

**Tavistock Primary and Nursery School**  
**History Curriculum 2025-26**

**Learning Intent Statement:**

At Tavistock Primary and Nursery School we aim to deliver a history curriculum that is accessible to all and that will maximise the outcomes for every child so that they know more, remember more and understand more. Our teaching of history will help pupils gain a secure knowledge and understanding of Britain's past and that of the wider world. The curriculum is structured in a way that allows for children to make links between current and previous learning. Teachers use the long term plans for history to make comparisons between historical periods previously taught, developing children's chronological knowledge and understanding from the Stone Age to present day.

We want children to be curious to know more about the past and to have the skills required to explore their own interests. History lessons focus on working as historians and developing historical skills and there are many opportunities for the curriculum to be enriched through historical visits, visitors and events held in school.

We aim to enable children to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. At Tavistock Primary and Nursery School, we believe it is important for children to develop a sense of identity through learning about the past and we want them to know how history has shaped their own lives. This is why the local area is utilised to achieve the curriculum outcomes. Each year group has a different Tavistock heritage study, so that by the end of KS2 children will have a deep understanding of their locality.

**Inclusion:**

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.

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.

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.

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.

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.

*Allow thinking time: always allow thinking time when you ask a question, even before children talk to their partner (think, pair, share)*

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?
<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>
<b>3 Thrilling Things</b>	<ul style="list-style-type: none"> <li>• <b>Some things change over time eg buildings, towns, people, living things, transport</b></li> <li>• <b>Dinosaurs lived a long time ago in the past</b></li> <li>• <b>Everyone has past experiences and memories of their past</b></li> </ul>
<b>Tavistock Heritage Study</b>	<p><b>Compare photographs of Tavistock through the ages, identifying old or new</b></p> <p><b>Compare the different buildings on TPNS site and identify as old or new</b></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> </ul>

	<ul style="list-style-type: none"> <li>• Enjoys joining in with family customs and routines.</li> </ul> <p><b>The world</b> 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>3 Thrilling Things</b>	<ul style="list-style-type: none"> <li>• To know some parts of our school are old and some are new and name a difference</li> <li>• To describe how something changes over time (transport / buildings / people / leaves)</li> <li>• To discuss a past experience / memory of their past</li> </ul>					
<b>Tavistock Heritage Study</b>	Compare photographs of Tavistock through the ages, identifying differences over time. How can they order them from oldest to most recent? Compare the different buildings on TPNS site and identify as old or new- how do they know? What features and materials help them?					
	<b>Autumn</b> <b>Time period</b> <b>Event</b> <b>Person</b>	<b>Key vocabulary:</b>	<b>Spring</b> <b>Time period</b> <b>Event</b> <b>Person</b>	<b>Key vocabulary:</b>	<b>Summer</b> <b>Time period</b> <b>Event</b> <b>Person</b>	<b>Key vocabulary:</b>
<b>Year 1/2</b>	Tudors 1485-1603 -The Spanish Armada -Sir Francis Drake -Matthew Starke , sailor <b>Visits/visitors:</b> Tavistock, Story teller	Armada, Tudors, fleet, mission, invade, monarch, reign, empire	Age of exploration (1642) and Space race (1969) - Landing in America and landing on the moon - Christopher Columbus and Neil Armstrong	Christopher Columbus, Neil Armstrong, moon, planet, discovery, explore, travel, difference, similar/ity	1896 Greece and Tokyo 2020 - The first modern Olympics and the current Olympic games - Katarina Johnson-Thompson and Thomas Burke	Olympic events, athletes, stadium, team, medal, inspire
<b>Knowledge</b> Pupils use discussion,	• Recognise the difference between conditions for travellers now and conditions in Tudor times.		• Recognise the differences between opportunities for space exploration now and during the space race.		• Recognise the difference between past and present Olympic Games.	

drawings, role-play, models, writing and ICT to show they:	<ul style="list-style-type: none"> <li>• Know and recount details of Drake’s journey around the world</li> </ul>	<ul style="list-style-type: none"> <li>• Know and recount details of Christopher Columbus’ landing in America</li> </ul>	<ul style="list-style-type: none"> <li>• Know and recount events and stories from the first modern Olympics and the current Olympic games</li> </ul>			
<b>3 Thrilling Things</b>	•	•	•			
<b>Skills</b> Pupils can:	<ul style="list-style-type: none"> <li>• sequence key events in their lives</li> <li>• find answers to simple questions from sources 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 different periods</li> </ul>	<ul style="list-style-type: none"> <li>• find answers to simple questions from sources such as pictures and artefacts</li> <li>• compare adults talking about the past- how reliable are their memories?</li> </ul>			
<b>Tavistock Heritage Study</b>	<p>Visit Drake’s statue and explore why it is here in Tavistock.</p> <p>Visit Drake’s birthplace, along canal</p>	<p>Make links with Drake as first Englishman to circumnavigate the world and how this earned him his knighthood and his family crest</p>				
<b>Chronology Vocabulary:</b>	Tudor era	Victorian era	500 years ago, century, medieval city, Roman wall			
<b>Year 3/ 4</b>	<p>The Mayans A.D 250 - 900</p> <p>- Development of farming, maths, architecture and sports/ games</p> <p>- Itzam – God of the heavens, day and night</p>	<p>Maize god</p> <p>calendar warrior</p> <p>pyramid</p> <p>hieroglyphic</p> <p>civilisation</p> <p>architecture</p> <p>astronomy</p> <p>ancient</p>	<p>The Stone Age to Iron Age 4000 – 8000BC</p> <p>- The development of iron and it’s uses</p> <p>- Advance of humans through the years</p> <p><b>Visits/visitors:</b></p> <p>Bellever woods</p>	<p>Cave mammoth</p> <p>Neolithic</p> <p>weapons</p> <p>homo sapiens</p> <p>thatched</p> <p>community</p> <p>invention</p> <p>discoveries</p>	<p>- The Romans 753 BC</p> <p>- Roman invasion of Britain 55BC</p> <p>- Julius Caesar</p>	<p>colosseum</p> <p>empire</p> <p>sword</p> <p>mythology</p> <p>aqueduct</p> <p>amphitheatre</p> <p>gladiator</p> <p>chariot</p> <p>toga</p> <p>mosaic</p> <p>shield</p> <p>invasion</p> <p>expedition</p>
<b>Knowledge</b> Pupils recall, select, and organise historical information and Communicate their knowledge and understanding	<ul style="list-style-type: none"> <li>• Know about the Mayan civilisation, its achievements and influence today, compare with British history studied so far.</li> <li>• Offer a reasonable explanation for the development of farming</li> </ul>	<ul style="list-style-type: none"> <li>• Know about the changes in Britain from the Stone Age to the Iron Age</li> <li>• use evidence from trips and research to reconstruct life in the Iron Age</li> <li>• Offer a reasonable explanation for the development of iron</li> </ul>	<ul style="list-style-type: none"> <li>• Know how the Roman Empire spread and its impact on Britain</li> <li>• Make links to Iron-Age and the impact of invasion on the Celtic people</li> <li>• offer a reasonable explanation for the Roman invasion of Britain</li> </ul>			
<b>5 Fantastic Facts</b>	<ul style="list-style-type: none"> <li>• The Mayan era ran from approximately 1500 BCE to 900 AD</li> <li>• The Mayan Empire ran from modern day Northern Mexico southwards into Central</li> </ul>	<ul style="list-style-type: none"> <li>• The main changes from Stone age to Iron age in Britain were: discovery of iron, development of farming and permanent settlements</li> </ul>	<ul style="list-style-type: none"> <li>• The Roman Empire in the West lasted from 27BCE to 476AD</li> <li>• The Romans invaded Britain in AD 43</li> <li>• The Romans invaded Britain to control the</li> </ul>			

	<p>America- as far as El Salvador</p> <ul style="list-style-type: none"> <li>The Mayans invented an advanced number system and calendar</li> <li>Farming, especially maize, was important to their lifestyle and was based on the calendar and involved different farming methods including raised fields, terrace farming and slash and burn</li> <li>The Maya believed in different gods linked to the stars, Sun and Moon, including Itzamna the creator god</li> </ul>	<ul style="list-style-type: none"> <li>There is evidence of stone age life on Dartmoor, including burial mounds, stone circles and stone rows</li> <li>During the Stone Age or Neolithic period, early farmers cleared trees to grow crops and vegetables and keep cattle, sheep and pigs.</li> <li>The iron age began 1200-600 BCE when people learned how to smelt iron</li> <li>Humans have continued to advance in a number of ways</li> </ul>	<p>mineral (metal) resources, grow their empire and show off their power.</p> <ul style="list-style-type: none"> <li>Some of the main changes the Romans brought to Britain were: buildings, roads, towns, language, religion and numbers</li> <li>Boudica was a Celtic queen who led a failed uprising against the Romans</li> </ul>			
<p><b>Skills</b> Pupils can:</p>	<ul style="list-style-type: none"> <li>Record the Mayan era on timeline and compare to previous periods studied</li> <li>explore what evidence we have of life in Mayan times</li> <li>evaluate the usefulness of different sources and understand that sources from history may offer different views</li> <li>use text books &amp; internet to research</li> </ul>	<ul style="list-style-type: none"> <li>Record Stone Age and Iron Age on a timeline (BC) and compare to previous periods studied</li> <li>pose questions about how we know about prehistoric man</li> <li>explore what evidence we have of life in Neolithic times</li> <li>evaluate the usefulness of different sources and understand that sources from history may offer different views</li> <li>use text books &amp; internet to research</li> </ul>	<ul style="list-style-type: none"> <li>Record Roman Empire on timeline and compare to previous periods studied</li> <li>explore what evidence we have of life in Roman Britain</li> <li>evaluate the usefulness of different sources and understand that sources from history may offer different views</li> <li>use text books &amp; internet to research</li> </ul>			
<p><b>Tavistock Heritage Study</b></p>		<p><b>Use the visit to Bellever Woods to explore the prehistoric stone rows, circles and cists and develop an understanding of prehistoric to iron age life around the Tavistock area</b></p>				
<p><b>Chronology Vocabulary:</b></p>	<p>BC and AD, chronology, stone age, iron age, cist, menhir, empire, legion</p>					
<p><b>Year 5</b></p>	<p>- Shang Dynasty 1766 to 1046 B.C</p> <p>- Discovery of the Oracle bones and the invention and development of writing,</p>	<p>Shang Dynasty archaeological evidence capital succession defensive</p>	<p>History of the Tower of London 1070AD</p> <p>- The changing functions of the tower and famous events</p>	<p>Ravens palace ghosts Thames legend turrets crown jewels armour prisoner</p>	<p>8<sup>th</sup> and 9<sup>th</sup> Century</p> <p>- Viking and Anglo Saxon invasions</p> <p>- Alfred the Great, Harald Hardrada, Harold</p>	<p>Scandinavia Nordic raid invasion monastery plunder</p>

	bronze, technology and weapons - Fu How, Shang Teng, Wu Ding	tributes Emperor traditional	(imprisonment/execution /torture) - Anne Boleyn, Richard 3 <sup>rd</sup> & Princes in the Tower Guy Faulkes <b>Visits/visitors:</b> Residential to London	inscription dungeon	Godwinson, William the Conqueror  <b>Visits/visitors:</b> Escott trip (Anglo-Saxon settlement)	Conqueror Danelaw danegeld
<b>Knowledge</b>	<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>5 Fantastic Facts</b>	<ul style="list-style-type: none"> <li>• <b>For 500 years, part of China was ruled by the Shang dynasty during the era 1600 - 1046 BC.</b></li> <li>• <b>Their territory was along the Yellow River which produced fertile farms for the people.</b></li> <li>• <b>Fu Hao was a general in command of Shang armies. Archaeological studies of her tomb have given us an insight into life during the Shang dynasty.</b></li> <li>• <b>The Shang people had lots of gods. We know about dates, rituals, people and gods from writing on animal bones called oracle bones.</b></li> <li>• <b>The Shang people had a clearly defined social hierarchy with the King at the top and slaves at the bottom</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>The Tower was built in the 1070s by William the Conqueror</b></li> <li>• <b>The Tower has had many different uses.</b></li> <li>• <b>The Tower was the site of Anne Boleyn's execution</b></li> <li>• <b>The "Princes in the Tower" - Edward V and his younger brother Richard, Duke of York, disappeared from the Tower of London.</b></li> <li>• <b>Guy Faulkes was tortured and executed at the Tower after the discovery of the Gunpowder Plot</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>The Anglo-Saxons invaded Britain from northern Europe to take agricultural land.</b></li> <li>• <b>The Britons were left defenceless by the Romans leaving.</b></li> <li>• <b>Viking invasion threatened the Anglo-Saxon rule.</b></li> <li>• <b>King Alfred the Great helped unify and educate his people</b></li> <li>• <b>Anglo-Saxon rule came to an end in 1066 at the Battle of Hastings</b></li> </ul>			
<b>Skills</b> 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</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</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> </ul>			

	<p>make notes</p> <ul style="list-style-type: none"> <li>begin to identify primary (archaeological) and secondary sources (bronze/weapons/oracle bones/Fu Hao)</li> </ul>	<p>(Guy Faulkes/Anne Boleyn/The 2 Princes) – fact or fiction? offer suggestions for different versions</p> <ul style="list-style-type: none"> <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 Richard III)</li> </ul>	<ul style="list-style-type: none"> <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-S chronicles) and secondary sources (historical texts)</li> <li>use evidence to build up a picture of a past event (Bayeux Tapestry/death of Harold &amp; was Alfred Great?)</li> </ul>			
<b>Tavistock Heritage Study</b>			<p>Explore remains of Tavistock Abbey and its history and role as wealthiest in Devon and Cornwall, including Besty Gimbals Tower and Ordulph sarcophagus. Discuss destruction by Vikings in 997. Support with You Tube film on <a href="http://heritageintavistock.org/tavistock">heritageintavistock.org/tavistock</a>.</p>			
<b>Chronology Vocabulary:</b>	Reign, era, dynasty,	Tudor, Stuart, King, Queen, Prince	Kingdom, Roman era, Celts, Saxon era, Norman era			
<b>Year 6</b>	<p>World War 1 and 2 1934 - 1945</p> <ul style="list-style-type: none"> <li>The battle of the wars</li> <li>John McCrae and Wilfred Owen (WW1) Alan Turing, Bletchley Park (WW2)</li> </ul> <p><b>Visits/visitors:</b></p> <p>Exeter museum – WW2 exhibition</p>	<p>evacuee</p> <p>military</p> <p>encrypt</p> <p>frontline</p> <p>Great Britain</p> <p>Propaganda</p>	<p>19<sup>th</sup> Century</p> <ul style="list-style-type: none"> <li>1968 Black Power Salute at the Olympics</li> <li>Martin Luther King JR, Nelson Mandela, Tommie Smith and John Carlos</li> </ul>	<p>Community equality</p> <p>consequence</p> <p>implement</p> <p>segregation</p>	<p>18<sup>th</sup> and 19<sup>th</sup> Century</p> <ul style="list-style-type: none"> <li>The Industrial Revolution</li> <li>Inventors or entrepreneurs</li> </ul>	<p>Inventor industrial</p> <p>revolution century</p> <p>Victorian inventions</p>
<b>Knowledge</b> Select and organise information to produce structured	<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> </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</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> </ul>			

<p>work, making appropriate use of dates and terms</p>	<ul style="list-style-type: none"> <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>	<p>brought about change in these countries and how they resonate today</p> <ul style="list-style-type: none"> <li>• Find out about the beliefs, behaviour and characteristics of people (Tommy 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>• Show an understanding of how different periods in history studied across KS2 compare and contrast and notice trends within them</li> </ul>
<p><b>5 Fantastic Facts</b></p>	<ul style="list-style-type: none"> <li>• <b>Name some of the causes of WW2 including:</b> Damaging effect of Treaty of Versailles Failure of the League of Nations Hitler's Foreign Policy</li> <li>• <b>Britain declared war on Germany 1/9/39 when they invaded Poland</b></li> <li>• <b>Britain's Victory in the Battle of Britain prevented invasion by Germany</b></li> <li>• <b>Alan Turing's breaking of the Enigma machine code was a factor in Germany's defeat</b></li> <li>• <b>Germany surrendered 1945</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Power, historically, was gained by force or inheritance</b></li> <li>• <b>The Civil Rights Movement was led by Martin Luther King</b></li> <li>• <b>The CRM achieved improved rights for African Americans through peaceful protest</b></li> <li>• <b>MLK was assassinated in 1968</b></li> <li>• <b>Other significant leaders who have forced change through peaceful protest include Gandhi and Nelson Mandela</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>The Industrial Revolution took place in Britain 1750 – 1900</b></li> <li>• <b>There were positives like inventions, creation of wealth and the growth of towns and cities</b></li> <li>• <b>There were negatives like poor working conditions, poor living conditions in urban areas and pollution</b></li> <li>• <b>The Great Exhibition 1851 showed off many successful inventions</b></li> <li>• <b>Isambard Kingdom Brunel was an engineer whose work had a significant impact on the Ind Rev</b></li> </ul>
<p><b>Skills</b> Pupils can:</p>	<ul style="list-style-type: none"> <li>• Place the World Wars on a timeline in relation to other studies</li> <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>	<ul style="list-style-type: none"> <li>• Place the start of the Civil Rights Movement on a timeline in relation to other studies</li> <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)</li> </ul>	<ul style="list-style-type: none"> <li>• Place the Industrial Revolution on a timeline in relation to other studies</li> <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>



		and secondary (texts) sources	
		<ul style="list-style-type: none"> <li>• Be aware that different evidence will lead to different conclusions</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, Victorian		

### Key stage 3 Subject content

Pupils should extend and deepen their chronologically secure knowledge and understanding of British, local and world history, so that it provides a well-informed context for wider learning. Pupils should identify significant events, make connections, draw contrasts, and analyse trends within periods and over long arcs of time. They should use historical terms and concepts in increasingly sophisticated ways. They should pursue historically valid enquiries including some they have framed themselves, and create relevant, structured and evidentially supported accounts in response. They should understand how different types of historical sources are used rigorously to make historical claims and discern how and why contrasting arguments and interpretations of the past have been constructed.

In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

Pupils should be taught about:

- the development of Church, state and society in Medieval Britain 1066-1509

#### Examples (non-statutory)

This could include:

- the Norman Conquest
- Christendom, the importance of religion and the Crusades
- the struggle between Church and crown
- Magna Carta and the emergence of Parliament
- the English campaigns to conquer Wales and Scotland up to 1314

### **Examples (non-statutory)**

This could include:

- society, economy and culture: for example, feudalism, religion in daily life (parishes, monasteries, abbeys), farming, trade and towns (especially the wool trade), art, architecture and literature
- the Black Death and its social and economic impact
- the Peasants' Revolt
- the Hundred Years War
- the Wars of the Roses; Henry VII and attempts to restore stability

- the development of Church, state and society in Britain 1509-1745

### **Examples (non-statutory)**

This could include:

- the English Reformation and Counter Reformation (Henry VIII to Mary I)
- the Elizabethan religious settlement and conflict with Catholics (including Scotland, Spain and Ireland)
- the first colony in America and first contact with India
- the causes and events of the civil wars throughout Britain
- the Interregnum (including Cromwell in Ireland)
- the Restoration, 'Glorious Revolution' and power of Parliament
- the Act of Union of 1707, the Hanoverian succession and the Jacobite rebellions of 1715 and 1745
- society, economy and culture across the period: for example, work and leisure in town and country, religion and superstition in daily life, theatre, art, music and literature

- ideas, political power, industry and empire: Britain, 1745-1901

### **Examples (non-statutory)**

This could include:

- The Enlightenment in Europe and Britain, with links back to 17<sup>th</sup> Century thinkers and scientists and the founding of the Royal Society
  - Britain's transatlantic slave trade: its effects and its eventual abolition
  - the Seven Years War and The American War of Independence
  - the French Revolutionary wars
  - Britain as the first industrial nation – the impact on society
  - party politics, extension of the franchise and social reform
  - the development of the British Empire with a depth study (for example, of India)
  - Ireland and Home Rule
  - Darwin's 'On The Origin of Species'
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- challenges for Britain, Europe and the wider world 1901 to the present day

In addition to studying the Holocaust, this could include: **Examples (non statutory)**

the First World War and the Peace Settlement

Women's suffrage

the inter-war years: the Great Depression and the rise of dictators

- the Second World War and the wartime leadership of Winston Churchill
- the creation of the Welfare State
- Indian independence and end of Empire
- social, cultural and technological change in post-war British society
- Britain's place in the world since 1945

- a local history study

#### **Examples (non-statutory)**

- A depth study linked to one of the British areas of study listed above
- a study over time, testing how far sites in their locality reflect aspects national history (some sites may predate 1066)
- a study of an aspect or site in local history dating from a period before 10

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- the study of an aspect or theme in British history that consolidates and extends pupils' chronological knowledge from before 1066

#### **Examples (non-statutory)**

- the changing nature of political power in Britain, traced through selective studies from the Iron Age to the present
  - Britain's changing landscape from the Iron Age to the present
  - a study of an aspect of social history, such as the impact through time of migration of people to, from and within the British Isles
  - a study in depth into a significant turning point: for example, the Neolithic Revolution
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- at least one study of a significant society or issue in world history and its interconnections with other world developments [for example, Mughal India 1526-1857; China's Qing dynasty 1644-1911; Changing Russian empires c.1800-1989; USA in the 20<sup>th</sup> Century].