



History – Two Year Cycle

	Teddy (Reception, Years 1 and 2)	Panda (Years 3 and 4)	Koala (Years 5 and 6)
Autumn Term Year 1	<p>Toys – changes over time linking to Christmas and present giving</p> <p>Remembrance (not studied as a topic but a yearly reminder of the significance and reason we remember)</p>	<p>Stone Age to Iron Age – the development of man from hunter gatherer through to more formal farming. The development of religion, technology and the arts.</p>	<p>World War 2 – extending the pupils' chronological knowledge. The lives of people during the war and how this changed Britain subsequently. Local perspective – evacuees, bombing of Plymouth and Exeter.</p>
Spring Term Year 1	<p>Three Queens – the lives of Elizabeth 1, Queen Victoria and Elizabeth 2</p> <ul style="list-style-type: none"> - Changes that occurred during their time and why they are such significant monarchs 	<p>Local History Study - The development of the railways including the work of Isambard Kingdom Brunel (particularly in the SW).</p> <p>Technological developments during the industrial Revolution and how this impacted on changes in the local area.</p>	<p>Crime and Punishment – over time (Anglo Saxons to modern day – including the Victorians).</p>
Summer Term Year 1	<p>Famous explorers and their explorations.</p> <p>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</p>	<p>The Roman Empire and its impact on Britain.</p> <p>Include the legacy of the Romans including art, architecture, literature</p>	<p>Ancient Greece – broader study including their influence on the western world not least architecture, democracy and culture.</p> <p>Because of the change to class structures, the Shang Dynasty will be studied as a one off as the pupils will have already studied Ancient Greece.</p>

	The First Moon landing – Neil Armstrong, the science and technology behind it		
Autumn Term Year 2	The Great Fire of London - This can be linked with the geography work on London	Invaders - Anglo Saxons and Scots. Scots invasion from Ireland to north Britain (now Scotland). AS settlements and place names. Conversion to Christianity and art and culture.	Victorians – significant turning points with focus on the Industrial Revolution and changes in society including those in the local area.
Spring Term Year 2	Women who changed history The work of Florence Nightingale and Mary Seacole The impact of Rosa Parks	Changes in modern Britain (last 50 years). Changes in music, fashion, technology, communication, schools, holidays, food, changing roles for women, Britain becomes a multi-cultural nation	Mayan civilisation (non-European society) – beliefs, culture, landmarks, legacy
Summer Term Year 2	History of transport – looking at how transport has changed over time and how this has changed people’s lives e.g. the ability to travel further	Ancient Egyptians – achievements of an early civilisations. Religious beliefs, culture and legacy.	Vikings Invasions into Britain and the struggle for the Kingdom of England. Raids into Britain and how this changed the country.

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 (Y1 and 2) cover the KS1 curriculum with Panda and Koala being taught the KS2 syllabus. Children in Reception will work alongside KS1 pupils where it is appropriate (such as the unit of work on toys) and will undertake related activities linked to the early years curriculum.

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. Similarly, the curriculum will include significant people from cultures and ethnicities that are different to their own. Likewise, the children will learn about the influence of multiculturalism in shaping modern Britain. We want all of the children 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, Charles Babbage, 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 lower 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.