

Year A 2023-2024

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

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

		<p>Learn new vocabulary. (C&L)</p> <p>Ask questions to find out more and to check they understand what has been said to them (C&L)</p> <p>Describe events in some detail. (C&L)</p> <p>Engage in non-fiction books (C&L)</p>				
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	<p>Using sources as evidence</p> <p>Recognise</p> <p>Identify</p> <p>Describe</p> <p>Explain</p> <p>Compare and contrast</p> <p>Understand</p>	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 Pepyes.	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 Britain?	
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 Britain? 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 2024-2025

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) ELG:	Know there were wars Know animals were used during the wars	Interpreting evidence Recognise Identify		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		As KS1

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

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

			Popular toys and games and compare them with today's How and why toys have changed Invention in 1989	Suggest reasons Understand		
KS1 Spring	How do we know so much about where Sappho used to live?	Events beyond living memory that are significant nationally or globally.	The way people lived in Pompeii The Roman empire Destruction of Pompeii Primary and secondary historical evidence	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 Britain? 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 of the standing stones?	Changes in Britain from the Stone Age to Iron Age	Stone Age ways of life Prehistory What lives were like Stone Age artefacts Historical fact and assumptions How life changed during the Stone Age	Sequencing the past Identify Distinguish Explain Reach a judgement Understand Compare and contrast Empathise	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?	Walk on Dartmoor
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Year C 2025-2026

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 Pepyes.	Jim McNeil local explorer to visit

		Some should be used to compare aspects of life in different periods	Who was Christopher Columbus? The importance of Neil Armstrong	Reach a judgement Explain		
KS1 Summer	Why is the history of my locality important?	a local history study	Prinetown 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?	
KS2 Autumn	Monarchy The story of The Trojan Horse: historical fact, legend or classical myth?	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. Ancient Greece – a study of Greek life and achievements and their influence on the western world	The British Monarchy Why they are important How different monarchs have changed the lives of Britains The future of the monarchy Main events in the siege of the city of Troy Evidence of the Trojan Horse Difference between fact, legend and myth	Significance and interpretation Describe Recognise Identify Explain Reach a judgement Compare and contrast Cause and effect Describe Recognise Explain Evaluate Critique Understand Formulate a judgement Reach a conclusion	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 a pile of dragon bones help to solve an Ancient Chinese mystery? How are the Egyptians similar or different to other civilizations?	Drama production

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

Year D 2026-2027

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

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

<p>KS1 Summer</p>	<p>Why is the history of my locality important?</p>	<p>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</p>	<p>Dartmoor prison features external and internal Location of the prison and its significance Battle of Trafalger Sources of evidence</p>	<p>Planning and carrying out historical enquiry Change and development Recognise Identify Describe Suggest reasons Compare and contrast Explain</p>	<p>Why is the history of my locality important? Who is the greatest history maker? What does it take to become a great explorer?</p>	<p>Visit to the prison to look at the location and structure</p>
<p>KS2 Autumn</p>	<p>Who were the Anglo Saxons and how do we know what was important to them?</p>	<p>Britain's settlement by Anglo-Saxons and Scots</p>	<p>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</p>	<p>Sources of evidence Identify Recognise Describe Explain Understand Empathise Evaluate Make a reasoned/informed judgement</p>	<p>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?</p>	<p>Visit Anglo-Saxon sites in the locality</p> <p>Drama workshop</p>

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