

|                       | <p style="text-align: center;"><b>Tavistock Primary and Nursery School</b><br/><b>History Curriculum 2023-24</b></p>   |
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| <b>Inclusion:</b>     | <p>Use pictures and actions to support oral rehearsal, embedding new learning and reinforcing new language. For example, use story maps to retell historical events/stories, with consistent symbols for story language.</p> <p>Key questions and vocabulary linked to what you are currently learning should be displayed in your class. You can then refer to the vocabulary on your working walls when you are speaking and when you are modelling writing. This will encourage learners to use the vocabulary displayed to support their independent work. Adding visuals to key vocabulary ensures all learners can access it.</p> <p>New vocabulary should be planned for and taught in context. Model using new words in a sentence and give learners time to practise them in context. For example, give them time to answer a question and share their answer.</p> <p>Use picture and word banks of key vocabulary. When older learners are doing extended writing, make sure that they have word banks of key topic words with pictures to match.</p> <p>Make learning multi-sensory, e.g., if you are learning a new concept or piece of vocabulary, read it, draw it, write it, act it out.</p> <p><i>Allow thinking time: always allow thinking time when you ask a question, even before children talk to their partner (think, pair, share)</i></p> <p>Think carefully about the design of any resources that you use and ensure it meets the individual needs of learners with SEND, such as an increased text size or an accessible font. Ensure that resources are designed with the end goal in mind; if you are asking learners to annotate a text, have you left a wide margin to give room for this? Can you double space the text to allow for room to write annotations?</p> |
| <b>EYFS - Nursery</b> | <p><u>Provision continuous across the terms</u></p> <p><b><u>Understanding of the World</u></b></p> <p>Children will learn about the people and places in their own community and be encouraged to explore and investigate the natural world.</p> <ul style="list-style-type: none"> <li>• I know that some things change over time eg. Buildings, towns, people, nature and talk briefly about these.</li> <li>• I am beginning to understand before/after</li> <li>• I know the Nursery building is a new building and the main school building is older.</li> <li>• I am curious and use objects/photographs to discuss the past</li> <li>• I can use technology to find out about the past eg. That dinosaurs lived a long time ago</li> <li>• I listen to stories or take part in memorial events to help me develop my understanding of events happening 'a long time ago' eg. Making poppies for remembrance Sunday</li> <li>• I can talk about events in my own life</li> <li>• I can talk about past experiences</li> </ul>   |

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| <b>Tavistock Heritage Study</b> | <p>Compare photographs of Tavistock through the ages, identifying old or new</p> <p>Compare the different buildings on TPNS site and identify as old or new</p>  |
| <b>EYFS - Reception</b>         | <p><b><u>Understanding of the World</u></b></p> <p>Children will know about their local, wider community and environment and begin to understand the need to respect all living things</p> <p><b>People and Communities</b></p> <p>Shows interest in the lives of people who are familiar to them.</p> <ul style="list-style-type: none"> <li>• Remembers and talks about significant events in their own experience.</li> <li>• Recognises and describes special times or events for family or friends.</li> <li>• Shows interest in different occupations and ways of life.</li> <li>• Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.</li> <li>• Enjoys joining in with family customs and routines.</li> </ul> <p><b>The world</b></p> <p>Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.</p> <ul style="list-style-type: none"> <li>• Can talk about some of the things they have observed such as plants, animals, natural and found objects.</li> <li>• Talks about why things happen and how things work.</li> <li>• Developing an understanding of growth, decay and changes over time.</li> <li>• Shows care and concern for living things and the environment.</li> <li>• Looks closely at similarities, differences, patterns and change.</li> </ul> |
| <b>Tavistock Heritage Study</b> | <p>Compare photographs of Tavistock through the ages, identifying differences over time. How can they order them from oldest to most recent?</p> <p>Compare the different buildings on TPNS site and identify as old or new- how do they know? What features and materials help them?</p>  |

|   | Autumn<br>Time period<br>Event<br>Person   | Key<br>vocabulary:   | Spring<br>Time period<br>Event<br>Person  | Key<br>vocabulary:   | Summer<br>Time period<br>Event<br>Person  | Key vocabulary:  |
|---|--|--|---|--|---|--|
| Year 1  | Tudors 1485-1603<br>-The Spanish Armada<br>-Sir Francis Drake<br>-Matthew Starke , sailor<br>Visits/visitors:<br>Tavistock,<br>Story teller  | Armada, Tudors,<br>fleet, mission,<br>invade,<br>monarch, reign,<br>empire | Age of exploration (1642)<br>and Space race (1969)<br>- Landing in America and<br>landing on the moon<br>- Christopher Columbus and<br>Neil Armstrong   | Christopher<br>Columbus, Neil<br>Armstrong,<br>moon, planet,<br>discovery,<br>explore, travel,<br>difference,<br>similar/ity | 1896 Greece and Tokyo 2020<br>- The first modern Olympics<br>and the current Olympic<br>games<br>- Katarina Johnson-<br>Thompson and Thomas<br>Burke  | Olympic events,<br>athletes, stadium,<br>team, medal,<br>inspire |
| Knowledge<br>Pupils use discussion,<br>drawings, role-play,<br>models, writing and<br>ICT to show they: | <ul style="list-style-type: none"><li>• Recognise the difference between conditions for<br/>travellers now and conditions in Tudor times.</li><li>• Know and recount details of Drake’s journey<br/>around the world</li></ul> |  | <ul style="list-style-type: none"><li>• Recognise the differences between opportunities for<br/>space exploration now and during the space race.</li><li>• Know and recount details of Christopher Columbus’<br/>landing in America</li></ul> |  | <ul style="list-style-type: none"><li>• Recognise the difference between past and present<br/>Olympic Games.</li><li>• Know and recount events and stories from the first<br/>modern Olympics and the current Olympic games</li></ul> |  |
| Skills<br>Pupils can:   | <ul style="list-style-type: none"><li>• sequence key events in their lives</li><li>• find answers to simple questions from sources<br/>such as pictures and artefacts</li></ul>  |  | <ul style="list-style-type: none"><li>• match objects to people of different ages</li><li>• sequence 3 or 4 artefacts from distinctly<br/>different periods</li></ul>   |  | <ul style="list-style-type: none"><li>• find answers to simple questions from sources<br/>such as pictures and artefacts</li><li>• compare adults talking about the past- how<br/>reliable are their memories?</li></ul>              |  |
| Tavistock Heritage<br>Study   | Visit Drake’s statue and explore why it is here<br>in Tavistock.<br>Visit Drake’s birthplace, along canal  |  | Make links with Drake as first Englishman to<br>circumnavigate the world and how this earned<br>him his knighthood and his family crest   |  |   |  |
| Chronology<br>Vocabulary:   | Past, present, future, last week/month/year  |  |   |  |   |  |

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|--|--|---|--|---------------------------------|--|----------------------|
| Year 2   | - Tudors 1485-1603<br>- The dissolution of the monasteries / Field of the Cloth of Gold<br>-Henry VIII<br>Visits/visitors:<br>Elizabethan house, Plymouth;<br>Costume Carousel;<br>Tavistock Abbey   | Tudors, monastery, wife, divorce, beheaded, feast | The Victorians 1837 - 1901<br>- Nurses changing medicine and history<br>-Florence Nightingale, Edith Cavell and Marie Curie<br>Visits/visitors:<br>Morwellham Quay   | Nurse, medicine, Queen Victoria | London 1666<br>- The Great fire of London<br>- Samuel Pepys<br><br>Visits/visitors:<br>Story teller<br>Fire service  | Bakery, capital city |
| Knowledge<br>Pupils use discussion, drawings, role-play, models, writing and ICT to show they: | • recognise why Henry VIII began the dissolution of the monasteries and what happened as a result<br>• understand why the Field of the Cloth of Gold happened and why it is so named   |   | • know some of the differences in ways of life between Victorian England and now<br>• understand how Florence Nightingale made hospitals a cleaner and safer place to be                                   |                                 | • know how and where the Fire of London started and how we know this<br>• know the importance of the diary of Samuel Pepys as an historical source                                   |                      |
| Skills<br>Pupils can:  | • sequence pictures from different periods of their lives<br>• find answers to questions about the Tutor age, using different sources and artefacts<br>• make observations of the painting of Field of the Cloth of Gold to give details about the event |   | • sequence artefacts from Victorian era to modern day<br>• find answers to questions about the Victorian age, using different sources and artefacts<br>• compare 2 versions of life in Victorian hospitals |                                 | • describe memories of key events in their lives<br>use stories to distinguish between fact and fiction<br>• discuss the reliability of Samuel Pepys’ diary as an historical source. |                      |
| Tavistock Heritage Study   | Visit site of Tavistock Abbey watch Tavistock Abbey film:<br>heritageintavistock.org/tavistock   |   | Visit Tavistock Guildhall- KS1 Tavistock’s Buildings for KS1 workshop.<br>Explore how the Victorian mining industry resulted in the development of many significant buildings in Tavistock                 |                                 |  |                      |
| Chronology Vocabulary:   | 500 years ago, century   |   |  |                                 |  |                      |

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| <b>Year 3</b>   | - History of Tavistock<br>- The establishment of Tavistock in Saxon times<br>-Duke of Bedford<br><br><b>Visits/visitors:</b><br>Tavistock town centre, Bedford Square   | Tavistock<br>Bedford<br>Duke<br>Local<br>Saxon | Ancient Egypt -The Egyptians 3100 B.C<br>- Howard Carter's discovery<br>- Tutankhamun<br><br><b>Visits/visitors:</b><br>Story teller  | Egypt jewellery<br>mummification<br>Tutankhamun<br>temple pharaoh<br>sphinx River Nile<br>hieroglyphs<br>pyramid | Ancient Greece 800B.C<br>- History of the Olympics compared to 2020<br>- Theagenes of Thasos, Leonidas of Rhodes, Milo of Croton  | Ancient Greece<br>empire Olympics<br>soldier column<br>mythical Athens<br>Sparta |
| <b>Knowledge</b><br>Pupils use discussion, drawings, role-play, models, writing and ICT to show they: | <ul style="list-style-type: none"> <li>understand the reasons why Tavistock was established in Saxon Times.</li> <li>Know who the Duke of Bedford was, his influence in Tavistock and the significant landmarks of the town.</li> <li>understand what everyday life was like in Tavistock during the time of the Duke of Bedford.</li> </ul>                          |  | <ul style="list-style-type: none"> <li>compare life in Ancient Egypt with life today</li> <li>recognise why Howard Carter explored pyramids in Ancient Egypt and what we know as a result</li> </ul>  |  | <ul style="list-style-type: none"> <li>compare life in Ancient Greece with life today</li> <li>recognise why Theagenes and Leonidas competed in the Olympics and why they are remembered</li> <li>study Greek life and achievements and know their influence on the western world.</li> </ul>   |  |
| <b>Skills</b><br>Pupils can:  | <ul style="list-style-type: none"> <li>place Saxon and Victorian eras on a time line</li> <li>use dates and terms relating to Saxon and Victorian eras</li> <li>use a range of sources to gather information and understand that they may offer different views</li> <li>select and record relevant information</li> <li>use library/internet for research</li> </ul> |  | <ul style="list-style-type: none"> <li>place Ancient Egyptian era on a time line- compare to 1922 (discovery of Tutankhamun tomb)</li> <li>compare different versions of the discovery of the tomb</li> <li>experience representations of the period (storyteller)</li> <li>use a range of sources to gather information and understand that they may offer different views</li> <li>select and record relevant information</li> <li>use library/internet for research</li> </ul> |  | <ul style="list-style-type: none"> <li>place Ancient Greece on a time line</li> <li>sequence the different events studied in Y4, using timelines</li> <li>use a range of sources to gather information and understand that they may offer different views</li> <li>select and record relevant information</li> <li>use library/internet for research</li> </ul> |  |
| <b>Tavistock Heritage Study</b>   | Use the Tavistock Blue Plaque Trail to explore the development of Tavistock from Anglo-   |  |   |  |   |  |

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|                               | <p>Saxon Times to the Victorian era.<br/> Visit Tavistock Guildhall- KS2 Mining Heritage Workshop and explore how the Victorian mining industry resulted in the Seventh Duke of Bedford developing Tavistock, including courts and cells.<br/> Watch-You Tube films-<br/> <a href="http://heritageintavistock.org/tavistock">heritageintavistock.org/tavistock</a></p> |  |  |
| <b>Chronology Vocabulary:</b> | Millennia, millennium, Before Christ was born and after Christ was born, ancient, chronological, time line   |  |  |

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| <b>Year 4/5</b>  | - Shang Dynasty 1766 to 1046 B.C<br>- Discovery of the Oracle bones and the invention and development of writing, bronze, technology and weapons<br>- Fu How, Shang Teng, Wu Ding  | Shang Dynasty<br>archaeological evidence capital<br>succession<br>defensive<br>tributes Emperor<br>traditional | History of the Tower of London 1070AD<br>- The changing functions of the tower and famous events (imprisonment/execution/torture)<br>- Anne Boleyn, Richard 3 <sup>rd</sup> & Princes in the Tower<br>Guy Faulkes<br><b>Visits/visitors:</b><br>Residential to London   | Ravens palace<br>ghosts Thames<br>legend turrets<br>crown jewels<br>armour prisoner<br>inscription<br>dungeon | 8 <sup>th</sup> and 9 <sup>th</sup> Century<br>- Viking and Anglo Saxon invasions<br>- Alfred the Great, Harald Hardrada, Harold Godwinson, William the Conqueror<br><b>Visits/visitors:</b><br>Escott trip (Anglo-Saxon settlement)  | Scandinavia<br>Nordic<br>raid<br>invasion monastery<br>plunder<br>Conqueror<br>Danelaw<br>danegeld |
| <b>Knowledge</b><br>Pupils recall, select, and organise historical information and Communicate their knowledge and understanding | <ul style="list-style-type: none"> <li>• Know how Shang society was structured and the differences between rich and poor.</li> <li>• Know how the development of writing, bronze, technology and weapons affected Shang advancement.</li> <li>• Study the Shang belief system and the use of oracle bones and compare</li> </ul> |  | <ul style="list-style-type: none"> <li>• Know how the function of the Tower has changed over the years and be able to offer explanations for this.</li> <li>• know the different people associated with the Tower (William I, 2 Princes &amp; Richard III, Anne Boleyn and Guy Faulkes)</li> </ul>  |   | <ul style="list-style-type: none"> <li>• Know when and why the Anglo-Saxons, Vikings and Normans invaded and the impact on existing inhabitants</li> <li>• Know the different roles of men and women in Anglo-Saxon society</li> <li>• Compare life in early Saxon times to time of Norman invasion</li> </ul>  |  |
| <b>Skills</b><br>Pupils can:   | <ul style="list-style-type: none"> <li>• Know and sequence the key changes and events during the Shang Dynasty</li> <li>• use texts, videos and internet to research and make notes</li> <li>• begin to identify primary (archaeological) and secondary sources (bronze/weapons/oracle bones/Fu Hao)</li> </ul>                  |  | <ul style="list-style-type: none"> <li>• Know and sequence the key changes and events at the Tower</li> <li>• Compare accounts from different sources (Guy Faulkes/Anne Boleyn/The 2 Princes) – fact or fiction? offer suggestions for different versions</li> <li>• use texts, videos and internet to research and make notes</li> <li>• begin to identify primary (bodies found in Tower) and secondary sources (accounts of</li> </ul> |   | <ul style="list-style-type: none"> <li>• Know and sequence the key events of the Anglo-Saxon period and make comparisons with previous topics (ie Roman invasion-Y4)</li> <li>• Compare accounts of events from different sources (Anglo-Saxon Chronicles / Bayeux Tapestry / King Alfred burning cakes)-fact or fiction? offer suggestions for different versions</li> <li>• use texts, videos and internet to research and make notes</li> <li>• begin to identify primary (Sutton Hoo/Bayeux/A-</li> </ul> |  |

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|                                 |                             | Richard III)                  | S chronicles) and secondary sources (historical texts)<br>• use evidence to build up a picture of a past event (Bayeux Tapestry/death of Harold & was Alfred Great?)   |
| <b>Tavistock Heritage Study</b> |                             |                               | <b>Explore remains of Tavistock Abbey and its history and role as wealthiest in Devon and Cornwall, including Besty Grimbal's Tower and Ordulph sarcophagus. Discuss destruction by Vikings in 997. Support with You Tube film on <a href="https://heritageintavistock.org/tavistock">heritageintavistock.org/tavistock</a>.</b> |
| <b>Chronology Vocabulary:</b>   | Reign, Era, dynasty, oracle | Conquer, occupation, treason, | Chronicles, tapestry, invasion   |



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| <b>Year 6</b>   | <b>World War 1 and 2 1934 - 1945</b><br>- The battle of the wars<br>- John McCrae and Wilfred Owen (WW1) Alan Turing, Bletchley Park (WW2)<br><b>Visits/visitors:</b><br>Exeter museum – WW2 exhibition   | evacuee<br>military<br>encrypt<br>frontline<br>Great Britain<br>Propaganda | <b>19<sup>th</sup> Century</b><br>- 1968 Black Power Salute at the Olympics<br>- Martin Luther King JR, Nelson Mandela, Tommie Smith and John Carlos   | Community equality<br>consequence<br>implement<br>segregation | <b>18<sup>th</sup> and 19<sup>th</sup> Century</b><br>- The Industrial Revolution<br>- Inventors or entrepreneurs   | Inventor industrial revolution century<br>Victorian inventions |
| <b>Knowledge</b><br>Select and organise information to produce structured work, making appropriate use of dates and terms | <ul style="list-style-type: none"> <li>Find out about the different beliefs, behaviour and characteristics that led to the outbreak of war (and recognise that not everyone shares the same beliefs and feelings)</li> <li>Present an explanation for the cause and effect of a war / battle / event in terms of cause and effect, using evidence to support and illustrate the explanation</li> <li>Know and understand the significance of the 2 world wars on Britain and its impact on society</li> </ul> |  | <ul style="list-style-type: none"> <li>Know about the lives of key figures in the struggle against American and South African apartheid; understand how their actions brought about change in these countries and how they resonate today</li> <li>Find out about the beliefs, behaviour and characteristics of people (Tommie Smith, John Carlos, reasons for Black Power Mov't) and recognise the difference in views and feelings at the time.</li> <li>Know the key dates, characters and events of the Civil Rights Movement and the assassination of Martin Luther King</li> </ul> |   | <ul style="list-style-type: none"> <li>Know about the industrial revolution in Britain and why it was a turning point in British history</li> <li>Understand the influence of modern history on today's society</li> <li>Show an understanding of how different periods in history studied across KS2 compare and contrast and notice trends within them</li> </ul> |  |
| <b>Skills</b><br>Pupils can:  | <ul style="list-style-type: none"> <li>Place the World Wars on a timeline in relation to other studies</li> </ul>   |  | <ul style="list-style-type: none"> <li>Place the start of the Civil Rights Movement on a timeline in relation</li> </ul>   |   | <ul style="list-style-type: none"> <li>Place the Industrial Revolution on a timeline in relation to other studies</li> </ul>  |  |

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|                                 | <ul style="list-style-type: none"> <li>• Be able to sequence up to 10 related events on a time line</li> <li>• Confidently use IT and texts to research</li> <li>• Fact/Fiction or opinion? Check accuracy of interpretations (propaganda)</li> </ul> | <p>to other studies</p> <ul style="list-style-type: none"> <li>• Be able to sequence up to 10 related events on a time line</li> <li>• Confidently use IT and texts to research</li> <li>• Recognise primary (photos/film) and secondary (texts) sources</li> <li>• Be aware that different evidence will lead to different conclusions</li> </ul> | <ul style="list-style-type: none"> <li>• Be able to sequence up to 10 related events on a time line</li> <li>• Confidently use IT and texts to research</li> <li>• Recognise primary and secondary sources</li> </ul> |
| <b>Tavistock Heritage Study</b> | <b>Visit the war memorial and explore the names. Discuss any recognisable local names. Record and investigate one online.</b>   |  | <b>Visit Tavistock Guildhall for Inventors and Inventions Workshop. Discover the inventions that made local mining so successful in Victorian era.</b>  |
| <b>Chronology Vocabulary:</b>   | epoch, middle-ages  |  |   |