



Connor Downs Academy

History Curriculum



History National Curriculum Subject Content

KS1	KS2
<ul style="list-style-type: none"> • Changes within Living Memory • Event Beyond Living Memory • The Lives of Significant People • Local History; Significant Historical Events, People and Places. 	<ul style="list-style-type: none"> • Chronology from the stone age to 1066 • Chronology beyond 1066 • Local Study • Ancient Civilisation (3000 years ago approx.) • Civilization from 1000 years ago • Ancient Greece

History National Curriculum Programme of Study

KS1	KS2
<ul style="list-style-type: none"> • Develop and awareness of the past • Know where the people and events studied fit within a chronological framework. • Identify similarities and differences between ways of life in different periods. • Choose and use parts of stories and other sources to show understanding of key features of events. • Understand some of the ways in which we find out about the past and identify different ways in which it is presented. 	<ul style="list-style-type: none"> • Develop chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods studied* • Note connections, contrasts and trends over time and develop appropriate use of historical terms* • Address and devise historically valid questions about change, cause, similarity and difference and significance* • Construct informed responses that involve thoughtful selection and organisation of relevant historical information* • Understand how knowledge of the past is constructed from a range of sources*

*Each aspect (key knowledge and skill) of Connor Downs Academy's History curriculum is colour coded to show progression within and across year groups. If the aspect supports progress in more than one of the geography strands, it is followed by ** to indicate the multiple strands.*

Connor Downs Academy History Sequence of Learning
Year 1- Year 6

Year 1- Toys, Past and Present

How were toys different in the past to how they are today?

1. What are the characteristics of a toy?
2. What toys did your parents and grandparents play with?
3. What were toys like at different times in the past?
4. How can you tell if toys are old or new?
5. What is the same and different about toys today?
6. How can you create a toy museum?

Year 1- Castles

Why were castles built?

1. Who built the first castles in the UK and why?
2. What UK castles were built by the Normans?
3. How were medieval castles built?
4. Who lived in medieval castles?
5. How were people treated in medieval times?
6. How has The Tower of London's uses changed over time?

Year 2- The Great Fire of London

How did London change after the Great Fire of London?

- 1) Can you place key historical events in chronological order and identify where on the map they originated from?
- 2) Where and when did the Great Fire of London start?
- 3) What were the events of the Great Fire of London?
- 4) Why did the fire spread so quickly and last so long?
- 5) How can we possibly know so much about the Great Fire of London when it happened over 400 years ago?
- 6) Who was Samuel Pepys and what was significant about his diary?
- 7) What sources can we use to tell us about events that happened so long ago?
- 8) What have you found out about the Great Fire of London?
- 9) How has London changed since the Great Fire of London?

Year 2- Florence Nightingale

Who is Florence Nightingale and how would her life be different now?

1. Who is Florence Nightingale and when did she live?
2. Why did Florence Nightingale go to Scutari?
3. What were hospital conditions like when she got there?
4. How did Florence Nightingale improve the conditions in Scutari hospital?
5. What happened during Florence Nightingales later life?
6. What are the similarities and differences between medical care now and during Victorian times?

Connor Downs Academy History Sequence of Learning
Year 3- Year 6

Year 3- Stone Age- Iron Age

How can we possibly know what it was like so many years ago before man recorded his thoughts in writing?

7. Can you place key historical events in chronological order and identify where on the map they originated from?
8. Was Stone Age man simply a hunter and gatherer, concerned only with survival?
9. How different was life in the Stone Age when man started to farm?
10. What can we learn about life in the Stone Age from a study of Skara Brae?
11. Why is it so difficult to work out why Stonehenge was built?
12. How much did life really change during the Iron Age and how can we possibly know?
13. Can you solve the mystery of the 52 skeletons of Maiden Castle?

Year 3- Ancient Egypt

Monstrous Mummifiers or medically advanced?

7. Can you place key historical events in chronological order and identify where on the map they originated from?
8. What can we quickly find out to add to what we already know about Ancient Egypt?
9. How can we discover what Ancient Egypt was like over 5,000 years ago?
10. What sources of evidence have survived and how were they discovered?
11. What does the evidence tell us about everyday life for men, women and children?
12. What did the Ancient Egyptians believe about the afterlife and how do we know?
13. What did Ancient Egypt have in common with other civilizations from that time?

Year 4- Ancient Greeks

How Great were the Greeks?

- 10) Can you place key historical events in chronological order and identify where on the map they originated from?
- 11) How can we possibly know so much about the Ancient Greeks who lived over 2,500 years ago?
- 12) What can we work out about everyday life in Ancient Athens from the pottery evidence that remains?
- 13) Why was Athens able to be so strong at this time?
- 14) What was so special about life in 5th Century BC Athens that makes us study it?
- 15) What can we tell about the Ancient Greeks from their interest in the theatre and festivals like the Olympics?
- 16) In what ways have the Ancient Greeks influenced our lives today?

Year 4- Romans and the Impact on Britain

Why on earth would Julius Caesar want to leave sunny Italy to invade cold Britain and what would he have found here?

1. Why on earth did the Romans leave sunny Italy to invade this cold island on the edge of the empire?
2. How did the Roman way of life contrast with the Celtic lifestyle they found when they arrived and how do we know?
3. Why did Boudica stand up to the Romans and what image do we have of her today?
4. How diverse was Roman Britain?
5. How were the Romans able to keep control over such a vast empire?
6. How can we solve the mystery of why this great empire came to an end?

<p><u>Year 5- Anglo Saxons</u> So how dark were the dark Ages, really?</p>	<p><u>Year 5 Vikings</u> Vikings; Blood thirsty monsters or a civilised culture?</p>	<p><u>Year 5 The Victorians</u> A Dark Age or a Golden Age?</p>
<ol style="list-style-type: none"> 1. Can you place key historical events in chronological order and identify where on the map they originated from? 2. Why did the Anglo-Saxons invade and how can we possibly know where they settled? 3. What does the mystery of the empty grave tell us about Saxon Britain? 4. How did people's lives change when Christianity came to Britain and how can we be sure? 5. Just how effective was Saxon justice? 6. So how dark were the dark Ages, really? 	<ol style="list-style-type: none"> 1. Can you place key historical events in chronological order and identify where on the map they originated from? 2. What image do we have of the Vikings? 3. Why have the Vikings gained such a bad reputation? 4. How have recent excavations changed our view of the Vikings? 5. What can we learn about Viking settlement from a study of placename endings? 6. Raiders or settlers: how should we remember the Vikings? 	<ol style="list-style-type: none"> 1. Why was Victoria's reign a period of great change? 2. What were the effects of changes in industry, especially in factories? 3. If life was so hard in the towns , why did so many people leave the country to go there? 4. What was life like for children in a Victorian school? 5. What can primary source material tell us about life in Hayle in the Victorian period?
<p><u>Year 6- Benin</u> What sort of place was Benin 1,000 years ago and how do we know?</p> <p>Autumn 2</p>	<p><u>Year 6- World War 2</u> How was the war fought in places other than the battlefield?</p> <p>Autumn 1</p>	<p><u>Year 6 – The Cornish Rebellion</u> An Gof: Hero or Villain?</p> <p>Summer 2</p>
<ol style="list-style-type: none"> 1) Why do we learn about Benin in school? 2) What sort of place was Benin 1,000 years ago and how do we know? 3) What can we tell about Benin society from the images and artefacts that have survived? 4) What changes took place when the European settlers started trading? 5) Soap, margarine and tyres: Why did the British get involved in Benin and what were the effects for the Benin people? 6) Should the bronzes be returned to Benin? 	<ol style="list-style-type: none"> 1. Why did Britain have to go to war in 1939? 2. Why was it necessary for children to be evacuated and what was evacuation really like? 3. How was Britain able to stand firm against the German threat? 4. How did people manage to carry on normal life during the war and how do we know? 5. Why is it so difficult to be sure what life on the Home Front was really like? 6. What was VE day really like? 	<ol style="list-style-type: none"> 1. What was life like in Cornwall 500 years ago? 2. Did An Gof think of himself as 'English' or Cornish? 3. Why was An Gof angry and what happened in Bodmin? 4. What happened on the march to London and at the Battle of Blackheath? 5. How did Henry VII punish the Cornish leaders? 6. An Gof: Hero or Villain?