> <ul style="list-style-type: none"> <li>Use their knowledge from the above objectives to create a museum of information which can be shared with families and the community.</li> <li>Learning should cover: arts, democracy, slavery, war and religion.</li> </ul> <p>When learning about Ancient Greece children should be reminded of <b>Democracy</b> (Great British Value).</p>	<p>Children will need to:</p> <ul style="list-style-type: none"> <li>Study a range of explorers</li> <li>Be able to recount significant historical details about the explorations and lives of:               <ol style="list-style-type: none"> <li>Sir Francis Drake (recalling Year 2 studies)</li> <li>Ernest Shackleton (Anglo Irish polar explorer)</li> <li>Charles Darwin.</li> </ol> </li> <li>To understand the life and times of a female pioneer: Emmeline Pankhurst</li> </ul>	<p>The children will know:</p> <ul style="list-style-type: none"> <li>Period of study times of the civilisation as a time line.</li> <li>Cultural aspects of the society, including pottery, the number system and the writing systems.</li> <li>The impact of Mayan civilisation (science, maths, culture, writing)</li> <li>About the ending of the civilisation</li> </ul>	<p>The children will need to:</p> <ul style="list-style-type: none"> <li>Understand the social and economic impact of world war 2.</li> <li>Be able to discuss causes and consequences of world war 2.</li> <li>Have an understanding of life on the home front and how this event impacted.</li> <li>Use primary source material and oral history to support their understanding.</li> <li>Recall significant details of fortifications to understand the structure of the battery.</li> </ul>



		When learning about children should be reminded of <b>Rule of Law and Democracy</b> (Great British Value).		When learning about World War 2, children should be reminded of <b>Rule of Law, Tolerance and Democracy</b> (Great British Value).
<b>Sequencing knowledge</b>	<p><b>Prior knowledge:</b> build on knowledge of chronology of other ancient civilisations studied so far (ref. Y3 and Y4).</p> <p><b>Future knowledge:</b> The children end in Year 6 with one further ancient civilisation, that moves outside of Europe, with a study of the Maya.</p>	<p><b>Prior knowledge:</b> the children have studied Drake in Year 2. This was the first of the explorers and pioneers' units.</p> <p><b>Future knowledge:</b> IN Key Stage three, the children are required to move on and look at the role of Empire and also colonisation</p>	<p><b>Prior knowledge:</b> the previous ancient civilisation studies including. The Romans and the Greeks.</p> <p><b>Future knowledge</b> the children in KS3 are required to study further European and non-European societies such and the Qing dynasty and Mughal India.</p>	<p><b>Prior knowledge:</b> the children (Y1 LE) have studied castles and the use of fortifications. Fortifications have continued in Year 3 (stone age to iron age) and Year 4 (Romans)</p> <p><b>Future knowledge:</b> with a strong knowledge of World War 2, the children in secondary school will do further work on world conflict. In KS3, the programme is to cover WW1, WW2 (political leadership) and the Holocaust.</p>
<b>Tier 2 and Tier 3 vocabulary</b>	Acropolis Aesop Aristocracy Aristotle Column Drachma Homer Mythology Olympics Tyrant	Exploration Discovery Pioneers Wagons Livestock Frontier Plains Route supplies	Glyphs (logosyllabic) Constellation Temple Indigenous Mesoamerican Archaic period Spanish Empire	Conflict Resolution Axis Allied Nazi Battery Air raid/ blitz Naval D Day Blitz Battle of Britain
<b>Enrichment: trips, visitors etc</b>	RAMM at Exeter <a href="https://rammuseum.org.uk/collections/overseas-archaeology/classical-archaeology/">https://rammuseum.org.uk/collections/overseas-archaeology/classical-archaeology/</a>			Brixham battery and the battery museum Plymouth (docks and bombed church) Slapton sands (used as landing beach training) Colehayes House (used as base for American high command ) Link to Texts that Teach.
<b>Computing Links</b>	<p><b>App:</b></p> <p>"Ancient Greece" IPAD app. Interactive learning app for everything from civil war to traditional dress.</p> <p><b>Virtual Reality programme:</b> "Scooterise" - to guide them in the Acropolis area and the Parthenon with virtual reality. Acropolis walking tour.</p>		NASA World Wind- exploring the terrain in 3D of the world. MapSphere- children can organise their own geographical data through exploring the world.  VIRTUAL REALITY- Google Earth VR.	