

History at Teignmouth Primary School

Intent

We intend to stimulate children's curiosity about the past through our enquiry-based curriculum, where we will both answer and formulate questions which will develop an understanding of the history of Britain and the wider world. A secure chronology will be established by placing each person, event or period studied on a timeline, and connections will be made between the topics covered. Four historical themes will provide continuity and enhance coherence across the curriculum: settlements and migration; advancements and legacy; power and lifestyles. Eight historical concepts will be explored across the curriculum to help our children develop as historians and critical thinkers: chronology, sources, similarity and difference, change, continuity, causation, significance and perspective. Our curriculum will progress from discussions in the Early Years about past events in their own, and immediate family's, lives. Branching out, in KS1, to history within and then beyond living memory, and that of some significant individuals. In KS2, more complex chronology, concepts and terms will be studied. Our local history studies will help to make learning more relevant and meaningful. The whole curriculum will be underpinned by a wide range of historical vocabulary and abstract terms, and we will help children to remember all that they learn through regular retrieval practice.



Implementation

Each year group studies history every term following a 2-year rolling programme. The National Curriculum statements and topics used to underpin our teaching.

EYFS

Pupils will begin to understand the concept of time and change by reflecting on their own lives and the lives of their significant adults. They will begin to build a bank of time related vocabulary and share stories based in differing periods of time. Pattern, sequencing and comparison will be experienced through a range of adult led and continuous provision activities.

KS1

Pupils will develop an awareness of the past, using common words and phrases relating to the passing of time. They will be able to place people and events they study into a chronological framework, learning to identify similarities and differences between life in different periods. They will learn a range of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

KS2

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They will respond to and devise historically relevant questions about change, cause, similarity and difference, and significance. They will recount and comment upon events or construct arguments, selecting and organising information from primary and secondary sources.

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2 Year rolling programme – cycle A and cycle B

Cycle A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	My past - myself Who am I? Discuss what they do in a day. Look at photos of their family and talk about them.			My past - myself What can I remember? Share photos of past birthdays/celebrations with the children and ask them to talk about what they can remember	My past - myself Who is in my family? Talk about own families and about what they have told them about their family history.	
Reception	My past – myself Who am I? Learn about own life story Learn about how they have changed through photographs.	My past – families How did families celebrate Christmas in the past? Know about similarities and differences between things now and in the past. Understanding why the past was different, e.g. no electricity, use of candles etc.	The past – transport How have vehicles changed over time? Look at photographs and videos of vehicles from the past and talk about how they have changed.		The past – homes How have homes changed over time? Look at photos of homes and objects in the past and identify similarities and differences between ways of life at different times.	The past – Teignmouth What did people used to wear to the beach? Learn about what people used to wear at the beach and talk about how it has changed and why.
	Where do I live?	Superheroes	Moon Zoom	Towers, Tunnels, Turrets	Coastlines	Sporting Legends
Year 1/2		How has Teignmouth's Lifeboat changed over time? Explore how lifeboats changed from rowing boats to engine powered – history of Teignmouth Lifeboat Service. Local History Lifestyle Advancements/Legacy		How will Queen Elizabeth II be remembered? Study the life of QEII and the impact she had on our country – look at the continuity and change over her 70 year reign. Significant individuals Within Living Memory Power Advancements/Legacy		Were Wilma Rudolf's or Usain Bolt's achievements more significant? Find out about and compare the achievements of different athletes. Why were their achievements so significant? Significant individuals Lifestyle Advancements/Legacy
	Gods and Mortals	Playlist	Saxon settlers	Predator	Traders and Raiders	Mountain to Mouth
Year 3/4	How do we know so much about the Greeks? Explore a range of sources for clues about everyday life and beliefs Consider the legacy of some Ancient Greeks: democracy, Ancient Greece Advancements/Legacy Power		How did Britain change as the Romans left and Anglo-Saxon settlers moved in? Why the Romans left Britain - providing an opportunity for Anglo-Saxons from Germany and Denmark to settle in Britain. Compare Roman/Anglo Saxon lifestyle. Anglo Saxons Migration/Settlement Lifestyle		Were the Vikings ruthless raiders or peaceful settlers? Find out about Viking invasions and settlements and how their innovations contributed to Britain's development Viking/Anglo Saxon Migration/Settlement Power .	

	Mysterious Maya	Frozen Lands	Off with her Head	Awesome Amazon	Teignmouth at War	Stargazers
Year 5/6	<p>How important was agriculture, trade and religion to the Mayan people?</p> <p>Explore life in a Mayan settlement and discover the importance of agriculture, trade and religion to the Mayans.</p> <p>Non-European Society Migration/settlement Lifestyle</p>		<p>How did Tudor monarchs divide society?</p> <p>Learn about the Tudor monarchs. Explore how they treated, and were viewed by their people</p> <p>Aspect BH beyond 1066 Lifestyle Power</p>		<p>Why was Teignmouth affected by WWII?</p> <p>Consider why Teignmouth was a target during WWII. How was life affected. Look at bombing sites. Were children evacuated from Teignmouth or were evacuees sent to Teignmouth?</p> <p>Aspect BH beyond 1066 Local History Power Migration/Settlement</p>	

Cycle B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	<p>My past - myself Who am I?</p> <p>Discuss what they do in a day. Look at photos of their family and talk about them.</p>			<p>My past - myself What can I remember?</p> <p>Share photos of past birthdays/celebrations with the children and ask them to talk about what they can remember</p>	<p>My past - myself Who is in my family?</p> <p>Talk about own families and about what they have told them about their family history.</p>	
Reception	<p>My past – myself Who am I?</p> <p>Learn about own life story Learn about how they have changed through photographs.</p>	<p>My past – families How did families celebrate Christmas in the past?</p> <p>Know about similarities and differences between things now and in the past. Understanding why the past was different, e.g. no electricity, use of candles etc.</p>	<p>The past – transport How have vehicles changed over time?</p> <p>Look at photographs and videos of vehicles from the past and talk about how they have changed.</p>		<p>The past – homes How have homes changed over time?</p> <p>Look at photos of homes and objects in the past and identify similarities and differences between ways of life at different times.</p>	<p>The past – Teignmouth What did people used to wear to the beach?</p> <p>Learn about what people used to wear at the beach and talk about how it has changed and why.</p>
	Toys through Time	Splendid Skies	Paws,Claws, Tails	Enchanted Woodland	London's Burning	Explorers and Adventurers
Year 1/2	<p>How do our toys compare to the toys our parents and grandparents used?</p> <p>Explore toys our parents/grandparents used and look at similarities and differences with today's toys.</p> <p>Within Living Memory Lifestyle Advancements/legacy Lifestyle</p>		<p>How have naturalists encouraged us to look after nature?</p> <p>Look at the life and work of significant naturalist - David Attenborough and how he has inspired people to look after the environment.</p> <p>Significant Individuals Within Living Memory Advancements/Legacy</p>		<p>Why did the Great Fire of London cause so much damage?</p> <p>Look at the causes of the fire, how it spread considering the buildings and their materials. Look at who took charge at the time.</p> <p>Events beyond living memory</p>	

			Lifestyle		Power Lifestyle	
	Through the Ages	Scumdiddlyumptious	Warrior	Rocks and Rumbles	Urban Innovators	Oceans Deep
Year 3/4	Why did people move from nomadic (hunter/gatherer) lifestyles into settlements and farms? Compare the hunter gatherer lifestyles of the Palaeolithic/Mesolithic periods of the Stone Age to the settlement/farm lifestyle of the late Stone Age – Neolithic Period Prehistoric Britain Migration/Settlement Advancements/Legacy		What did the Romans leave for us? Learn about the Roman Empire's impact on Britain. Study the differences between the Celtic and Roman ways of life. Roman Empire's impact on Britain Migration/Settlement Advancements/Legacy		How did the development of the railway change Teignmouth? How did the growth of tourism impact on the population, trades and buildings of the town? Local history Lifestyle Advancements/Legacy	
	Beating Heart	Revolution	Darwin's Discoveries	Pestilent Plagues	Maravilloso Mexico!	Pyramids and Pharaohs
Year 5/6		Was life the same for all Victorian children? Learn about the impact of the industrial revolution and the similarities and differences in society – family life, education, work and pastimes Theme BH beyond 1066 Migration/settlement Advancements/Legacy		How have ideas about disease and medicine changed since the time of the plague? Learn about the times of the bubonic plague and how ideas of medicine and disease is different? Theme BH beyond 1066 Lifestyle Advancements/Legacy		What can pyramids tell us about life in Egypt? The building of the pyramids, beliefs about death and afterlife, Pharaohs as both political and religious leaders. Earliest civilizations Power Advancements/Legacy

Historical concepts progression map

	EYFS	Yr1/2	Yr3/4	Yr5/6
Cycle A		Teignmouth lifeboat Queen Elizabeth II Sporting Legends	Ancient Greece Saxon Settlers Vikings	Ancient Maya Tudors Teignmouth in WWII
Cycle B		Toys through Time David Attenborough Great Fire of London	Prehistoric Britain Romans Teignmouth Railway	Victorians The Great Plague Ancient Egypt
Chronology	<ul style="list-style-type: none"> Begin to look at the events in a day Use simple vocabulary relating to the passing of time – past, ago, before, then, now, last, old, new Begin to look at simple family timelines 	<ul style="list-style-type: none"> Introduce timelines by ordering events in children’s day, week, key times of the year – Christmas, birthdays, summer holidays Place objects/artefacts in chronological order on a timeline - toys, lifeboats Place significant events and people’s lives in order on a timeline – QEII, David Attenborough, Great fire of London Use common words and phrases relating to the passing of time – past, now, then, before, after, first, next 	<ul style="list-style-type: none"> Introduce the terms BC and AD and how some people use BCE and CE instead Learn about negative numbers when placing events BC Place significant periods and events in British history on timelines – prehistoric Britain, Romans, Anglo Saxons, Vikings Make links with previous periods studied and links with historical periods/ events in the wider world Place significant periods and events in Ancient Greek history on timelines Develop the vocabulary relating to the passing of time – BC, AD, decade, century, millennium, era, period 	<ul style="list-style-type: none"> Place significant periods and events in British history on timelines – The Great Plague, Tudors, Victorians, WWII Make links with previous periods studied and links with historical periods/ events in the wider world Place significant periods and ancient civilizations of the wider world on timelines – Ancient Egyptians, Ancient Maya Make connections to lifestyles and technology in Britain at that time Develop the vocabulary relating to the passing of time – BC, AD, decade, century, millennium, era, period
Sources	<ul style="list-style-type: none"> Look at and discuss family photos Look and discuss photos of past events - birthdays/ Christmas Look at photos of old/new objects – vehicles/ beach wear 	<ul style="list-style-type: none"> Look at simple sources from the past and begin to extract information – photographs, artefacts, books, stories Begin to notice connections between different sources 	<ul style="list-style-type: none"> Use a wider range of sources to learn about the past – posters, diaries, extracts from official documents, video footage, first hand evidence from trips Understand how the range of sources available is determined 	<ul style="list-style-type: none"> Learn how sources can have different degrees of usefulness – compare usefulness of a photograph with and eye witness account

			<p>by the period studied and the interpretation of events can be influenced by the quality and range of sources available</p> <ul style="list-style-type: none"> • Begin to make inferences about sources analysed • Know how sources can be interpreted differently and how history can change when new sources are discovered 	<ul style="list-style-type: none"> • Understand how sources can have different degrees of validity • Learn how sources can be viewed differently depending on the viewer's perspective
Similarity and difference	<ul style="list-style-type: none"> • Learn about their own life story and discuss similarities/differences between then and now • Compare events then/now – Christmas/ birthdays • Compare objects then/now – vehicles/beach wear 	<ul style="list-style-type: none"> • Recognise similarities and differences between old and new objects – toys, lifeboats, transport, buildings • Recognise similarities and differences between people's clothes and hairstyles • Begin to relate these differences to different periods/ eras in the past 	<ul style="list-style-type: none"> • Begin to compare and contrast lifestyles of different periods in history – homes, food, warmth, communal buildings, technological advancements • Begin to compare the role of role of rulers and the distribution of power - emperors, kings and queens, birth of democracy 	<p>Make more detailed and specific comparisons within and across time periods:</p> <ul style="list-style-type: none"> • Compare and contrast religious beliefs – protestants and catholics in Tudor times • Compare the agrarian society/ industrial society - pre and post the industrial revolution • Compare the lives of rich and poor children in Victorian times • Compare and contrast the approach to medicine during the Great Plague to now
Continuity and change	<ul style="list-style-type: none"> • Learn about their own life story and how they have changed • Learn how Christmas/birthday celebrations have changed over time • Learn about how objects have changed over time – vehicles/ beach wear 	<ul style="list-style-type: none"> • Identify changes over time across periods of time through photographs and objects – lifeboats, toys • Describe differences between 'now' and 'then' – lifeboats, equipment, toys 	<ul style="list-style-type: none"> • Identify what changed from Stone to Bronze age – hunter/gatherer to cultivating crops/keeping livestock. What stayed the same – need for food, shelter and warmth • What changes did the Romans bring to Britain and what stayed the same once they had left • What changes did the railway bring to Teignmouth? What stayed the same? 	<ul style="list-style-type: none"> • What positive changes were made to how children were treated in the Victorian era • Learn that before the industrial revolution that 80% of people lived in the countryside and after 80% of people lived in cities • Since The Great Plague, what has stayed the same – bacterial/viral infections, and what has changed – how we treat them – antibiotics/vaccinations.

			<ul style="list-style-type: none"> • How has Greece changed/stayed the same since Ancient Greek times – still rule by democracy but beliefs changed from multi-god to a single god • What changes did the Viking invasions bring – how did the Anglo-Saxons have to adjust/compromise 	<ul style="list-style-type: none"> • Learn how beliefs have changed in Egypt since ancient times - belief in an afterlife. • Learn about the theories which wiped out the Maya people and their great cities • Learn how the constant change from Catholicism to Protestantism divided Tudor society
Causation and consequence		<ul style="list-style-type: none"> • Learn how the Great Fire of London changed the way houses were built • Learn how advancements in technology – lifeboats/equipment – has helped to make people safer at sea. 	<ul style="list-style-type: none"> • Learn why hunter-gatherers changed to settled subsistence farming. • Learn why the Romans left Britain and what happened after they left • Learn about what brought the Vikings to Britain • Learn about the impact of the railway coming to Teignmouth on its population and economy. 	<ul style="list-style-type: none"> • Learn about the cause and consequences of the industrial revolution • Learn about the causes and consequences of the Great Plague • Learn about the theories that caused the collapse of the Maya civilization • Learn why Henry VIII split from the Catholic church • Learn why Britain was duty bound to enter WWII and its devastating consequences.
Significance	<ul style="list-style-type: none"> • Learn about the significance of Guy Fawkes 	<ul style="list-style-type: none"> • Begin to understand that we study certain people or events because of their significance 	<ul style="list-style-type: none"> • Identify the significance of the development of democracy in Ancient Greece • Identify the significance of Athelstan being the first king of England during Anglo-Saxon period • Identify the significance of the change from hunter/gatherer to settlements/farming in Stone Age • Learn about the significance of the Roman invasion AD43 – the 	<ul style="list-style-type: none"> • Explore the significance of Henry VIII's break from Rome and its impact on society for years to come • What made Teignmouth a significant target for the Germans in WWII? • Understand the significance of the Industrial Revolution and its lasting impact on the world

			first written record of Britain and the end of pre-history <ul style="list-style-type: none"> Learn of the significance of the railway coming to Teignmouth and its effects on the town 	
Perspective			<ul style="list-style-type: none"> History can be viewed from different perspectives (points of view) Perspective may be skewed by the evidence available – we tend to more evidence from those who had the means to record evidence than from the poor 	<ul style="list-style-type: none"> Explore bias and how there are different interpretations of events depending on differing perspectives Explore how perspective can influence what events are seen as significant by different countries and cultures.

History Themes progression map

	EYFS	Yr1/2	Yr3/4	Yr5/6
Cycle A		Teignmouth lifeboat Queen Elizabeth II Sporting Legends	Ancient Greece Saxon Settlers Vikings	Ancient Maya Tudors Teignmouth in WWII
Cycle B		Toys through Time David Attenborough Great Fire of London	Prehistoric Britain Romans Teignmouth Railway	Victorians The Great Plague Ancient Egypt
Lifestyles		Teignmouth lifeboat Have advancements in lifeboat technology made people safer at sea? Sporting Legends What challenges did Wilma Rudolf/Usain Bolt face in order to achieve greatness? Great Fire of London How did the GFL change how houses were built? David Attenborough How has DA influenced people to care for the environment?	Saxon Settlers How did life change in Anglo-Saxon Britain after the Romans left? Teignmouth Railway How did the development of the railway impact on people's lifestyles?	Ancient Maya How important was religion, farming and trading to the Maya people? Tudors How did the change from Catholicism to Protestantism divide Tudor society? The Great Plague How did the GP affect life in Britain?

		Toys Through Time How have toys changed over time?		
Advancements And legacy		Teignmouth lifeboat How has the Teignmouth lifeboat improved over time? Queen Elizabeth II What will QEII be remembered for? Sporting Legends How will Wilma Rudolf/Usain Bolt be remembered? David Attenborough What will DAs legacy be? Toys Through Time How have toys improved over time?	Ancient Greeks Was democracy Ancient Greece's greatest legacy? Pre-historic Britain What major change took place in the Stone age (hunter gatherer to settlement/farming)? Romans What advancements brought by the Romans are still in evidence today? Teignmouth Railway What impact did the railway coming Teignmouth have on the local area?	Victorians How are the effects of the Industrial Revolution still having impact today? The Great Plague How have medicines advanced to deal with bacterial and viral infections? Ancient Egypt What did the Ancient Egyptians teach us?
Settlements and Migration			Saxon Settlers Why did the Anglo-Saxon choose to settle in Britain? Vikings Where and why did the Vikings settle in Britain? Pre-historic Britain Why did people change from hunter/gatherers to subsistence farmers? Romans Why did the Romans invade Britain?	Ancient Maya What was life like in a Maya settlement? WWII Why were children evacuated from cities during WWII? Victorians How did the Industrial Revolution cause the mass migration of people from the countryside to towns and cities?
Power		Queen Elizabeth II What power does a British monarch have? Great Fire of London Who took control of putting out the fire?	Ancient Greeks How were rules/laws made in Ancient Greece (democracy)? Vikings How did the Vikings wrestle control from the Anglo-Saxons (Danelaw)?	Tudors Why did Henry VIII break from Rome and become the head of the Church of England? WWII How did Hitler's invasion of Poland bring Britain into WWII?

				Ancient Egypt What have the tombs and pyramids of Egypt taught us about the rulers of AE?
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