



Stimpson Avenue Academy

History Curriculum Map – Autumn Term



Key Concepts	Cultural	Economic	Military	Political	Religious	Social
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	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
Historical Knowledge and Enquiry Questions	<p>Family Album (Changes within Living Memory)</p> <p>KE1: Introduction a) What is History?</p> <p>KE2: a) What is your History? b) What is your family History?</p> <p>KE3: a) What is your Schools History? b) What is the history of Northampton/ Milton Keynes?</p> <p>Local History Study (School and Immediate Area)</p>	<p>Geography is Taught in Year 2 in the Autumn Term</p>	<p>Stone Age to Iron Age</p> <p>KE1: What do we mean by 'chronology'? a) What does Pre-History mean? b) What kind of sources tell us about the Stone Age?</p> <p>KE2: What was 'new' about the New Stone Age? a) Who were the early humans in the Palaeolithic period? b) In what ways did things change around 4000BC? c) What does the site at Skara Brae tell us about this period?</p> <p>KE3: Which was better, bronze or iron? a) How did bronze replace stone? b) What can we learn from the grave gods about life in the Bronze Age? c) How is iron made? What was it used for? d) What were the most important aspects of living in the Iron Age? e) What were the differences between the Bronze Age and the Iron Age?</p> <p>KE4: Would you have invaded Britain in 55BC? a) How do we know what Britain was like in 55BC? b) Why would others have found Britain desirable at this time?</p> <p>Local History Study - MOLA</p>	<p>Ancient Greece</p> <p>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?</p> <p>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?</p> <p>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?</p>	<p>Britain's Settlement by the Anglo Saxons, Vikings and Scots</p> <p>KE1: 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?</p> <p>KE2: 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)</p> <p>KE3: Was life better in Anglo-Saxon or Viking 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?</p> <p>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?</p>	<p>Conflict</p> <p>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?</p> <p>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?</p> <p>KE3: Local History Study- How did my locality contribute to wars in the 20th 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?</p>	
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Stimpson Avenue Academy

History Curriculum Map – Spring Term



Key Concepts	Cultural	Economic	Military	Political	Religious	Social
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	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6												
Historical Knowledge and Enquiry Questions	<p>Geography is Taught in Year 1 in the Spring Term</p>	<p>Disease and Medicine – Mary Seacole and Florence Nightingale</p> <p>KE 1: What caused the most illness? Is there a cause that reoccurs through history?</p> <p>a) What is medicine? b) What illnesses did people suffer from? c) What caused the plague and how many people died in the 1660s?</p> <p>KE2: Who tried to prevent the spread of disease?</p> <p>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?</p> <p>KE3: How did people prevent the spread of disease?</p> <p>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?</p> <p>KE4: How are Florence and Mary remembered today?</p> <p>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?</p> <p>KE5: Which innovation is the most important and why?</p> <p>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?</p> <p>End of unit write- What would medical practice have been like, if it were not for Florence Nightingale and Mary Seacole?</p> <table border="1"> <tr> <td>C</td> <td>E</td> <td>M</td> <td>P</td> <td>R</td> <td>S</td> </tr> </table>	C	E	M	P	R	S	<p>Geography is Taught in Year 3 in the Spring Term</p>	<p>Geography is Taught in Year 4 in the Spring Term</p>	<p>Geography is Taught in Year 5 in the Spring Term</p>	<p>The Civil Rights Movement- America</p> <p>KE1: The Civil Rights Movement: America</p> <p>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?</p> <p>KE2: Civil Rights – Longitudinal Study Who were the Suffragettes?</p> <table border="1"> <tr> <td>C</td> <td>E</td> <td>M</td> <td>P</td> <td>R</td> <td>S</td> </tr> </table>	C	E	M	P	R	S
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<p>The Great Fire of London</p> <p>KE1: How can sources help us to learn about life in Stuart London?</p> <p>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?</p> <p>KE2: Could anyone have stopped what happened on the 2nd September 1666?</p> <p>a) How did the fire start? b) Where did the fire start? c) What happened in the days after the fire started?</p> <p>KE3: What was it like at the height of the fire?</p> <p>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?</p> <p>KE4: What was left after the fire?</p> <p>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?</p> <p>Local History Study</p> <p>KE5: Has there been a great fire in our town or local area?</p> <p>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?</p> <p>End of unit write- Should the baker have been punished?</p> <table border="1"> <tr> <td>C</td> <td>E</td> <td>M</td> <td>P</td> <td>R</td> <td>S</td> </tr> </table>	C	E	M	P	R	S												
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Stimpson Avenue Academy

History Curriculum Map – Summer Term



Key Concepts	Cultural	Economic	Military	Political	Religious	Social
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Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Natural History – Charles Darwin and Mary Anning</p> <p>a) Who was Charles Darwin and what did he achieve?</p> <p>b) Who was Mary Anning and what did she achieve?</p> <p>c) Who was George Washington Carver and what did he achieve?</p> <p>d) Why were these achievements such a big deal? (impact)</p> <p>e) Who achieved more for the world?</p>	<p>Explorers – Ibn Battuta</p> <p>KE 1: What does it mean to be an explorer?</p> <p>a) What do explorers do?</p> <p>b) Where do explorers go?</p> <p>c) What motivates people to become an explorer?</p> <p>KE 2: Are all explorers similar? What do explorers wear?</p> <p>a) How do explorers travel around?</p> <p>b) Are there any similarities between explorers?</p> <p>KE 3: What makes Ibn Battuta significant?</p> <p>a) What makes someone significant?</p> <p>b) Who was Ibn Battuta?</p> <p>c) What do sources tell you about Ibn Battuta?</p> <p>d) When did he live?</p> <p>e) Where did Ibn Battuta travel to?</p> <p>KE4: What are some of the stories Ibn Battuta told about his journeys?</p> <p>a) Who did he meet on his travels?</p> <p>b) What conditions did he face?</p> <p>c) What do the stories tell us about life in some of the countries in which he visited?</p> <p>KE5: What was the impact of his explorations?</p> <p>a) Why is Ibn Battuta remembered?</p> <p>b) What were the most important events in his life of his life?</p> <p>KE6: How do we know about Ibn Battuta?</p> <p>a) How did he remember all the adventures he had?</p> <p>b) What information do we have about his life?</p> <p>c) Is some information about Ibn Battuta more useful than others?</p> <p>KE 7: How has exploration changed over time?</p> <p>a) How have methods changed?</p> <p>b) How have the changes impacted success?</p> <p>End of unit write- Is being an explorer a worthwhile career?</p>	<p>Ancient Egypt (Ancient Civilisations)</p> <p>KE1: How did the civilization of Egypt wax and wane?</p> <p>a) Who were the Ancient Egyptians?</p> <p>b) Who built the Great Pyramid at Giza?</p> <p>c) Who were the Ancient Egyptian Pharaohs?</p> <p>d) Why do we remember Ramesses II?</p> <p>e) What did Akhenaten do that made him so hated?</p> <p>f) Who was Cleopatra and how is she remembered?</p> <p>KE2: How different were beliefs in Ancient Egypt different from today?</p> <p>a) How did religion affect life in Ancient Egypt?</p> <p>b) Who were the Egyptian gods?</p> <p>c) What religious festivals were there in Ancient Egypt? How did the Egyptians Celebrate them?</p> <p>d) What did the Egyptians believe about death and what happens to you when you die?</p> <p>e) What was mummification in Ancient Egypt?</p> <p>f) What can the tomb of Tutankhamun tell us about Egyptian beliefs?</p> <p>KE3: What do all the Ancient Civilisations have in common?</p> <p>a) What did ancient hieroglyphics mean?</p> <p>b) How did Egyptian inventions and technology shape the world?</p> <p>KE4: What else was happening at the time?</p> <p>a) What else was happening in the world at the time of the Ancient Egyptians?</p> <p>b) What would the ancient civilisations need to have in order to function as a city?</p> <p>c) How did the civilisation of Egypt end?</p>	<p>The Roman Empire and its impact on Britain</p> <p>KE1: When did the Romans invade and why?</p> <p>a) Why did the Romans invade Britain?</p> <p>b) What kind of men could join the Roman Army?</p> <p>c) How do we know about life on Hadrian's Wall?</p> <p>KE2: Did the native Britons welcome or resist them, and why?</p> <p>a) Who was Boudicca and why do we remember her?</p> <p>b) Is she important? Why?</p> <p>c) What did Boudicca really look like?</p> <p>KE3: How did they influence the culture of the people already here?</p> <p>a) How did Celtic people live?</p> <p>b) Why did the Romans build Hadrian's Wall in the north of England?</p> <p>Local History Study - MOLA</p>	<p>The Maya</p> <p>KE1: Why should we study the Maya?</p> <p>a) Where and when was the Maya civilization?</p> <p>b) How did the Maya live? How did their environment influence their lifestyle?</p> <p>c) What was Maya writing like and how does this compare to our writing today?</p> <p>d) What were some of the Maya's greatest achievements? (Telling the time/Number system/advances in mathematics/Calendar/Architecture)</p> <p>e) What was trade like during the Maya period?</p> <p>f) What were the religious beliefs of the Maya? How does this compare to other civilizations we have looked at?</p> <p>g) What is the cultural significance of the Maya ball game and how does it compare to modern day ball games?</p> <p>h) What was the Maya culture like? (food/drink/music/clothing) How does this compare to other civilizations we have studied?</p> <p>i) How do we know about the Maya? (enquiry)</p> <p>j) End of unit essay: What is the legacy of the Maya culture and why is it still remembered today?</p>	<p>Geography is Taught in Year 6 in the Summer Term</p> <p>This unit is taught in maths lessons in the Summer Term</p> <p>Numbers Through Time - Longitudinal Study</p> <p>KE1: How important have numbers been over time?</p> <p>a) What can evidence suggest about how and why prehistoric people counted?</p> <p>b) How did ancient civilisations use numbers?</p> <p>c) What contribution did the Ancient Greeks Make?</p> <p>d) How did people in the past count large numbers quickly?</p> <p>e) When and Why did the number Zero come about?</p> <p>f) Why were we still using Roman Numerals in Britain until the 12th century?</p> <p>g) What impact did numbers have upon the Renaissance?</p> <p>h) What was the biggest influence of numbers in the 20th century?</p> <p>KE2: How can numbers reveal and reflect changes in our lives?</p> <p>a) What are statistics and how are they recorded and presented?</p> <p>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?</p> <p>c) What is a Census?</p> <p>d) How are statistics used by historians?</p>
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<p>Royalty – Elizabeth I and Elizabeth II</p> <p>a) What might Queen Elizabeth I have looked like?</p>	<p>The British Seaside</p> <p>KE 1: Why were seaside holidays popular?</p> <p>a) When do we go on holiday?</p> <p>b) Was it affordable for everyone to go on holiday in the past?</p> <p>c) How did people travel to seaside locations?</p> <p>d) Why did people believe that seaside holidays were good for you?</p> <p>KE 2: How do we know what holidays were like in the past?</p> <p>a) What can we learn from the photographs?</p> <p>b) How did people dress to go to the seaside?</p> <p>c) What activities did people do at the seaside?</p> <p>d) Can you see things that remind you of your holidays in the photographs?</p> <p>KE3: Do we go to the seaside for the same reasons as people in the past?</p> <p>a) Why do we go on holidays?</p> <p>b) What the advantages of going on holiday instead of staying at home?</p> <p>KE 4: How have seaside holidays changed?</p> <p>End of unite write- Do you like the earlier seaside holidays, or do you prefer holidays now?</p>				
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Stimpson Avenue Academy History Curriculum Map - Skills



		EYFS	KS1	KS2										
Chronological Knowledge and Understanding		<ul style="list-style-type: none"> Use everyday language related to time Order and sequence familiar events Describe main story settings, events and principal characters. Talk about past and present events in their own lives and in lives of family members 	<ul style="list-style-type: none"> Develop an awareness of the past Use common words and phrases relating to the passing of time Know where all people/events studied fit into a chronological framework Identify similarities / differences between periods 	<ul style="list-style-type: none"> Continue to develop chronologically secure knowledge of history Establish clear narratives within and across periods studied Note connections, contrasts and trends over time 										
Historical enquiry – Using evidence / Communicating ideas		<ul style="list-style-type: none"> Be curious about people and show interest in stories Answer ‘how’ and ‘why’ questions ... in response to stories or events. Explain own knowledge and understanding and asks appropriate questions. Know that information can be retrieved from books and computers Record, using marks they can interpret and explain 	<ul style="list-style-type: none"> Ask and answer questions Understand some ways we find out about the past Choose and use parts of stories and other sources to show understanding (of second order concepts below) 	<ul style="list-style-type: none"> Regularly address and sometimes devise historically valid questions Understand how knowledge of the past is constructed from a range of sources Construct informed responses by ... Selecting and organising relevant historical information 										
Historical terms		<ul style="list-style-type: none"> Extend vocabulary, especially by grouping and naming, exploring meaning and sounds of new words 	<ul style="list-style-type: none"> Use a wide vocabulary of everyday historical terms 	<ul style="list-style-type: none"> Develop the appropriate use of historical terms 										
		Historical Terms to Encountered Throughout the KS1/2 Curriculum →												
		Civilisation	Conflict	Democracy	Empire	Exploration	Government	Migration	Monarchy	Peasantry	Poverty	Religion	Science and Technology	Taxation
Interpretation of History			<ul style="list-style-type: none"> Identify different ways in which the past is represented 	<ul style="list-style-type: none"> Understand that different versions of the past may exist, giving some reasons for this 										
Second Order Concepts	Significance and Judgements	<ul style="list-style-type: none"> Recognise and describe special times or events for family or friends 	<ul style="list-style-type: none"> Talk about who was important e.g. In a simple historical account Identify different ways in which the past is represented 	<ul style="list-style-type: none"> Identify historically significant people and events in situations Understand that different versions of the past may exist, giving some reasons for this 										
	Similarity / Difference (within a period/situation)	<ul style="list-style-type: none"> Know about similarities and differences between themselves and others, and among families, communities and traditions 	<ul style="list-style-type: none"> Make simple observations about different types of people, events, beliefs within a society 	<ul style="list-style-type: none"> Describe social, cultural, religious and ethnic diversity in Britain and the wider world 										
	Continuity and Change (in and between periods)	<ul style="list-style-type: none"> Look closely at similarities, differences, patterns and change Develop understanding of growth, decay and changes over time 	<ul style="list-style-type: none"> Identify similarities/differences between ways of life at different times 	<ul style="list-style-type: none"> Describe/make links between main events, situations and changes within and across different periods/societies 										
	Cause and consequence	<ul style="list-style-type: none"> Identify different ways in which the past is represented 	<ul style="list-style-type: none"> Recognise why people did things, why events happened and what happened as a result 	<ul style="list-style-type: none"> Identify and give reasons for, results of, historical events, situations, changes 										

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