

**Key Question**

Theme 1	Curriculum Flight Path Year A			
	EYFS	KS1	Year 3/4	Year 5/6
Theme	<b>My Timeline</b> (focussing on vocabulary and chronology)	<b>Toys</b> (changes within the children's lifetime and family lifetime –linked to changes in technology and family life)  <b>+ DIVERISTY HISTORY MONTH (OCTOBER)</b> (Focus on an individual/theme – short 1/2 week unit)	<b>Achievements of Early civilizations</b> (when and where the first Civilizations appeared)  <b>+ DIVERSITY HISTORY MONTH (OCTOBER)</b> (Focus on an individual Nelson Mandela/Rosa Parks/Martin Luther King – short 2 week unit)	<b>Britain's settlement by Anglo-Saxons and Scots</b> (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)  <b>+ DIVERSITY HISTORY MONTH (OCTOBER)</b> (Focus on an theme Windrush/Slavery/Immigration post 1950 – short 2 week unit)
Question (based on specific components of knowledge)	<ul style="list-style-type: none"> <li>What did I look like as a baby?</li> <li>Can I put these photos/mementos of mine in order from oldest the youngest?</li> <li><b>How have I changed?</b></li> <li>What is the same about me now?</li> <li>Who is in my family?</li> <li>Are they older or younger than me?</li> <li>What could I do when I was.....?</li> <li>What happened when I was.....?</li> </ul>	<ul style="list-style-type: none"> <li><b>Do you play with the same toys as you did when you were younger?</b></li> <li>Do you play with the same toys as your mum and dad/as your grandparents?</li> <li>What makes a good toy?</li> <li>What do the toys tell you about changes in materials?</li> <li>What do the toys tell you about changes in what people like to do?</li> </ul>	<ul style="list-style-type: none"> <li>Where did people build the first cities?</li> <li><b>What enables people to build a 'civilization'?</b></li> <li>What is a civilization?</li> <li>Why and when did people build a civilization here?</li> <li>What can artefacts and the work of archaeologists tell us about the past?</li> </ul>	<ul style="list-style-type: none"> <li><b>What happened to Britain after the Romans left?</b></li> <li><b>What impact did new settlers have and where did they come from?</b></li> <li>Where do these events fit in Britain's history?</li> <li>How do we know about what happened in Britain that long ago?</li> </ul>

	<ul style="list-style-type: none"> <li>What happened a week/month/year ago?</li> </ul>			
<b>Vocabulary</b> (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	Result/Influence/Significance Population Archaeology/Excavate Represent Continuity Reliable/Interpretation Infer/Impression/Conclusion Social/Cultural/Diversity/ Religious/Ethnic/Culture
<b>Theme 2</b>	<b>Curriculum Flight Path Year A</b>			
	<b>EYFS</b>	<b>KS1</b>	<b>Year 3/4</b>	<b>Year 5/6</b>
<b>Theme</b>	<b>Old and New</b> (focusing on similarities and differences)	<b>The Great Fire of London</b> (Significant national event in the past)	<b>Ancient Egypt</b> (in depth study of early civilization)	<b>Early Islamic Civilisation</b> (A non – European society that provides contrasts with British History)
<b>Question</b> (based on specific components of knowledge)	<ul style="list-style-type: none"> <li>How can I tell this is old or new?</li> <li>Why might it look this way?</li> <li>Who might use this and why?</li> <li>Where can I find information about this object?</li> <li>Is this similar to anything I have in my house?</li> </ul>	<ul style="list-style-type: none"> <li>What do these images and artefacts tell you about this event?</li> <li>Why do you think this event is important?</li> <li>Do these objects tell the whole story?</li> <li>What happened after this event?</li> </ul>	<ul style="list-style-type: none"> <li>What factors made Ancient Egypt a successful civilization?</li> <li>What technology did Ancient Egyptians use?</li> <li>How did Ancient Egyptians live their everyday life? – How was it similar and different to ours?</li> <li>What influence does Ancient Egypt have on us now?</li> </ul>	<ul style="list-style-type: none"> <li>What can we learn from the sources available?</li> <li>What is different/similar to what was happening in Britain at this time?</li> <li>How can we record our understanding in different ways?</li> <li>What effect do the discoveries of this time and place have on the rest of the world?</li> </ul>

	<ul style="list-style-type: none"> <li>Is this different from anything that I have in my house?</li> <li>What might something look like in the future?</li> </ul>		<ul style="list-style-type: none"> <li>How can we find out information about Ancient Egypt and Ancient Egyptians?</li> </ul>	
<b>Vocabulary</b> (progressive – so what are the new words?)	<b>Future</b> <b>Similarity/Difference</b> <b>Explain/Reason</b> <b>Question/Information</b>	<b>Date</b> <b>Century</b> <b>Source</b> <b>Reliable</b> <b>Opinion</b> <b>Fact/Fiction</b> <b>Deduce/Deduction</b> <b>Effect</b>	<b>Evaluate</b> <b>Monarchy (Pharaoh)</b> <b>Useful</b> <b>Usefulness</b> <b>Relevance</b>	<b>Purpose</b> <b>Attitude</b> <b>Comparison</b> <b>Evaluate/Debate</b>
<b>Theme 3</b>	<b>Curriculum Flight Path Year A</b>			
	<b>EYFS</b>	<b>KS1</b>	<b>Year 3/4</b>	<b>Year 5/6</b>
<b>Theme</b>	<b>Objects and Evidence</b> (focusing on looking at evidence/artefacts and asking questions and reasoning)	<b>Amazing Nurses</b> <b>Florence Nightingale, Mary Seacole and Edith Cavell</b> (lives of significant individuals in the past and their contribution to national achievements)	<b>The Roman Empire and its impact on Britain</b>	<b>Ancient Greece</b> (a study of Greek life and achievements and their influence in the western world – philosophy, law, democracy, government, art)
<b>Question</b> (based on specific components of knowledge)	<ul style="list-style-type: none"> <li>What do you think this is used for?</li> <li>What does this picture tell you?</li> <li>What questions can you think of about this object/picture?</li> <li>Where could you find answers for your questions?</li> <li>Why did people make this? How did it help them?</li> </ul>	<ul style="list-style-type: none"> <li>Why is looking after people (nursing) so important?</li> <li>Why are these women so important to the development of nursing?</li> <li>What did these women achieve?</li> <li>What was nursing like before these women?</li> <li>How did it change afterwards?</li> </ul>	<ul style="list-style-type: none"> <li>What did the Romans do for Britain?</li> <li>What was it like to be part of the Roman Empire?</li> <li>Why was Julius Caesar such an important figure?</li> <li>How do Britons react to the Roman Invasion?</li> </ul>	<ul style="list-style-type: none"> <li>How has Ancient Greece influenced us today?</li> <li>What ideas about how people should live are related to this time?</li> <li>How does Ancient Greece related to Ancient Egypt – what is the same/what is different?</li> </ul>
<b>Vocabulary</b> (progressive – so what are the new words?)		<b>Date</b> <b>Decade</b> <b>Impact</b> <b>Report</b>	<b>Chronological</b> <b>Event</b> <b>Change</b> <b>Effects</b>	<b>Parliament</b> <b>Democracy/Dictatorship</b> <b>Patriotism</b>

		<b>Website</b>	<b>Consequence</b> <b>Individual</b> <b>Reputation</b> <b>Empire</b> <b>Invasion</b> <b>Government</b> <b>Governed</b> <b>Re-enact</b> <b>Reconstruct</b>	
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Theme 1	Curriculum Flight Path Year B			
	EYFS	KS1	Year 3/4	Year 5/6
<b>Theme</b>		<b>Discovery and Explorers</b> (Christopher Columbus and Neil Armstrong (lives of significant individuals in the past and their contribution to international achievements)  <b>+ DIVERSITY HISTORY MONTH (OCTOBER)</b> (Focus on an individual/theme – short 1/2 week unit)	<b>Britain from the Stone Age to the Iron Age</b> (changes in settlements and technology)  <b>+ DIVERSITY HISTORY MONTH (OCTOBER)</b> (Focus on an individual/theme Nelson Mandela/Rosa Parks/Martin Luther King – short 2 week unit)	<b>Exeter through Time</b> (a local history study linked to local geography study)  <b>+ DIVERSITY HISTORY MONTH (OCTOBER)</b> (Focus on Windrush and Immigration to the U.K. in the 20 <sup>th</sup> Century – short 2 week unit)
<b>Question</b> (based on specific components of knowledge)		<ul style="list-style-type: none"> <li>How are the achievements of Christopher Columbus and Neil Armstrong similar and different?</li> <li>What made their discoveries possible?</li> <li>What do we now know because they made these discoveries?</li> </ul>	<ul style="list-style-type: none"> <li>What does this artefact tell you about life in Britain?</li> <li>What could you do with this tool?</li> <li>Why did people live in hill forts?</li> <li>What does evidence tell you about life in Britain during this period in time?</li> <li>How was life in this period different from today?</li> </ul>	<ul style="list-style-type: none"> <li>What do these buildings tell you about the development of Exeter as a city?</li> <li>What do you think these building features tell you about the technology of people in the past?</li> <li>What do the types of building tell you about how people lived in the past?</li> <li>Do the buildings that survive tell you the whole story about people who</li> </ul>

				lived in Exeter in the past?
<b>Vocabulary</b> (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 Opinion/Fact/Evidence Deduce/Deduction Important/Significant/Impact Because/Reason/Deduce/ Explain/Link Empathy Investigate/Report/Websites Represent/Display Label/Annotate	<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 Sources/Evidence Useful/Usefulness Discussion/Debate Reconstruct	Cause/Motive Rural/Urban
Theme 2	Curriculum Flight Path Year B			
	EYFS	KS1	Year 3/4	Year 5/6
Theme			Vikings – Settlers and Invaders (the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor)	
Question (based on specific components of knowledge)			<ul style="list-style-type: none"> <li>Why would someone want to invade Britain?</li> <li>How do people react to invasions?</li> <li>What do these artefacts tell you about the invaders?</li> <li>What does it mean to have a monarchy? How did this affect how a country is governed?</li> <li>Was Danelaw good for Britain?</li> </ul>	

			<ul style="list-style-type: none"> <li>Were the Viking Invasions good or bad?</li> </ul>	
<b>Vocabulary</b> (progressive – so what are the new words?)			<b>Conclusion</b> <b>Bias</b> <b>Reliable</b>	
<b>Theme 3</b>	<b>Curriculum Flight Path Year B</b>			
	<b>EYFS</b>	<b>KS1</b>	<b>Year 3/4</b>	<b>Year 5/6</b>
<b>Theme</b>		<b>Mary Anning and the discovery of dinosaurs</b>  (significant historical events, people and places in own locality)		<b>Industrial Revolution</b> (a study of an aspect or theme in British history that extends pupil's chronological knowledge beyond 1066)
<b>Question</b> (based on specific components of knowledge)		<ul style="list-style-type: none"> <li>Who discovered dinosaurs?</li> <li>What can fossils tell us?</li> <li>Why is our area so important for dinosaurs?</li> <li>What impact did Mary Anning have on Palaeontology</li> </ul>		<ul style="list-style-type: none"> <li>How do we know that this evidence is reliable?</li> <li>What is propaganda and bias?</li> <li>How can we use sources to gain a balanced and detailed recount of events?</li> <li>What sources could we use to answer our own questions?</li> </ul>
<b>Vocabulary</b> (progressive – so what are the new words?)		<b>Source</b> <b>Artefact</b>		<b>Agricultural/Industrial</b> <b>Propaganda/Writer bias</b> <b>Objectivity/Subjectivity</b> <b>Eye witness/Bias/One sided</b> <b>Mistake/Ambiguous</b> <b>Independent research/Investigation</b>