			Year A 202	3-2024		
Year/Term	Key question	Descriptors	Knowledge	Skills	Links	Enrichment
EYFS Autumn	What and who's around me? What's that sound?	Comment on images of familiar situation in the past (UW) Compare and contrast characters from stories, including figures from the past (UW) Learn new vocabulary. (C&L) Ask questions to find out more and to check they understand what has been said to them (C&L) Describe events in some detail (C&L) Engage in non- fiction books (C&L)	Know there were wars Know animals were used during the wars	Using sources as evidence Recognise Identify	n/a	As KS1
EYFS Spring	How do things change? How do we get there?	Comment on images of familiar situations in the past (UW)	Name some great explorers	Significance and interpretation Identify Describe	n/a	As KS1

		Compare and contrast characters from stories, including figures from the past (UW)				
		Learn new vocabulary. (C&L)				
		Ask questions to find out more and to check they understand what has been said to them (C&L)				
		Describe events in some detail (C&L)				
		Engage in non- fiction books (C&L)				
EYFS Summer	How does it grow? What's over there?	Comment on images of familiar situations in the past (UW)	Past and present jobs in Princetown	Constructing the past Change and development Describe Observe	n/a	As KS1
		Compare and contrast characters from stories, including figures from the past (UW)				
		Understand that some places are special to members of their community (UW)				

		Learn new vocabulary. (C&L) Ask questions to find out more and to check they understand what has been said to them (C&L) Describe events in some detail. (C&L) Engage in non- fiction books (C&L)				
Year/Term	Key question	National curriculum	Knowledge	Skills	Links	Enrichment
KS1 Autumn	Why did Charles go to prison?	Events beyond living memory that are significant national or globally	Behaviour of adults during the first world war Challenging communication Changes of life for families, children and communities Use of horses and animals during the first world war	Using sources as evidence Recognise Identify Describe Explain Compare and contrast Understand	Guy Fawkes Great fire of London	WW1 visitor WW1 artefacts to look at

KS1 Spring	What does it take to become a great explorer?	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	Name some great explorers Describe the achievements of Ranulph Fiennes and Amy Johnson Who was Christopher Columbus? The importance of Neil Armstrong	Significance and interpretation Recognise Identify Describe Compare and contrast Reach a judgement Explain	Why is my locality so important? Significant individuals – Guy Fawkes, Samuel Peypes.	Jim McNeil local explorer to visit
KS1 Summer	Why is the history of my locality important?	a local history study	Princetown village The jobs people do now compared to in the past What the village was like	Constructing the past Change and development Recognise and identify Describe and offer reasons Compare and contrast Explain Suggest reasons	What does the UK mean to us? What is the geography like where I live?	Talk to local residence and business owners. Bring in grandparents/parents.
KS2 Autumn	How has Dartmoor prison changed over time?	a local history study	When the prison was built What were punishments like in the prison over time? What is the prison like now?	Significance and interpretation Identify Describe Recognise Explain Reach a judgement Understand	Why did Charles go to prison? What is the geography like where I live? Why is the history of my locality important?	Visit to the prison and prison museum
KS2 Spring	How did a pile of dragon bones help to solve an Ancient Chinese mystery?	the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared	Significance of bones from Wang Yirong Oracle bones How did the Shang society live Shang rulers Shang tombs	Significance and interpretation Identify Describe Recognise Explain Reach a judgement Understand	What does it take to be a great explorer? How do we know so much about where Sappho used to live? Trojan horse Romans Egyptians	

					Mayans How do artefacts help us understand the lives of people in Iron Age Briton?	
KS2 Summer	How did the lives of ancient Britons change during the Stone Age?	changes in Britain from the Stone Age to the Iron Age	Stone age ways of life Identify the period of history in which the stone age began Understand where they lived Link artefacts to the period Differences between summer and winter camps Fact and assumptions Identify how life changed	Planning and carrying out historical enquiry Recognise Know Describe Explain Understand Contrast	What is the secret of the standing stones? How do artefacts help us understand the lives of people in Iron Age Briton? How did the arrival of the Romans change Britain? What did the Vikings want in Britain and how did Alfred help to stop them getting it? Who were the Anglo Saxons and how do we know what was important to them?	Visit locations on the moor

		Year B 20	24-2025			
Year/Term	Key question	Descriptors	Knowledge	Skills	Links	Enrichment
Year/Term EYFS Autumn	Key question What and who's around me? What's that sound?	DescriptorsComment on images of familiar situation in the past (UW)Compare and contrast characters from stories, including figures from the past (UW)Learn new vocabulary. (C&L)Ask questions to find out more and to check they understand what has been said to them (C&L)Describe events in some detail (C&L)Engage in non- fiction books (C&L)	Knowledge Know there were wars Know animals were used during the wars	Skills Interpreting evidence Recognise Identify	Links	As KS1
		ELG:				
EYFS Spring	How do things change? How do we get there?	Comment on images of familiar situations in the past (UW)	Name some great explorers	Significance and interpretation Identify Describe		As KS1

EYFS Summer	How does it grow? What's over there?	Compare and contrast characters from stories, including figures from the past (UW) Learn new vocabulary. (C&L) Ask questions to find out more and to check they understand what has been said to them (C&L) Describe events in some detail (C&L) Engage in non- fiction books (C&L) Comment on images of familiar situations in the past (UW) Compare and contrast characters	Past and present jobs in Princetown	Constructing the past Describe Observe	As KS1
ETFS Summer	grow? What's over	images of familiar situations in the past (UW) Compare and contrast characters from stories, including figures from the past (UW) Understand that	-	<mark>past</mark> Describe	AS N31
		some places are special to members of their community (UW)			

		Learn new vocabulary. (C&L) Ask questions to find out more and to check they understand what has been said to them (C&L) Describe events in some detail. (C&L) Engage in non- fiction books (C&L)				
Year/Term	Key question	National curriculum	Knowledge	Skills	Links	Enrichment
KS1 Autumn	Who is the greatest history maker? How do our	the lives of significant individuals in the past who have contributed to national and international achievements events beyond living memory that are significant nationally or globally	Know why we celebrate the 5 th November Describe, reason and explain what it means to make history Reflect on how they would like to make history Name different history makers and explain why they're important	Constructing the past Identify Recognise Describe Suggest reasons Compare Reach a judgement Explain Justify	Why did Charles go to prison? What does it take to be a great explorer?	Local history maker Visit Sir Francis Drake memorials
	favourite toys and games compare with those of children in the 1960s?	Changes within living memory Lives of significant individuals Significant historical events	How time is divided up Sequencing British history Memorable events of 1960	Sequencing the past Recognise Describe Identify Compare and contrast	Why is the history of my locality important?	Invite grandparents in to play games with the children

KS1 Spring	How do we know so much about where Sappho used to live?	Events beyond living memory that are significant nationally or globally.	Popular toys and games and compare them with todays How and why toys have changed Invention in 1989 The way people lived in Pompeii The Roman empire Destruction of Pompeii Primary and secondary historical evidence	Suggest reasons Understand Cause and effect Recognise Identify Describe Suggest reasons Compare and contrast Explain Understand	Who is the greatest history maker?	Drama event
KS1 Summer	Why is the history of my locality important?	Changes within living memory Events beyond living memory that are significant nationally or globally The lives of significant individuals in the past who have contributed to national and international achievements Significant historical events, people and places in their own locality	Dartmoor prison features external and internal Location of the prison and its significance Battle of Trafalger Sources of evidence	Planning and carrying out historical enquiry Change and development Recognise Identify Describe Suggest reasons Compare and contrast Explain	Why is the history of my locality important? Who is the greatest history maker? What does it take to become a great explorer?	Visit to the prison to look at the location and structure
KS2 Autumn	What did the Vikings want in Britain and how did Alfred help to stop them getting it?	The Viking and Anglo-Saxon struggle for the Kingdom of England	The attack on the Holy Island of Lindisfame	Significance and interpretation Recognise Know	How did the lives of ancient Britons change	Workshop

		to the time of Edward the Confessor	Who the Vikings were Longships and why they were important	Describe Identify Suggest reasons Empathise Compare and contrast	during the Stone Age? How do artefacts help us understand the lives of people in Iron Age Briton? Who were the Anglo Saxons and how do we know what was important to them? What did the Vikings want in Britain and how did Alfred help to stop them getting it?	
KS2 Spring	Why did the ancient Maya change their way of life?	a non-European society that provides contrasts with British history – one study chosen from early Islamic civilisation, including a study of Baghdad around AD 900; Mayan civilisation around AD 900; or Benin around AD 900- 1300.	The region of the world the Maya people live Occupations of modern Maya people The purpose of the lost jungle cities of the Maya The purpose of Chichen Itza Understanding and identifying different Mayan artefacts. Why the Maya jungle cities were abandoned.	Planning and carrying out historical enquiry Recognise Identify Describe Explain Reach a judgement Understand Justify	How did a pile of dragon bones help to solve an Ancient Chinese mystery? How are the Egyptians similar or different to other civilizations?	

KS2 Summer	What is the secret	Changes in Britain	Stone Age ways of	Sequencing the	How did the lives	Walk on Dartmoor
	of the standing	from the Stone Age	life	<mark>past</mark>	of ancient Britons	
	stones?	to Iron Age	Prehistory	Identify	change during	
			What lives were like	Distinguish	the Stone Age?	
			Stone Age artefacts	Explain	How do artefacts	
			Historical fact and	Reach a	help us	
			assumptions	judgement	understand the	
			How life changed	Understand	lives of people in	
			during the Stone	Compare and	Iron Age Briton?	
			Age	contrast		
				Empathise		

		Year C 2	025-2026			
Year/Term	Key question	National curriculum	Knowledge	Skills	Links	Enrichment
KS1 Autumn	Charles	Events beyond living memory that are significant national or globally	Behaviour of adults during the first world war Challenging communication Changes of life for families, children and communities Use of horses and animals during the first world war	Interpret evidence Recognise Identify Describe Explain Compare and contrast Understand	Guy Fawkes Great fire of London	WW1 visitor WW1 artefacts to look at
KS1 Spring	What does it take to become a great explorer?	the lives of significant individuals in the past who have contributed to national and international achievements.	Name some great explorers Describe the achievements of Ranulph Fiennes and Amy Johnson	Significance and interpretation Recognise Identify Describe Compare and contrast	Why is my locality so important? Significant individuals – Guy Fawkes, Samuel Peypes.	Jim McNeil local explorer to visit

		Some should be	Who was	Peach a		
				Reach a		
		used to compare	Christopher	judgement		
		aspects of life in	Columbus?	Explain		
		different periods	The importance of			
			Neil Armstrong			
KS1 Summer	Why is the history	a local history study	Princetown village	Constructing the	What does the UK	
	of my locality		The jobs people do	past	mean to us?	
	important?		now compared to in	Change and	What is the	
			the past	development	geography like	
			What the village	Recognise and	where I live?	
			was like	identify		
				Describe and offer		
				reasons		
				Compare and		
				contrast		
				Explain		
				Suggest reasons		
KS2 Autumn	Monarchy	A study of an aspect	The British	Significance and	What did the	
		or theme in British	Monarchy	interpretation	Vikings want in	
		history that extends	Why they are	Describe	Britain and how did	
		pupils'	important	Recognise	Alfred help to stop	
		chronological	How different	Identify	them getting it?	
		knowledge beyond	monarchs have	Explain	Who were the	
		1066.	changed the lives of	Reach a	Anglo Saxons and	
			Britains	judgement	how do we know	
			The future of the	Compare and	what was important	
			monarchy	contrast	to them?	
	The story of The	Ancient Greece – a	Main events in the	Cause and effect	How did a pile of	Drama production
	Trojan Horse:	study of Greek life	siege of the city of	Describe	dragon bones help	
	historical fact,	and achievements	Troy	Recognise	to solve an Ancient	
	legend or classical	and their influence	Evidence of the	Explain	Chinese mystery?	
	myth?	on the western	Trojan Horse	Evaluate	How are the	
		world	Difference between	Critique	Egyptians similar or	
			fact, legend and	Understand	different to other	
			myth	Formulate a	civilizations?	
				judgement		
				Reach a conclusion		

KS2 Spring	Who was	the achievements	The significance of	Significance and	How did a pile of	Museum visit
	Tutankhamun?	of the earliest	Tutankhamun	interpretation	dragon bones help	
		civilizations – an	How he lived	Describe	to solve an Ancient	
		overview of where	Egyptian pyramids	Recognise	Chinese mystery?	
		and when the first	and tombs	Explain	Trojan Horse	
		civilizations	Mummification	Evaluate	Why did the ancient	
		appeared		Critique	Maya change their	
				Understand	way of life?	
				Formulate a		
				judgement Reach a conclusion		
				Reactina conclusion		
KS2 Summer	How do artefacts	Changes in Britain	Common features	Constructing the	How did the lives of	Museum visit
	help us	from the Stone Age	of Iron Age hill forts	<mark>past</mark>	ancient Britons	
	understand the	to Iron Age	How were they	Recognise	change during the	
	lives of people in		constructed and	Identify	Stone Age?	
	Iron Age Briton?		how did they look?	Describe	What is the secret	
			Iron age	Explain	of the standing	
			roundhouses	Justify	stones?	
			Iron Age violence	Understand		
			Iron Age staters	Reach a		
				judgement		
				Contrast		

Year D 2026-2027						
Year/Term	Year/Term Key question National curriculum Knowledge Skills Links					

KS1 Autumn	Who is the	the lives of	Know why we	Constructing the	Why did Charles go	Local history maker
	greatest history	significant	celebrate the 5 th	<mark>past</mark>	to prison?	Visit Sir Francis
	maker?	individuals in the	November	Identify	What does it take to	Drake memorials
		past who have	Describe, reason	Recognise	be a great explorer?	
		contributed to	and explain what it	Describe		
		national and	means to make	Suggest reasons		
		international	history	Compare		
		achievements	Reflect on how they	Reach a judgement		
		events beyond	would like to make	Explain		
		living memory that	history	Justify		
		are significant	Name different			
		nationally or	history makers and			
		globally	explain why they're			Invite grandparents
	How do our		important	Sequencing the	Why is the history	in to play games
	favourite toys and		-	past	of my locality	with the children
	games compare	Changes within	How time is divided	Recognise	important?	
	with those of	living memory	up	Describe		
	children in the	Lives of significant	Sequencing British	Identify		
	1960s?	individuals	history	Compare and		
		Significant historical	Memorable events	contrast		
		events	of 1960	Suggest reasons		
			Popular toys and	Understand		
			games and compare			
			them with todays			
			How and why toys			
			have changed			
			Invention in 1989			
KS1 Spring	How do we know	Events beyond	The way people	Cause and effect	Who is the greatest	Drama event
	so much about	living memory that	lived in Pompeii	Recognise	history maker?	
	where Sappho	are significant	The Roman empire	Identify		
	used to live?	nationally or	Destruction of	Describe		
		globally.	Pompeii	Suggest reasons		
			Primary and	Compare and		
			secondary historical	contrast		
			evidence	Explain		
l				Understand		

KS1 Summer	Why is the history of my locality important?	Changes within living memory Events beyond living memory that are significant nationally or globally The lives of significant individuals in the past who have contributed to national and international achievements Significant historical events, people and places in their own	Dartmoor prison features external and internal Location of the prison and its significance Battle of Trafalger Sources of evidence	Planning and carrying out historical enquiry Change and development Recognise Identify Describe Suggest reasons Compare and contrast Explain	Why is the history of my locality important? Who is the greatest history maker? What does it take to become a great explorer?	Visit to the prison to look at the location and structure
KS2 Autumn	Who were the Anglo Saxons and how do we know what was important to them?	locality Britain's settlement by Anglo-Saxons and Scots	Primary and secondary evidence The event of AD 410 Why the Romans abandoned Britain Emperor Honorius Anglo Saxon communities Anglo-Saxon Gods Britain's conversion to Christianity Anglo-Saxon artefacts Anglo-Saxon burials	Sources of evidence Identify Recognise Describe Explain Understand Empathise Evaluate Make a reasoned/informed judgement	What did the Vikings want in Britain and how did Alfred help to stop them getting it? How did the lives of ancient Britons change during the Stone Age? How do artefacts help us understand the lives of people in Iron Age Briton? What did the Vikings want in Britain and how did Alfred help to stop them getting it?	Visit Anglo-Saxon sites in the locality Drama workshop

	How did the arrival of the Romans change Britain?		Emperor Claudius invasion of Britain Romans losing control of Britain Claudia and Lepidina Vindolanda Roman towns Gladiatorial games	Change and development Recognise Recall Identify Describe Explain Compare and contrast Understand	How has Dartmoor prison changed over time? What did the Vikings want in Britain and how did Alfred help to stop them getting it? Who were the Anglo Saxons and how do we know what was important to them? How did the railways impact Princetown? How do artefacts help us understand the lives of people in Iron Age Briton?	
KS2 Spring	How did the railways impact Princetown?	Local history study	Railways in Britain Railways in Princetown Railway disaster Impact of the closure of the Princetown railway	Cause and effect Recognise Recall Identify Describe Explain Compare and contrast Understand	How do artefacts help us understand the lives of people in Iron Age Briton? What is the secret of the standing stones? How did the lives of ancient Britons change during the Stone Age? How has Dartmoor prison changed over time?	Local historian and drama with MED theatre

KS2 Summer	Why was winning	A study of an aspect	Risk of invasion in	Planning and	What did King	Local historian in to
	the Battle of	or theme in British	June 1940	carrying out	George VI mean	talk about WW2
	Britain in 1940 so	history that extends	Hitler	historical enquiry	when he said "The	
	important?	pupils'	British Royal Air	Recognise	history of York is the	
		chronological	Force and why they	Describe	history of England"?	
		knowledge beyond	needed to be	Explain	How did the arrival	
		1066.	defeated	Reach a judgement	of the Romans	
			How Britain won	Understand	change Britain?	
			the Battle of Britain		How did the	
			King John		railways impact	
			Magna Carta		Princetown?	
			Why the Battle of			
			Britain was a			
			turning point in			
			British History			