

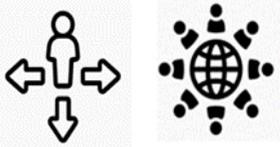


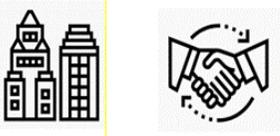
## School Curriculum Plan for History Years 1 – 6

### 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><b>Year 1- Autumn 1</b></p> <p><b>Culture</b></p>  <p><b>Who is the greatest history maker?</b></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"> <li>1. <i>Hatshepsut (first woman of Ancient Egypt to become a pharaoh)</i></li> <li>2. <i>Margaret (Margaret Roberts who became Margaret Thatcher, first woman Prime Minister of the United Kingdom)</i></li> <li>3. <i>Grace (Grace O’Malley, Irish Chieftain, pirate and independence fighter)</i></li> <li>4. <i>Malala (Malala Yousafzai, Pakistani human rights activist)</i></li> <li>5. <i>Marie (Marie Curie, the first person in the world to win two Nobel Prizes in different subjects)</i></li> <li>6. <i>Elizabeth (Elizabeth I Queen of England)</i></li> </ol> <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"> <li>• The lives of significant individuals in the past who have contributed to national and international achievements</li> </ul>	<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><b>Year 1 - Spring</b></p> <p><b>Influence and Impact</b></p>  <p><b>Why was Charles sent to prison?</b></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"> <li>• Events beyond living memory that are significant nationally or globally.</li> </ul>	<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><b>Year 1 - Summer</b></p> <p><b>Culture &amp; Travel</b></p>  <p><b>What does it take to become a great explorer?</b></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"> <li>• Events beyond living memory that are significant nationally or globally</li> <li>• The lives of significant individuals in the past who have contributed to national and international achievements</li> </ul>	<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><b>Year 2- Autumn</b></p> <p><b>Influence and Impact</b></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"> <li>• Changes within living memory.</li> </ul>	<p>Identifying</p> <p>Recognising</p> <p>Describing</p> <p>Observing</p>

<p><b>How do our favourite toys and games compare with those of children in the 1960s?</b></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><b>Year 2– Spring</b></p> <p><b>Civilisation &amp; Relationships</b></p>  <p><b>Why is the history of my locality important?</b></p> <p><b>(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)</b></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"> <li>• Significant historical events, people and places in their own locality.</li> </ul>	<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 24<sup>th</sup> AD 79?*

*What evidence exists of what happened at Pompeii at August 24<sup>th</sup> 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><b>Year 3 – Autumn</b></p> <p><b>Relationships &amp; Culture</b></p>   <p><b>What is the secret of the standing stones?</b></p> <p><b>(Bronze Age Britain)</b></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"> <li>• Changes in Britain from the Stone Age to the Iron Age</li> </ul>	<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><b>Year 3– Spring</b></p> <p><b>Civilisation</b></p>  <p><b>How did the lives of ancient Britons change during the Stone Age?</b></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"> <li>• Changes in Britain from the Stone Age to the Iron Age</li> </ul>	<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><b>Year 3 – Summer</b></p> <p><b>Influence &amp; Impact</b></p>  <p><b>Who were the Anglo Saxons and how do we know what was important to them?</b></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"> <li>• Britain's settlement by Anglo-Saxons and Scots</li> </ul>	<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>

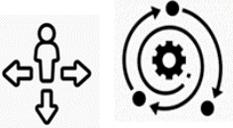
<p><b>Year 4 – Autumn</b></p> <p><b>Culture</b></p>  <p><b>How do artefacts help us understand the lives of people in Iron Age Britain?</b></p>	<p><i>How can we recognise Iron Age hill forts today?</i></p> <p><i>What might hill forts have looked like when they were first built?</i></p> <p><i>How do we 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"> <li>• Changes in Britain from the Stone Age to the Iron Age</li> </ul>	<p>Identifying Recognising Describing Observing Recalling Comparing and contrasting Sequencing Categorising Reasoning and interpreting Synthesising Understanding through explanation Justifying Developing conclusions</p>
<p><b>Year 4– Spring</b></p> <p><b>Empire</b></p>  <p><b>How did the arrival of the Romans change Britain?</b></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"> <li>• The Roman Empire and its impact on Britain</li> </ul>	<p>Identifying Recognising Describing Observing Recalling Comparing and contrasting Sequencing Categorising Reasoning and interpreting Synthesising Understanding through explanation Justifying Developing conclusions</p>

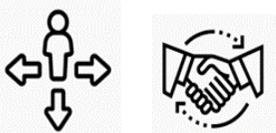
<p><b>Year 4 – Summer</b> <b>Influence &amp; Impact, Relationships</b></p>  <p><b>How did a pile of dragon bones help to solve an Ancient Chinese mystery?</b></p>	<p>What was odd about the dragon bones that Wang Yirong bought?</p> <p>What do the engraved bones tell us about the beliefs of the Shang?</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"> <li>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</li> </ul>	<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>
---	---	---	---



## National Curriculum Key Stage 2 Years 5 & 6 Overview

<p>The key concepts that underpin each study of history are; <b>change, continuity, causation, significance, similarity and difference, perspective, sources, chronology, and empathy.</b></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><b>Year 5 – Autumn</b> <b>Civilisation &amp; Relationships</b></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"> <li><b>A local history study:</b> a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)</li> </ul>	<p>Identifying</p> <p>Recognising</p> <p>Describing</p> <p>Observing</p> <p>Recalling</p>

<p><b>Why is the history of York also the ‘History of England’?</b></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><b>How did the arrival of the railway change Cornwall?</b></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><b>Year 5 – Spring</b></p> <p><b>Movement, &amp; Influence &amp; Impact</b></p>  <p><b>The story of The Trojan Horse: historical fact, legend or classical myth?</b></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"> <li>• Ancient Greece – a study of Greek life and achievements and their influence on the western world</li> </ul>	<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><b>Year 5 – Summer</b></p> <p><b>Movement &amp; Relationships</b></p>  <p><b>What did the Vikings want in Britain and how did Alfred help to stop them getting it?</b></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"> <li>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</li> </ul>	<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><b>Year 6 – Autumn</b></p> <p><b>Empire &amp; Culture</b></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"> <li>a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066.</li> </ul>	<p>Identifying</p> <p>Recognising</p> <p>Describing</p> <p>Observing</p>

 <p><b>Why was winning the Battle of Britain in 1940 so important?</b></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><b>Year 6 – Spring</b>  <b>Civilisation &amp; Culture</b></p>  <p><b>Why did the ancient Maya change their way of life?</b></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"> <li>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; <b>Mayan civilization c. AD 900</b>; Benin (West Africa) c. AD 900-1300.</li> </ul>	<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><b>Year 6 – Summer</b></p> <p><b>Empire</b></p>  <p><b>Why did Britain once rule the largest empire the world has ever seen?</b></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"> <li>• A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</li> </ul>	<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.



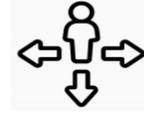
### **Influence and Impact**

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.

