



History – Two Year Cycle

	Teddy (Reception and Year 1)	Panda (Years 2 and 3)	Koala (Years 4, 5 and 6)
Autumn Term Year 1	Remembrance Day – link to origins including WW1 Toys – changes over time linking to Christmas and present giving	Stone Age to Iron Age	World War 2 [In Y3 of cycle different aspects of WW2 will be studied to those in Y1]
Spring Term Year 1	The life and times of three Queens: Elizabeth 1, Queen Victoria and Elizabeth 2	No history this term	Mayan civilisation (non-European society) [In Y3 of cycle the ancient civilisation of Benin in west Africa will be studied]
Summer Term Year 1	Inventors and their inventions that changed the world and our lives William Caxton and Tim Berners –Lee plus others (Charles Babbage) Maybe the invention of the tractor and how they replaced horses – the impact of this?	The Roman Empire and its impact on Britain. Include the legacy of the Romans including art, architecture, literature	Ancient Greece – broader study including their influence on the western world [In Y3 of cycle the Roman invasion of Britain and/or Ancient Greece and their influence should be revisited]
Autumn Term Year 2	The Great Fire of London Local History Study – perhaps link to particular aspects of life such as the school, religions (places of worship), farming, transport. Maybe something	Victorians – broader history study including local study and significant figures such as Isambard Kingdom Brunel and his links with the south west.	Victorians – significant turning points with focus on the Industrial Revolution and changes in society Crime and Punishment – over time (Anglo Saxons to modern day –

	on the English Civil War (link to Torrington Cavaliers and Roundheads – still commemorated there today)		including the Victorians).
Spring Term Year 2	Famous explorers and their explorations. Sailors such as Columbus but also local explorers such as Drake and Raleigh – what did they bring back and how has it changed our lives? E.g. sugar, potatoes, tobacco The voyage of the Pilgrim Fathers (local link) The First Moon landing – Neil Armstrong, the science and technology behind it	Changes in Living Memory – perhaps add a theme such as the rise of the digital age?	Invaders - Anglo Saxons and Vikings including local history study (perhaps a focus on Anglo Saxon influences on our local area and links to geography regarding where Vikings came from and the parts of England they reached/ancient kingdoms – Wessex etc).
Summer Term Year 2	Women who changed history and their lasting impact – Rosa Parks, Emily Davison, Nancy Astor (local link), Florence Nightingale, Margaret Thatcher	Ancient Egyptians – achievements of an early civilisations	Changes in modern Britain (last 50 years). Changes in music, fashion, technology, communication, schools, holidays, food, changing roles for women – perhaps a pupil led project?

The two year plan aims to engage children in to learning about the past and how it has influenced their own lives both now and in the future. As with other subjects, Teddy class (R and Y1) aim to cover the KS1 curriculum with Panda and Koala being taught the KS2 syllabus. There is scope within the plan to ensure pupils in Koala, entering their third year of the two year cycle, have the chance to study different aspects of topics or new themes altogether depending on the needs from previous learning.

Many of the themes and people covered in KS1 appear as the children make their way through KS2. The aim is that their prior learning about people such as Queen Victoria or Tim Berners-Lee will support them through the KS2 topics. We have specifically chosen to highlight particular women in history and their historical influence. We are mindful that many periods of history appear to be dominated by male figures, so we are keen to ensure the children are aware of the influence of women too. We want all of the girls (as well as the boys) to have high aspirations in life and be inspired those who have gone before. Similarly, we want the children to be aware of the influence of Devon and Devonians on history (Francis Drake, Nancy Astor, battles of the English Civil war,

the bombing of cities such as Plymouth in WW2 etc). It also links to our school teams and again re-enforces the theme of aspiration for all our children. It also allows scope for enriching the curriculum with the opportunity to visit local places of historical significance such as the architecture of Isambard Kingdom Brunel.

Our history curriculum allows the children to build knowledge of other parts of the world and the influence they have had on our lives today. A prime example being the influence of the Romans on the local area including the city of Exeter. This also allows teaching to include aspects of the geography curriculum in identifying countries of the world and how territories and sovereignty change over time. The curriculum also allows for cross curricular links including art, music and design technology.

There is a strong emphasis on building knowledge and accumulating this over time and through the study of different periods (not necessarily in chronological order). Where possible we have linked certain topics such as WW1 and 2 so that they coincide with Remembrance commemorations. In addition to the building of pupil knowledge, we aim to see the development of historical skills so that pupils can show increasing levels of historical analysis and enquiry. Likewise, the children will gain a greater understanding of chronology, context and perspective. This will allow children to develop their historical writing skills and ability to influence their own learning such as the upper KS2 topic of 'Changes in modern Britain' where pupils will be encouraged to choose the particular aspects they want to research as part of a pupil led project.

We believe that the history curriculum at Shebbear will support the children in developing their reading, reasoning and writing skills. It will help the children gain a context for their lives in modern Britain and the values we live by. It will allow the children to develop their cultural capital so that they can move on to secondary school confident of their own opinion which will be based on what they have learnt about the past.