

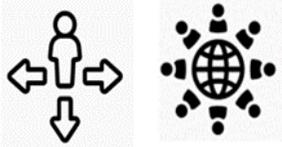


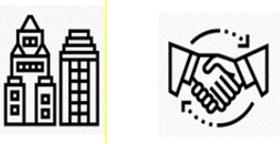
School Curriculum Plan for History Years 1 – 6

National Curriculum Key Stage 1 Overview

The key concepts that underpin each study of history are; **change, continuity, causation, significance, similarity and difference, perspective, sources, chronology, and empathy.**

Key Question	Ancillary questions and content focus	History National Curriculum Subject Coverage	Learning outcomes in relation to both knowledge and understanding, historical skills, vocabulary development and key subject concepts
<p>Year 1- Autumn 1</p> <p>Culture</p>  <p>Who is the greatest history maker?</p>	<p><i>What does it mean for someone to ‘make history’? (Guy Fawkes)</i></p> <p><i>Which of these people was the greatest history maker?</i></p> <ol style="list-style-type: none"> 1. <i>Hatshepsut (first woman of Ancient Egypt to become a pharaoh)</i> 2. <i>Margaret (Margaret Roberts who became Margaret Thatcher, first woman Prime Minister of the United Kingdom)</i> 3. <i>Grace (Grace O’Malley, Irish Chieftain, pirate and independence fighter)</i> 4. <i>Malala (Malala Yousafzai, Pakistani human rights activist)</i> 5. <i>Marie (Marie Curie, the first person in the world to win two Nobel Prizes in different subjects)</i> 6. <i>Elizabeth (Elizabeth I Queen of England)</i> <p><i>How would you like to be remembered as a history maker?</i></p>	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> • The lives of significant individuals in the past who have contributed to national and international achievements 	<p>Identifying</p> <p>Recognising</p> <p>Describing</p> <p>Observing</p> <p>Recalling</p> <p>Comparing and contrasting</p> <p>Sequencing</p> <p>Categorising</p> <p>Reasoning and interpreting</p>

<p>Year 1 - Spring</p> <p>Influence and Impact</p>  <p>Why was Charles sent to prison?</p>	<p><i>What did Charles do wrong?</i></p> <p><i>Why were messenger pigeons so important during World War I?</i></p> <p><i>Why were messages sent by pigeon always in code?</i></p> <p><i>How did children know that a war was happening in 1916?</i></p> <p><i>Why were horses very important during World War I?</i></p> <p><i>How did other animals contribute to the war effort?</i></p>	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> • Events beyond living memory that are significant nationally or globally. 	<p>Identifying</p> <p>Recognising</p> <p>Describing</p> <p>Observing</p> <p>Recalling</p> <p>Comparing and contrasting</p> <p>Sequencing</p> <p>Categorising</p> <p>Reasoning and interpreting</p>
<p>Year 1 - Summer</p> <p>Culture & Travel</p>  <p>What does it take to become a great explorer?</p>	<p><i>Why is Ranulph Fiennes in the Guinness Book of Records?</i></p> <p><i>How do Amy Johnson's achievements compare with those of Ranulph?</i></p> <p><i>Why did Christopher Columbus sail across an unknown ocean?</i></p> <p><i>What was Neil Armstrong's 'one small step' also a 'great leap' forward?</i></p> <p><i>Are you the kind of person who could become a Mars explorer?</i></p>	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> • Events beyond living memory that are significant nationally or globally • The lives of significant individuals in the past who have contributed to national and international achievements 	<p>Identifying</p> <p>Recognising</p> <p>Describing</p> <p>Observing</p> <p>Recalling</p> <p>Comparing and contrasting</p> <p>Sequencing</p> <p>Categorising</p> <p>Reasoning and interpreting</p>
<p>Year 2- Autumn</p> <p>Influence and Impact</p> 	<p><i>Why do historians divide up time?</i></p> <p><i>What do people remember about the 1960s?</i></p> <p><i>How do the most popular toys and games of the 1960s compare with those of today?</i></p>	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> • Changes within living memory. 	<p>Identifying</p> <p>Recognising</p> <p>Describing</p> <p>Observing</p>

<p>How do our favourite toys and games compare with those of children in the 1960s?</p>	<p><i>Why were there no smart toys and games in the 1960s?</i></p> <p><i>How can we make sure we play with smart toys and games safely and securely?</i></p> <p><i>What do adults I know remember about the 1960s?</i></p>		<p>Recalling</p> <p>Comparing and contrasting</p> <p>Sequencing</p> <p>Categorising</p> <p>Reasoning and interpreting</p>
<p>Year 2– Spring</p> <p>Civilisation & Relationships</p>  <p>Why is the history of my locality important?</p> <p>(a model enquiry focussing on significant events, people and places in Devon providing a framework for teachers to adapt to their own local area- Cornwall)</p>	<p><i>Why was one of Britain’s largest prisons built in the middle of Devon? (Dartmoor Prison and the Napoleonic wars)</i></p> <p><i>What did Arthur Ogilvy find in 1927 and why is it amazing?</i></p> <p><i>(40,000-year-old jawbone of oldest human ever discovered in Britain)</i></p> <p><i>Why do we remember the achievements of Francis Drake and Francis Chichester?</i></p> <p><i>How did the First World War affect the lives of people where I live?</i></p>	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> • Significant historical events, people and places in their own locality. 	<p>Identifying</p> <p>Recognising</p> <p>Describing</p> <p>Observing</p> <p>Recalling</p> <p>Comparing and contrasting</p> <p>Sequencing</p> <p>Categorising</p> <p>Reasoning and interpreting</p>

Year 2 – Summer
Empire & Culture



Why do we know so much about where Sappho used to live?

Who was Sappho and where did she live? (Pompeii)

Why was Pompeii part of the Roman Empire?

What happened to Pompeii on August 24th AD 79?

What evidence exists of what happened at Pompeii at August 24th AD 79?

Why do we know so much about where Sappho used to live?

How did the archaeologists know that people had been buried under the ash at Pompeii?

Pupils should be taught about:

- Events beyond living memory that are significant nationally or globally.
- The lives of significant individuals in the past.

Identifying
Recognising
Describing
Observing
Recalling
Comparing and contrasting
Sequencing
Categorising
Reasoning and interpreting



National Curriculum Key Stage 2 Years 3 & 4 Overview

The key concepts that underpin each study of history are; **change, continuity, causation, significance, similarity and difference, perspective, sources, chronology, and empathy.**

Key Question	Ancillary Questions and content focus	History National Curriculum Subject Coverage	Learning outcomes in relation to knowledge and understanding, historical skills, vocabulary development and key subject concepts
<p>Year 3 – Autumn</p> <p>Relationships & Culture</p>   <p>What is the secret of the standing stones?</p> <p>(Bronze Age Britain)</p>	<p><i>Why did the Stone Age come to an end about six thousand years ago?</i></p> <p><i>Why was the Amesbury Archer so important?</i></p> <p><i>Why do people build monuments?</i></p> <p><i>Why did Bronze Age people build monuments at Merrivale?</i></p> <p><i>Who was buried in the cist at Merrivale?</i></p>	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> • Changes in Britain from the Stone Age to the Iron Age 	<p>Identifying</p> <p>Recognising</p> <p>Describing</p> <p>Observing</p> <p>Recalling</p> <p>Comparing and contrasting</p> <p>Sequencing</p> <p>Categorising</p> <p>Reasoning and interpreting</p> <p>Synthesising</p> <p>Understanding through explanation</p> <p>Justifying</p> <p>Developing conclusions</p>

<p>Year 3– Spring</p> <p>Civilisation</p>  <p>How did the lives of ancient Britons change during the Stone Age?</p>	<p><i>How do people often imagine the Stone Age to be like?</i></p> <p><i>Who left their footprints on the beach and what were they doing there?</i></p> <p><i>What clues help archaeologists reconstruct how people might have lived in Stone Age Britain?</i></p> <p><i>Why did Stone Age Britons spend most of their time living in camps rather than in caves?</i></p> <p><i>Why was the Red Lady of Paviland so important?</i></p> <p><i>How were people living in Britain at the end of the Stone Age compared with the beginning?</i></p>	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> • Changes in Britain from the Stone Age to the Iron Age 	<p>Identifying</p> <p>Recognising</p> <p>Describing</p> <p>Observing</p> <p>Recalling</p> <p>Comparing and contrasting</p> <p>Sequencing</p> <p>Categorising</p> <p>Reasoning and interpreting</p> <p>Synthesising</p> <p>Understanding through explanation</p> <p>Justifying</p> <p>Developing conclusions</p>
<p>Year 3 – Summer</p> <p>Influence & Impact</p>  <p>Who were the Anglo Saxons and how do we know what was important to them?</p>	<p><i>Why did the Romans leave Britain?</i></p> <p><i>Who were the Anglo Saxons and why didn't they choose to live in the towns the Romans left behind?</i></p> <p><i>How did the lives of Anglo Saxons change after Ethelbert met Augustine?</i></p> <p><i>(Conversion to Christianity)</i></p> <p><i>How did converting to Christianity change the lives of people in Britain?</i></p> <p><i>What does Sutton Hoo tell us about the Anglo-Saxon world?</i></p>	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> • Britain's settlement by Anglo-Saxons and Scots 	<p>Identifying</p> <p>Recognising</p> <p>Describing</p> <p>Observing</p> <p>Recalling</p> <p>Comparing and contrasting</p> <p>Sequencing</p> <p>Categorising</p> <p>Reasoning and interpreting</p> <p>Synthesising</p> <p>Understanding through explanation</p> <p>Justifying</p> <p>Developing conclusions</p>

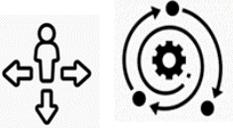
<p>Year 4 – Autumn</p> <p>Culture</p>  <p>How do artefacts help us understand the lives of people in Iron Age Britain?</p>	<p><i>How can we recognise Iron Age hill forts today?</i></p> <p><i>What might hill forts have looked like when they were first built?</i></p> <p><i>How do we know that life wasn't always very peaceful in the Iron Age?</i></p> <p><i>What were stagers and how did Iron Age people use them?</i></p> <p><i>Why have so many wonderful Iron Age artefacts been found underwater?</i></p>	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> • Changes in Britain from the Stone Age to the Iron Age 	<p>Identifying</p> <p>Recognising</p> <p>Describing</p> <p>Observing</p> <p>Recalling</p> <p>Comparing and contrasting</p> <p>Sequencing</p> <p>Categorising</p> <p>Reasoning and interpreting</p> <p>Synthesising</p> <p>Understanding through explanation</p> <p>Justifying</p> <p>Developing conclusions</p>
<p>Year 4– Spring</p> <p>Empire</p>  <p>How did the arrival of the Romans change Britain?</p>	<p><i>Why did Emperor Claudius invade Britain?</i></p> <p><i>Why did the Romans almost lose control of Britain? (War with Boudica)</i></p> <p><i>Why was it so important to Claudia Aelius that her friend Lepidina Cerialis came and visited her?</i></p> <p><i>Why were Claudia and Lepidina living in Vindolanda (Hadrian's Wall)</i></p> <p><i>How do we know so much about the towns the Romans built in Britain?</i></p> <p><i>Why did the Romans organise gladiatorial games?</i></p>	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> • The Roman Empire and its impact on Britain 	<p>Identifying</p> <p>Recognising</p> <p>Describing</p> <p>Observing</p> <p>Recalling</p> <p>Comparing and contrasting</p> <p>Sequencing</p> <p>Categorising</p> <p>Reasoning and interpreting</p> <p>Synthesising</p> <p>Understanding through explanation</p> <p>Justifying</p> <p>Developing conclusions</p>

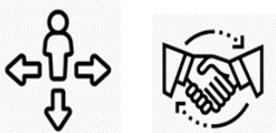
<p>Year 4 – Summer Influence & Impact, Relationships</p>  <p>How did a pile of dragon bones help to solve an Ancient Chinese mystery?</p>	<p>What was odd about the dragon bones that Wang Yirong bought?</p> <p>What do the engraved bones tell us about the beliefs of the Shang?</p> <p>Why do we know so much about how some people lived at the time of the Shang and hardly anything about others?</p> <p>Rise and fall: How did the reign of King Cheng Tang compare with that of King Di Xin?</p> <p>What made Fu Hao stand out from the crowd?</p>	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China 	<p>Identifying</p> <p>Recognising</p> <p>Describing</p> <p>Observing</p> <p>Recalling</p> <p>Comparing and contrasting</p> <p>Sequencing</p> <p>Categorising</p> <p>Reasoning and interpreting</p> <p>Synthesising</p> <p>Understanding through explanation</p> <p>Justifying</p>
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National Curriculum Key Stage 2 Years 5 & 6 Overview

<p>The key concepts that underpin each study of history are; change, continuity, causation, significance, similarity and difference, perspective, sources, chronology, and empathy.</p>			
Enquiry	Ancillary Questions and content focus	History National Curriculum Subject Coverage	Learning outcomes in relation to knowledge and understanding, historical skills, vocabulary development and key subject concepts
<p>Year 5 – Autumn Civilisation & Relationships</p> 	<p>Why was York an important city of the Roman Empire?</p> <p>What do historians believe the purpose of Roman 'head pots' in York might have been?</p>	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> A local history study: a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066) 	<p>Identifying</p> <p>Recognising</p> <p>Describing</p> <p>Observing</p> <p>Recalling</p>

<p>Why is the history of York also the ‘History of England’?</p> <p>(a model enquiry which teachers can use as a framework for designing their own local historical study based on a nearby town or city-Launceston in Cornwall)</p>	<p>Why is the Oshere Anglo Saxon helmet found in York is such an important artefact?</p> <p>Why was Northumbria a powerful Anglo-Saxon kingdom?</p> <p>Why and how did the Normans built the Cathedral of St Peter?</p> <p>Why was the Battle of Marston Moor one of the most important ever fought in Britain?</p> <p>What was the Industrial Revolution?</p> <p>What were some of changes that occurred in York as a result of the Industrial Revolution?</p> <p>How did the arrival of the railway change Cornwall?</p>		<p>Comparing and contrasting</p> <p>Sequencing</p> <p>Categorising</p> <p>Reasoning and interpreting</p> <p>Synthesising</p> <p>Understanding through explanation</p> <p>Justifying</p> <p>Developing conclusions</p> <p>Making substantiated judgements</p> <p>Evaluating</p> <p>Critiquing</p> <p>Empathising</p> <p>Hypothesising</p>
<p>Year 5 – Spring</p> <p>Movement, & Influence & Impact</p>  <p>The story of The Trojan Horse: historical fact, legend or classical myth?</p>	<p><i>What exactly is the story of The Trojan Horse?</i></p> <p><i>What evidence exists to authenticate the story of The Trojan Horse?</i></p> <p><i>What other explanations could there be for the origin of the story of The Trojan Horse?</i></p>	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> • Ancient Greece – a study of Greek life and achievements and their influence on the western world 	<p>Identifying</p> <p>Recognising</p> <p>Describing</p> <p>Observing</p> <p>Recalling</p> <p>Comparing and contrasting</p> <p>Sequencing</p> <p>Categorising</p> <p>Reasoning and interpreting</p> <p>Synthesising</p> <p>Understanding through explanation</p> <p>Justifying</p> <p>Developing conclusions</p>

			<p>Making substantiated judgements</p> <p>Evaluating</p> <p>Critiquing</p> <p>Empathising</p> <p>Hypothesising</p>
<p>Year 5 – Summer</p> <p>Movement & Relationships</p>  <p>What did the Vikings want in Britain and how did Alfred help to stop them getting it?</p>	<p>What was the “terror” that appeared in Britain on June 8th 793?</p> <p>Why was the design of their long ships so important to the Vikings?</p> <p>What were the two treasures that most Viking Norsemen wanted from Britain?</p> <p>Viking horned helmets – historical fact or myth?</p> <p>Why is Alfred the only King or Queen of England to have ‘the Great’ after their name?</p>	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor 	<p>Identifying</p> <p>Recognising</p> <p>Describing</p> <p>Observing</p> <p>Recalling</p> <p>Comparing and contrasting</p> <p>Sequencing</p> <p>Categorising</p> <p>Reasoning and interpreting</p> <p>Synthesising</p> <p>Understanding through explanation</p> <p>Justifying</p> <p>Developing conclusions</p> <p>Making substantiated judgements</p> <p>Evaluating</p> <p>Critiquing</p> <p>Empathising</p> <p>Hypothesising</p>
<p>Year 6 – Autumn</p> <p>Empire & Culture</p>	<p><i>How serious was the risk of invasion by Nazi Germany in June 1940?</i></p> <p><i>What did Hitler need to achieve if an invasion was going to succeed?</i></p>	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066. 	<p>Identifying</p> <p>Recognising</p> <p>Describing</p> <p>Observing</p>

 <p>Why was winning the Battle of Britain in 1940 so important?</p>	<p><i>Why did Britain win the Battle of Britain?</i></p>		<p>Recall Comparing and contrasting Sequencing Categorising Reasoning and interpreting Synthesis Understanding through explanation Justifying Developing conclusions Making substantiated judgements Evaluating Critiquing Empathising Hypothesising</p>
<p>Year 6 – Spring Civilisation & Culture</p>  <p>Why did the ancient Maya change their way of life?</p>	<p><i>Who are the Maya and where do they live?</i></p> <p><i>What are the main occupations of Maya people today?</i></p> <p><i>What did John and Frederick rediscover in 1839?</i></p> <p><i>What do the ruins of Chichen Itza tell us about the lives of ancient Maya?</i></p> <p><i>Why do historians know so much about ancient Maya society?</i></p> <p><i>Why was pok-a-tok more than just a ball game?</i></p> <p><i>Why did the ancient Maya leave their jungle cities?</i></p>	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300. 	<p>Identifying Recognising Describing Observing Recalling Comparing and contrasting Sequencing Categorising Reasoning and interpreting Synthesising Understanding through explanation Justifying Developing conclusions</p>

			<p>Making substantiated judgements</p> <p>Evaluating</p> <p>Critiquing</p> <p>Empathising</p> <p>Hypothesising</p>
<p>Year 6 – Summer</p> <p>Empire</p>  <p>Why did Britain once rule the largest empire the world has ever seen?</p>	<p><i>What is an empire?</i></p> <p><i>Why did the Romans build an empire?</i></p> <p><i>What is a colony?</i></p> <p><i>Which colonies formed the British Empire at its height in 1921?</i></p> <p><i>Why did Britain built an empire beginning in the time of King James I? What benefits did this bring to Britain</i></p> <p><i>What were the hardships faced by many indigenous people whose had their home in these colonies?</i></p> <p><i>Why after the Second World War did Britain find it increasingly difficult to maintain its empire?</i></p> <p><i>Why most former colonies are now independent sovereign nations</i></p> <p><i>Why did Britain go to war with Argentina over the Falkland Islands in 1982?</i></p> <p><i>Why do many independent countries that were once colonies of the British Empire now belong to the Commonwealth?</i></p>	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> • A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 	<p>Identifying</p> <p>Recognising</p> <p>Describing</p> <p>Observing</p> <p>Recall</p> <p>Comparing and contrasting</p> <p>Sequencing</p> <p>Categorising</p> <p>Reasoning and interpreting</p> <p>Synthesis</p> <p>Understanding through explanation</p> <p>Justifying</p> <p>Developing conclusions</p> <p>Making substantiated judgements</p> <p>Evaluating</p> <p>Critiquing</p> <p>Empathising</p> <p>Hypothesising</p>

Empire

A group of countries or regions ruled by a single ruler.



Culture

The ideas, customs and behaviours of people or a society.



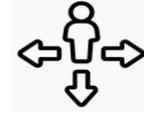
Influence and Impact

The effect someone or something has on someone or something else.



Movement

The act of travel to a new position or location.



Relationships

The way in which things or people are connected.



Civilisation

The way of life in a particular area.

