


Key Question

Theme 1	Curriculum Flight Path Year A			
	EYFS	KS1	Year 3/4	Year 5/6
Theme Beginnings	My Timeline (focussing on vocabulary and chronology) Celebrating our differences	Toys (changes within the children's lifetime and family lifetime –linked to changes in technology and family life) + DIVERSITY HISTORY MONTH (OCTOBER) (Focus on an individual/theme – short 1/2 week unit)	Achievements of Early civilizations (when and where the first Civilizations appeared) + DIVERSITY HISTORY MONTH (OCTOBER) (Focus on an individual Nelson Mandela/Rosa Parks/Martin Luther King – short 2 week unit)	Early Islamic Civilisation (A non – European society that provides contrasts with British History) + DIVERSITY HISTORY MONTH (OCTOBER) (Focus on Windrush and Immigration to the U.K. in the 20 th Century – short 2 week unit)
Question (based on specific components of knowledge)	<ul style="list-style-type: none"> What did I look like as a baby? Can I put these photos/mementos of mine in order from oldest the youngest? How have I changed? What is the same about me now? Who is in my family? Are they older or younger than me? What could I do when I was.....? What happened when I was.....? 	<ul style="list-style-type: none"> Do you play with the same toys as you did when you were younger? Do you play with the same toys as your mum and dad/as your grandparents? What makes a good toy? What do the toys tell you about changes in materials? What do the toys tell you about changes in what people like to do? 	<ul style="list-style-type: none"> Where did people build the first cities? What enables people to build a 'civilization'? What is a civilization? Why and when did people build a civilization here? What can artefacts and the work of archaeologists tell us about the past? 	<ul style="list-style-type: none"> What can we learn from the sources available? What is different/similar to what was happening in Britain at this time? How can we record our understanding in different ways? What effect do the discoveries of this time and place have on the rest of the world?

	<ul style="list-style-type: none"> What happened a week/month/year ago? 			
Vocabulary (progressive – so what are the new words?)	Today/Day/Tomorrow Week/Month Long ago/ The past The present New/Recent Timeline Lifetime/Change/Remember	Timeline/Date/Decade/Century/New/Recent Living memory/Lifetime/Memory/Modern Artefact/Evidence Similarity/Difference Different/Similar Important/Significant Because/Reason Explain/Link Empathy Represent/Display Label/Annotate	Era/period B.C.E (Before the Common Era/C.E (Common Era)/A.D (Anno Domini)/B.C (Before Christ) Hypothesis/Infer Explanation/Cause/s Result/Legacy/ Achievements Compare/ Significance Civilization/Community/ Tradition Archaeologist/Historian Museum Evidence Documents/Sources/ Primary source/Secondary source Discussion/Debate/Collaboration Data interpretation/ Data - graphs/Tables	Purpose Attitude Comparison Evaluate/Debate
Theme 2	Curriculum Flight Path Year A			
	EYFS	KS1	Year 3/4	Year 5/6
Theme Lessons from the past	Old and New (focusing on similarities and differences)	The Great Fire of London (Significant national event in the past)	Ancient Egypt (in depth study of early civilization)	Ancient Greece (a study of Greek life and achievements and their influence in the western world – philosophy, law, democracy, government, art)
Question (based on specific components of knowledge)	<ul style="list-style-type: none"> How can I tell this is old or new? Why might it look this way? Who might use this and why? Where can I find information about this object? Is this similar to anything I have in my house? 	<ul style="list-style-type: none"> What do these images and artefacts tell you about this event? Why do you think this event is important? Do these objects tell the whole story? What happened after this event? 	<ul style="list-style-type: none"> What factors made Ancient Egypt a successful civilization? What technology did Ancient Egyptians use? How did Ancient Egyptians live their everyday life? – How was it similar and different to ours? 	<ul style="list-style-type: none"> How has Ancient Greece influenced us today? What ideas about how people should live are related to this time? How does Ancient Greece related to Ancient Egypt – what is the same/what is different?

	<ul style="list-style-type: none"> Is this different from anything that I have in my house? What might something look like in the future? 		<ul style="list-style-type: none"> What influence does Ancient Egypt have on us now? How can we find out information about Ancient Egypt and Ancient Egyptians? 	
Vocabulary (progressive – so what are the new words?)	Future Similarity/Difference Explain/Reason Question/Information	Date Century Source Reliable Opinion Fact/Fiction Deduce/Deduction Effect	Evaluate Monarchy (Pharaoh) Useful Usefulness Relevance	Parliament Democracy/Dictatorship Patriotism
	Curriculum Flight Path Year A			
Theme 3 for EYFS	EYFS			
	Objects and Evidence (focusing on looking at evidence/artefacts and asking questions and reasoning)			
	<ul style="list-style-type: none"> What do you think this is used for? What does this picture tell you? What questions can you think of about this object/picture? Where could you find answers for your questions? Why did people make this? How did it help them? 			
Theme 1	Curriculum Flight Path Year B			
	EYFS	KS1	Year 3/4	Year 5/6

Theme Britain		<p>Amazing Nurses Florence Nightingale, Mary Seacole and Edith Cavell (lives of significant individuals in the past and their contribution to national achievements)</p> <p>+ DIVERSITY HISTORY MONTH (OCTOBER) (Focus on an individual/theme – short 1/2 week unit)</p>	<p>Britain from the Stone Age to the Iron Age (changes in settlements and technology)</p> <p>+ DIVERSITY HISTORY MONTH (OCTOBER) (Focus on an individual/theme Nelson Mandela/Rosa Parks/Martin Luther King – short 2 week unit)</p>	<p>Britain's settlement by Anglo-Saxons and Scots (Precedes Viking invasions but after Roman empire. – focus is on development of a mixed ethnic nation with different cultures and adaption/adoption of different systems, culture and language – Conversion to Christianity)</p> <p>+ DIVERSITY HISTORY MONTH (OCTOBER) (Focus on an theme Windrush/Slavery/Immigration post 1950 – short 2 week unit)</p>
Question (based on specific components of knowledge)		<ul style="list-style-type: none"> Why is looking after people (nursing) so important? Why are these women so important to the development of nursing? What did these women achieve? What was nursing like before these women? How did it change afterwards? 	<ul style="list-style-type: none"> What does this artefact tell you about life in Britain? What could you do with this tool? Why did people live in hill forts? What does evidence tell you about life in Britain during this period in time? How was life in this period different from today? 	<ul style="list-style-type: none"> What happened to Britain after the Romans left? What impact did new settlers have and where did they come from? Where do these events fit in Britain's history? How do we know about what happened in Britain that long ago?
Vocabulary (progressive – so what are the new words?)		Date Decade Impact Report Website	<i>If starting with YB new vocabulary</i> = Era/period B.C.E (Before the Common Era) B.C (Before Christ) Hypothesis/Infer/Deduction Change/Effects/Consequence/Result/Significance Community Archaeologist/Historian Museum	Result/Influence/Significance Population Archaeology/Excavate Represent Continuity Reliable/Interpretation Infer/Impression/Conclusion Social/Cultural/Diversity/Religious/Ethnic/Culture

			Sources/Evidence Useful/Usefulness Discussion/Debate Reconstruct	
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Theme 2	Curriculum Flight Path Year B			
	EYFS	KS1	Year 3/4	Year 5/6
Theme Links to Local History		Mary Anning and the discovery of dinosaurs (significant historical events, people and places in own locality)	The Roman Empire and its impact on Britain Locality link to Exeter and Bath	Exeter through Time (a local history study linked to local geography study)
Question (based on specific components of knowledge)		<ul style="list-style-type: none"> Who discovered dinosaurs? What can fossils tell us? Why is our area so important for dinosaurs? What impact did Mary Anning have on Palaeontology 	<ul style="list-style-type: none"> What did the Romans do for Britain? What was it like to be part of the Roman Empire? Why was Julius Caesar such an important figure? How do Britons react to the Roman Invasion? 	<ul style="list-style-type: none"> What do these buildings tell you about the development of Exeter as a city? What do you think these building features tell you about the technology of people in the past? What do the types of building tell you about how people lived in the past? Do the buildings that survive tell you the whole story about people who lived in Exeter in the past?
Vocabulary (progressive – so what are the new words?)		Source Artefact	Chronological Event Change Effects Consequence Individual	Cause/Motive Rural/Urban

			Reputation Empire Invasion Government Governed Re-enact Reconstruct	
Theme 3	Curriculum Flight Path Year B			
	EYFS	KS1	Year 3/4	Year 5/6
Theme Breaking boundaries		Discovery and Explorers (Christopher Columbus and Neil Armstrong (lives of significant individuals in the past and their contribution to international achievements) + DIVERSITY HISTORY MONTH (OCTOBER) (Focus on an individual/theme – short 1/2 week unit)	Vikings – Settlers and Invaders (the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor)	WWII - (a study of an aspect or theme in British history that extends pupil's chronological knowledge beyond 1066)
Question (based on specific components of knowledge)		<ul style="list-style-type: none"> How are the achievements of Christopher Columbus and Neil Armstrong similar and different? What made their discoveries possible? What do we now know because they made these discoveries? 	<ul style="list-style-type: none"> Why would someone want to invade Britain? How do people react to invasions? What do these artefacts tell you about the invaders? What does it mean to have a monarchy? How did this affect how a country is governed? Was Danelaw good for Britain? Were the Viking Invasions good or bad? 	<ul style="list-style-type: none"> What was the effect of Germany's invasion of Poland? How do we know that this evidence is reliable? What is propaganda? How can we use sources to gain a balanced and detailed recount of events? What sources could we use to answer our own questions?
Vocabulary (progressive – so what are the new words?)		<i>If starting with YB new vocabulary</i> Timeline/Date/Decade/Century New/Recent Living memory Similarity/Difference/ Different/Similar	Conclusion Bias Reliable	Invasion/ boundary Axis/Allies Propaganda Dictatorship Broadcast Objectivity/Subjectivity

		<div>Opinion/Fact/Evidence</div> <div>Deduce/Deduction</div> <div>Important/Significant/Impact</div> <div>Because/Reason/Deduce/</div> <div>Explain/Link</div> <div>Empathy</div> <div>Investigate/Report/Websites</div> <div>Represent/Display</div> <div>Label/Annotate</div>		
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