

KS1	Year 1	<p><b>CHANGES WITHIN LIVING MEMORY - FAMILY ALBUM</b></p> <p><b>Local Study -</b></p>	<p><b>GUNPOWDER PLOT</b></p>	<p><b>CHANGES WITHIN LIVING MEMORY - A HISTORY OF TOYS</b></p>	<p><b>NATURAL HISTORY CHARLES DARWIN, MARY ANNING and DAVID ATTENBOROUGH</b></p>	<p><b>ROYALTY ELIZABETH I AND ELIZABETH II</b></p>
	Year 2	<p><b>MEDICINE THROUGH THE AGES SIGNIFIACNT INDIVIDUALS – FLORENCE NIGHTINGALE AND MARY SEACOLE</b></p>	<p><b>THE GREAT FIRE OF LONDON</b></p> <p><b>Local Study</b></p>	<p><b>EXPLORERS IBN BATTUTA</b></p>		
KS2	Year 3	<p><b>STONE AGE TO IRON AGE</b></p> <p><b>Local Study</b></p>		<p><b>ANCIENT EGYPT</b></p>		
	Year 4	<p><b>ANCIENT GREECE – LIFE AND INFLUENCE ON THE WESTERN WORLD</b></p>		<p><b>THE ROMAN EMPIRE AND ITS IMPACT ON BRITAIN</b></p> <p><b>Local Study</b></p>		
	Year 5	<p><b>BRITAINS SETTLEMENT BY THE ANGLO-SAXONS</b></p> <p><b>Local Study</b></p>	<p><b>VIKING AND ANGLO-SAXON STRUGGLE FOR BRITAIN</b></p> <p><b>Local Study</b></p>	<p><b>Maya - NON-EUROPEAN STUDY C.900AD</b></p>		
	Year 6	<p><b>CONFLICT and WORLD WAR II (THE BLITZ)</b></p> <p><b>Local Study</b></p>	<p><b>SOCIAL HISTORY OVER TIME – CIVIL RIGHTS</b></p>		<p><b>CHRONOLOGICAL UNIT – NUMBERS THROUGH TIME</b> (Taught in Maths Lessons in the Summer 2 Term)</p>	



# Hardingstone Academy - History Curriculum



Year 1		Aut		Spr		Sum		Key Vertical Links	Horizontal Links
		1	2	1	2	1	2		
Family Album (Changes within Living Memory)	Key Enquiry 1							<p><b>EYFS</b> Listening and attention children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.</p> <p>Understanding children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.</p> <p>Speaking children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.</p> <p>People and communities: children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p> <p>The world: children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.</p>	
	a) What is History?								
	Key Enquiry 2								
	a) What is your History?								
	b) What is your family History?								
	Key Enquiry 3								
	a) What is your Schools History?								
b) What is the history of Northampton/ Milton Keynes									
The Gunpowder Plot	Key Enquiry 1								
	a) Why did Guy Fawkes try to blow up the Houses of Parliament?								
Toys (Changes within Living Memory)	Key Enquiry 1								
	a) What are our favourite toys?								
	b) What toys did our parents and grandparents play with?								
	c) What were toys made from in the past?								
	d) How are toys today different to toys of the past?								
	e) Can you become toy history detectives and identify differences?								
	f) Can you become a toy inventor?								
Natural History – Charles Darwin and Mary Anning									
Royalty – Elizabeth I and Elizabeth II									

Cultural



Economic



Military



Political



Religious



Social





# Hardingstone Academy - History Curriculum



## Year 2 (Page 1)

Aut		Spr		Sum	
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Key Vertical Links

Horizontal Links

### Disease and Medicine – Mary Seacole and Florence Nightingale

KE 1: What caused the most illness? Is there a cause that reoccurs through history?

- a) What is medicine?
- b) What illnesses did people suffer from?
- c) What caused the plague and how many people died in the 1660s?

KE 2: Who tried to prevent the spread of disease?

- a) Who were the main pioneers of medicine?
- b) Who were Florence Nightingale and Mary Seacole and what did they do?
- c) What conditions did Florence Nightingale and Mary Seacole face?

KE 3: How did people prevent the spread of disease?

- a) What innovations did Florence Nightingale and Mary Seacole use?
- b) What impact did Florence Nightingale and Mary Seacole innovations have on the soldiers?
- c) Why did some advances happen faster than others?

KE 4: How are Florence and Mary remembered today?

- a) How do we know about them today?
- b) How do people refer to the two women?
- c) Did both women receive the same amount of acclaim? If not, why not? Was this right?

KE5: Which innovation is the most important and why?

- a) Do we still use innovations Mary and Florence used?
- b) How have innovations progressed?
- c) What medical innovations do we use today, and which innovation is the most important?

Year 1 History

### The Great Fire of London

KE 1: How can sources help us to learn about life in Stuart London?

- a) What occupations were common in 1666?
- b) What were houses made of in 1666?
- c) What conditions did people live in?
- d) Were people in good health?

KE2: Could anyone have stopped what happened on the 02nd September 1666?

- a) How did the fire start?
- b) Where did the fire start?
- c) What happened in the days after the fire started?

KE 3: What was it like at the height of the fire?

- a) How do we know how people reacted to the fire?
- b) Why did the fire spread so quickly?
- c) What happened to the homeless people?

KE 4: What was left after the fire?

- a) How was the fire finally extinguished?
- b) How much of London was destroyed? c) When were houses rebuilt?
- c) What did the king do to improve London?

KE5: Has there been a great fire in our town or local area?

- a) Where and when has there been fires?
- b) What was the source of the fire?
- c) How was the fire controlled?
- d) What impact did the fire have on the area?

Year 1 History

Cultural



Economic



Military



Political



Religious



Social





# Hardingstone Academy - History Curriculum



## Year 2 (Page 2)

Aut		Spr		Sum	
1	2	1	2	1	2

Key Vertical Links

Horizontal Links

### Explorers – Ibn Battuta

KE 1: What does it mean to be an explorer?

- a) What do explorers do?
- b) Where do explorers go?
- c) What motivates people to become an explorer?

KE 2: Are all explorers similar? What do explorers wear?

- a) How do explorers travel around?
- b) Are there any similarities between explorers?

KE 3: What makes Ibn Battuta significant?

- a) What makes someone significant?
- b) Who was Ibn Battuta?
- c) What do sources tell you about Ibn Battuta?
- d) When did he live?

e) Where did Ibn Battuta travel to?

KE4: What are some of the stories Ibn Battuta told about his journeys?

- a) Who did he meet on his travels?
- b) What conditions did he face?
- c) What do the stories tell us about life in some of the countries in which he visited?

KE5: What was the impact of his explorations?

- a) Why is Ibn Battuta remembered?
- b) What were the most important events in his life of his life?

KE6: How do we know about Ibn Battuta?

- a) How did he remember all the adventures he had?
- b) What information do we have about his life?
- c) Is some information about Ibn Battuta more useful than others?

KE 7: How has exploration changed over time?

- a) How have methods changed?
- b) How have the changes impacted success?

### The British Seaside

KE 1: Why were seaside holidays popular?

- a) When do we go on holiday?
- b) Was it affordable for everyone to go on holiday in the past?
- c) How did people travel to seaside locations?
- d) Why did people believe that seaside holidays were good for you?

KE 2: How do we know what holidays were like in the past?

- a) What can we learn from the photographs?
- b) How did people dress to go to the seaside?
- c) What activities did people do at the seaside?
- d) Can you see things that remind you of your holidays in the photographs?

KE3: Do we go to the seaside for the same reasons as people in the past?

- a) Why do we go on holidays?
- b) What the advantages of going on holiday instead of staying at home?

KE 4: How have seaside holidays changed?

Do you like the earlier seaside holidays, or do you prefer holidays now?

Cultural



Economic



Military



Political



Religious



Social





# Hardingstone Academy - History Curriculum



## Year 3

Aut		Spr		Sum	
1	2	1	2	1	2

### Key Vertical Links

### Horizontal Links

#### Stone Age to Iron Age

KE1: What was 'new' about the New Stone Age?					
a) Who lived in Britain in the 'old' Stone Age? How did they survive?	■	■			
b) In what ways did things change around 40000BC?	■	■			
c) How are our ideas about life in the Stone Age changing?	■	■			
KE2: Which was better, bronze or iron?					
a) Is bronze better than stone?	■	■			
b) How is iron made? What was it used for?	■	■			
c) What was the impact of bronze and iron tools on the way people in Britain lived?	■	■			
d) What is different / the same as the stone age?	■	■			
KE3: If you were Julius Caesar, would you have invaded Britain in 55BC?					
a) How do we know what Britain was like in 55BC?	■	■			
b) How did the Romans know what Britain was like in 55BC?	■	■			
c) Why would they have found Britain desirable?	■	■			
KE4: When do you think it was better to live – Stone Age, Bronze Age or Iron Age?					
a) What were the most important aspects of living in the Stone Age?	■	■			
b) What were the most important aspects of living in the Bronze Age?	■	■			
c) What were the most important aspects of living in the Iron Age?	■	■			
d) When was it better to live – Stone Age, Bronze Age or Iron Age?	■	■			

#### Ancient Egypt (Ancient Civilisations)

KE1: How did the civilization of Egypt wax and wane?					
a) Who built the Great Pyramid at Giza?				■	■
b) Why did Hatshepsut send an expedition to Punt?				■	■
c) What did Akhenaten do that made him so hated?				■	■
d) What happened to Akhenaten's successors?				■	■
e) Why do we remember Ramesses II?				■	■
f) How did Ptolemy II contribute to trade?				■	■
g) How did the civilisation of Egypt end?				■	■
KE2: How different were beliefs in Ancient Egypt different from today?					
a) What did the Ancient Egyptians believe?				■	■
b) Who were the Egyptian gods?				■	■
c) What importance did animals have in Ancient Egypt?				■	■
d) Why did the Egyptians build temples, tombs and pyramids? What were they like?				■	■
e) What religious festivals were there in Ancient Egypt? How did the Egyptians Celebrate them?				■	■
f) How did religion affect life in Ancient Egypt?				■	■
g) What did the Egyptians believe about death and what happens to you when you die? How did Egyptians bury their dead and why?				■	■
h) What was the role of the Pharaoh on earth? What can the tomb of Tutankhamun tell us about Egyptian beliefs?				■	■
i) What similarities / differences are there to beliefs today?				■	■
j) Why do you think beliefs are different?				■	■
KE3: What do all the Ancient Civilisations have in common?					
a) So, was everyone an Ancient Egyptian?				■	■
b) What else was happening in the world at the time of the Ancient Egyptians?				■	■
c) What would the ancient civilisations need to have in order to function as a city?				■	■
d) What was the greatest achievement of each civilisation?				■	■

Cultural	Economic	Military	Political	Religious	Social
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# Hardingstone Academy - History Curriculum



## Year 4

Aut		Spr		Sum	
1	2	1	2	1	2

### Key Vertical Links

### Horizontal Links

#### Ancient Greece

##### KE1: How can we find out about the civilisation of Ancient Greece?

a) When was the Golden Age of Ancient Greek?	█	█				
b) Who were the Ancient Greeks and where were they?	█	█				
c) What do artefacts tell us about what life was like in Ancient Greece?	█	█				
d) What do archaeological sites tell us about what life was like in Ancient Greece?	█	█				
e) Can we learn anything from Greek myths and legends?	█	█				
f) What do we know about the achievements of Alexander the Great?	█	█				
g) What did the Greeks teach us about democracy?	█	█				
h) What sources should we include in a museum display on the life and achievements of the Ancient Greeks?	█	█				

##### KE2: Why was Athens able to be so strong at this time?

a) What was ancient Greek warfare like?	█	█				
b) What happened during the Battle of Marathon?	█	█				
c) How did the Greeks win the Battle of Troy?	█	█				

##### KE3: Can we thank the Ancient Greeks for anything in our lives today?

a) What are the similarities between the lives of children in ancient Greece and children today?	█	█				
b) What do some of our buildings tell us about how we view Ancient Greece today?	█	█				
c) How have the Olympic Games changed since they were first held in Ancient Greece?	█	█				
d) How significant is the legacy of Ancient Greece for life today?	█	█				

#### The Roman Empire and its impact on Britain

##### KE1: When did the Romans invade and why?

a) Why did the Romans invade Britain?					█	█
b) What kind of men could join the Roman Army?					█	█
c) How do we know about life on Hadrian's Wall?					█	█

##### KE2: Did the native Britons welcome or resist them, and why?

a) Who was Boudicca and why do we remember her?					█	█
b) Is she important? Why?					█	█
c) What did Boudicca really look like?					█	█

##### KE3: How did they influence the culture of the people already here?

a) How did Celtic people live?					█	█
b) Why did the Romans build Hadrian's Wall in the north of England?					█	█

Cultural	Economic	Military	Political	Religious	Social
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# Hardingstone Academy - History Curriculum



## Year 5

Aut		Spr		Sum	
1	2	1	2	1	2

Key Vertical Links

Horizontal Links

### Britain's Settlement by the Anglo Saxons, Vikings and Scots

#### KE 1: What happened to Britain when the Romans left?

- a) Where did the Angles, Saxons, Jutes, Frisians come from, go, and settle?
- b) Why did the Saxons, Vikings and Scots come to Britain?
- c) What are the key characteristics of the Saxons and Vikings?
- d) What challenges did they face in establishing a settlement?

#### KE 2: How well did the Saxons and Vikings get on with each other?

- a) Why were Viking raids so successful? (e.g. Lindisfarne)
- b) Who was more successful – the Vikings or the Saxons? Why? (Alfred, Danelaw, Athelstan)

#### KE3: Was life better in Anglo-Saxon or Viking Britain? Britain?

- a) How different were the lives of the Saxons and Vikings?
- b) What role did religion play in the life of a Saxon and Viking?
- c) What roles did different people take within society?

#### KE4: What did the Anglo Saxons and Vikings leave behind?

- a) How far can we trust surviving evidence about the Saxons and Vikings
- b) What did the Saxons and Vikings contribute to life at sea?
- c) How does the Anglo-Saxon judicial system compare to the system we have today?

### The Maya

#### KE1: Why should we study the Maya?

- a) Where and when was the Maya civilization?
- b) How did the Maya live? How did their environment influence their lifestyle?
- c) What was Maya writing like and how does this compare to our writing today?
- d) What were some of the Maya's greatest achievements? (Telling the time/Number system/advances in mathematic/Calendar/telling the time/Architecture)
- e) What was trade like during the Maya period?
- f) What were the religious beliefs of the Maya? *How does this compare to other civilizations we have looked at?*
- g) What is the cultural significance of the Maya ball game and how does it compare to modern day ball games?
- h) What was the Maya culture like? (food/drink/music/clothing) *How does this compare to other civilizations we have studied?*
- i) How do we know about the Maya? (enquiry)
- j) **End of unit essay:** What is the legacy of the Maya culture and why is it still remembered today?

Cultural



Economic



Military



Political



Religious



Social





# Hardingstone Academy - History Curriculum



## Year 6

Aut		Spr		Sum	
1	2	1	2	1	2

Key Vertical Links

Horizontal Links

### Conflict

#### KE1: The Blitz: all we need to know about World War II?

- a) How significant was the Blitz?
- b) World War II: whose war?
- c) What was the impact of World War II on people in our locality?
- d) How well does a fictional story tell us what it was like to be an evacuee?
- e) Evacuee experiences in Britain: is this all we need to know about children in World War II?
- f) New opportunities? How significant was the impact of World War II on women?
- g) What did men do in World War II? Did all men have to fight?
- h) When was the most dangerous time to live? How different was the Blitz?

#### KE2: Causes of Conflict – Longitudinal Study

- a) What happened to children after the end of World War 2?
- b) How has the war in Syria impacted children?
- c) How do children's lives during World War 2 and the war in Syria compare?

#### KE3: Local History Study- How did my locality contribute to wars in the 20<sup>th</sup> century?

- a) **Northampton**- Why is Walter Tull considered an important figure in history?
- b) **Milton Keynes**- What impact did Bletchley Park and Ultra have on German and British lives?

### The Civil Rights Movement- America

#### KE1: The Civil Rights Movement: America

- a) What was the United States of America like in the 1950s?
- b) Why did Oliver Brown take the Board of Education to the Supreme Court?
- c) Why didn't Rosa Parks give up her seat on the bus?
- d) What was Dr Martin Luther King Jr's dream?
- e) Why did 3200 people march from Selma to Montgomery?
- f) What is the Black Lives Matter movement and why is it significant?

#### KE2: Civil Rights – Longitudinal Study

Who were the Suffragettes?

### Numbers Through Time - Longitudinal Numbers

#### KE1: How important have numbers been over time?

- a) What can evidence suggest about how and why prehistoric people counted?
- b) How did ancient civilisations use numbers?
- c) What contribution did the Ancient Greeks Make?
- d) How did people in the past count large numbers quickly?
- e) When and Why did the number Zero come about?
- f) Why were we still using Roman Numerals in Britain until the 12th century?
- g) What impact did numbers have upon the Renaissance?
- h) What was the biggest influence of numbers in the 20th century?

#### KE2: How can numbers reveal and reflect changes in our lives?

- a) What are statistics and how are they recorded and presented?
- b) When were statistics relating to people in Britain first recorded and what kinds of statistics were recorded? What can they tell us about life at the time?
- c) What is a Census?
- d) How are statistics used by historians?

Cultural



Economic



Military



Political



Religious



Social

