

**Recurring themes throughout topics: change, cause, similarity and difference, and significance.**

**Aims used to create big questions:**

- ♣ know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- ♣ know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
  - ♣ gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’
- ♣ understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- ♣ understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed<sup>1</sup> History – key stages 1 and 2
- ♣ gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

Year Group	Key Question/ Enquiry	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 ‘disciplinary thinking skills’
<b>LOWER KS2</b>				
3 Stone Age- Iron Age	How did life change from the Stone Age to the Iron Age?  <b>Change</b>	-What does chronology mean? -Can we be certain what the Stone Age was like? Why/why not? -Why is Skara Brae important to historians? -How did life change between the Stone and Bronze Age? -How do historians use Stonehenge to answer questions about the past?	Pupils should be taught about: - Changes in Britain from the Stone Age to the Iron Age	Identifying Recognising Describing Observing Recalling Comparing and contrasting Sequencing Categorising Reasoning and interpreting

		-How do we know about the changes from the Stone Age to the Iron Age in our local area?		Synthesising Understanding through explanation Justifying Developing conclusions
Early Islamic Civilizations	Why is it important to learn about Ancient Civilizations?  <b>Significance</b>	-What is the importance of the location of Baghdad? -What do sources tell us about life in Baghdad in 900AD? -Why was Baghdad considered the centre of trade? -What was the significance of learning and culture? - Why is it important to learn about Ancient Civilizations?	Pupils should be taught about: - The achievements of early civilizations- an overview of where and when the first civilizations appeared - A non-European society that provides contrasts with British history	
Ancient Egypt	How does life in Ancient Egypt compare to life today?  <b>Similarity and Difference</b>	-When is the Ancient Egyptian era of history in relation to other periods? -What can evidence tell us about life in Ancient Egypt? -Why was mummification a significant process in Ancient Egypt? - How can we learn about Ancient Egypt from Hieroglyphs? - How can we find about what Ancient Egyptians believed in? - How does social order in Ancient Egypt compare to today?	Pupils should be taught about: - The achievements of early civilizations- an overview of where and when the first civilizations appeared	

<p>4 Ancient Greece</p>	<p>How has life today been influenced by Ancient Greek culture?</p> <p><i>Similarity and Difference</i></p>	<p>-How can we use artefacts to place events on a timeline?                  -How does life in Ancient Greece compare to life before and after?                  -What are the similarities and differences between ancient and modern Olympics?                  -What is an empire?                  -How can we find about what Ancient Greeks believed in?                  -What evidence exists to authentic the story of the Trojan Horse?                  -How has life today been influenced by Ancient Greek culture?</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                  Recognising                  Describing                  Observing                  Recalling                  Comparing and contrasting                  Sequencing                  Categorising                  Reasoning and interpreting                  Synthesising                  Understanding through explanation                  Justifying                  Developing conclusions</p>
<p>Romans</p>	<p>How did the arrival of the Romans change Britain?</p> <p><i>Change</i></p>	<p>-How did the spread of the Roman Empire change over time?                  - How was the Roman Army used to gain territory for the Roman Empire?                  - How has the local area been affected by events of the past?                  - What do different sources of evidence tell us about Roman legacies?                  - How did the arrival of the Romans change Britain?</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>Benin Kingdom</p>	<p>How should we decide what should happen to the Benin artefacts?</p> <p><i>Significance</i></p>	<p>-How did the Benin Kingdom grow into an empire?                  -What was the belief system of the Edo people?                  -What do artefacts teach us about life in the Benin Kingdom?</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</li> </ul>	

		<ul style="list-style-type: none"> <li>-How do we know about historical periods primary without written sources?</li> <li>-What caused the fall of the Benin kingdom?</li> <li>-Should the Benin Bronzes be returned?</li> </ul>		
<b>UPPER KS2</b>				
5 Anglo-Saxons	<p>Who were the Anglo-Saxons and how have they influence Britain today?</p> <p><b>Significance</b></p>	<ul style="list-style-type: none"> <li>-How did the Anglo-Saxons first arrive in Britain?</li> <li>-How did your social status affect quality of life?</li> <li>-What do artefacts teach us about the Anglo-Saxons?</li> <li>-How do the Anglo-Saxon belief systems compare to other belief systems previously studied?</li> <li>-What do sources teach us about the Anglo-Saxon justice system?</li> <li>-How have Anglo-Saxons influenced Britain today?</li> </ul>	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> <li>- Britain's settlement by Anglo-Saxons and Scots</li> </ul>	<ul style="list-style-type: none"> <li>Identifying</li> <li>Recognising</li> <li>Describing</li> <li>Observing</li> <li>Recalling</li> <li>Comparing and contrasting</li> <li>Sequencing</li> <li>Categorising</li> <li>Reasoning and interpreting</li> <li>Synthesising</li> <li>Understanding through explanation</li> <li>Justifying</li> </ul>
Tudors	<p>What inspired the Church of England's creation?</p> <p><b>Cause</b></p>	<ul style="list-style-type: none"> <li>-What was the timeline of the monarchy during the Tudor period?</li> <li>-What was daily life like for different groups of people?</li> <li>-How has crime and punishment today evolved from that of Tudor times?</li> <li>- How has the Tudor reign influenced our local area?</li> <li>-What is the significance of the Tudor Rose?</li> <li>-What inspired the Church of England's creation?</li> </ul>	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> <li>- A significant turning point in British history</li> <li>- A study of an aspect or theme in British history that extends pupils chronological knowledge beyond 1066</li> </ul>	<ul style="list-style-type: none"> <li>Developing conclusions</li> <li><b>Making substantial judgements</b></li> <li><b>Evaluating</b></li> <li><b>Critiquing</b></li> <li><b>Empathising</b></li> <li><b>Hypothesising</b></li> </ul>

Victorians	<p>How did Britain evolve during the Victorian period?</p> <p><i>Change</i></p>	<p>-What was Queen Victoria’s role in the British Empire?</p> <p>-How has education evolved over time?</p> <p>- What was life like during the Victorian era compared to previous periods of history?</p> <p>-What the impact of the Industrial Revolution?</p> <p>-How have Victorians influenced the local area?</p> <p>-How was crime and punishment evolved from Anglo-Saxon/ Tudor times?</p>	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> <li>- The changing power of monarchs, including case studies</li> </ul>	
6 World War II	<p>How did WWII affect the lives of children around the world?</p> <p><i>Similarity and Difference</i></p>	<p>-What events caused WWII?</p> <p>-Why were Britain successful during the Battle of Britain?</p> <p>-What impact did the start of the war have on daily life in Britain?</p> <p>-How were children in Britain affected by the war?</p> <p>-How were children in other countries affected by the war?</p> <p>- How did Queen Elizabeth II aid the war effort?</p>	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> <li>- A significant turning point in British history e.g. Battle of Britain</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>Civil Rights Movement</p>	<p>Was the Civil Rights Movement successful?</p> <p><i>Significance</i></p>	<ul style="list-style-type: none"> <li>- Why was the Civil Rights Movement necessary?</li> <li>- What was life like for people during the Civil Rights Movement?</li> <li>-What form of protest was the most successful and why?</li> <li>- How did significant figures influence the Civil Rights Movement?</li> <li>- Why is it important to learn about the Civil Rights Movement in Britain?</li> <li>- Was the Civil Rights Movement successful?</li> </ul>	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> <li>- A study of an aspect or theme in British/ world history</li> </ul>	<p>Justifying Developing conclusions <i>Making substantial judgements</i> <i>Evaluating</i> <i>Critiquing</i> <i>Empathising</i> <i>Hypothesising</i></p>
<p>Local area project</p>	<p>How has our local area changed over time?</p> <p><i>Change</i></p>	<p>How can we conduct research effectively? How did your chosen period of history affect our local area? What was the most significant change over time in our local area? How can we evaluate the reliability of a source? What comparisons can we make between our local area now vs in the past? How can we effectively communicate our knowledge?</p>	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> <li>- 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)</li> <li>- A depth study of one of the British areas of study above</li> </ul>	