

	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
Year 1	How do our favourite toys and games compare with those of children in the 1960s?	<p>Why do historians divide up time?</p> <p>What do people remember about the 1960s?</p> <p>How do the most popular toys and games of the 1960s compare with those of today?</p> <p>Why were there no smart toys and games in the 1960s?</p> <p>How can we make sure we play with smart toys and games safely and securely?</p> <p>What do adults I know remember about the 1960s?</p>	<p>Changes within living memory. Where appropriate these should be used to reveal aspects of change in national life</p> <p>The lives of significant individuals in the past who have contributed to national and international achievements</p> <p>Significant historical events, people and places in their own locality.</p>	<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>
	What does it take to become a great explorer?	<p>Why is Ranulph Fiennes in the Guinness Book of Records?</p> <p>How do Amy Johnson's achievements compare with those of Ranulph?</p> <p>Why did Christopher Columbus sail across an unknown ocean?</p> <p>What was Neil Armstrong's 'one small step' also a 'great leap' forward?</p> <p>Are you the kind of person who could become a Mars explorer?</p>	<p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p> <p>Events beyond living memory that are significant nationally or globally</p> <p>The lives of significant individuals in the past who have contributed to national and international achievements</p>	<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>Why was Charles sent to prison?</b></p>	<p>What did Charles do wrong?</p> <p>Why were messenger pigeons so important during World War I?</p> <p>Why were messages sent by pigeon always in code?</p> <p>How did children know that a war was happening in 1916?</p> <p>Why were horses very important during World War I?</p> <p>How did other animals contribute to the war effort?</p>	<p>Events beyond living memory that are significant nationally or globally</p>	<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>
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Year 2	<p><b>Who is the greatest history maker?</b></p>	<p>What does it mean for someone to 'make history'? (Guy Fawkes)</p> <p>Which of these people was the greatest history maker?</p> <ol style="list-style-type: none"> <li>1. Hatshepsut (first woman of Ancient Egypt to become a pharaoh)</li> <li>2. Margaret (Margaret Roberts who became Margaret Thatcher, first woman Prime Minister of the United Kingdom)</li> <li>3. Grace (Grace O'Malley, Irish Chieftain, pirate and independence fighter)</li> <li>4. Malala (Malala Yousafzai, Pakistani human rights activist)</li> <li>5. Marie (Marie Curie, the first person in the world to win two Nobel Prizes in different subjects)</li> <li>6. Elizabeth (Elizabeth I Queen of England)</li> </ol> <p>How would you like to be remembered as a history maker?</p>	<p>The lives of significant individuals in the past who have contributed to national and international achievements</p> <p>Events beyond living memory that are significant nationally or globally</p>	<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>
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	<p><b>Why is the history of my locality important?</b></p> <p>(a model enquiry focussing on significant events, people and places in Devon providing a framework for teachers to adapt to their own local area)</p>	<p>Why was one of Britain's largest prisons built in the middle of Devon? (Dartmoor Prison and the Napoleonic wars)</p> <p>What did Arthur Ogilvy find in 1927 and why is it amazing?</p> <p>(40,000-year-old jawbone of oldest human ever discovered in Britain)</p> <p>Why do we remember the achievements of Francis Drake and Francis Chichester?</p> <p>How did the First World War affect the lives of people where I live?</p>	<p>Changes within living memory. Where appropriate these should be used to reveal aspects of change in national life</p> <p>Events beyond living memory that are significant nationally or globally</p> <p>The lives of significant individuals in the past who have contributed to national and international achievements</p> <p>Significant historical events, people and places in their own locality</p>	<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>Why do we know so much about where Sappho used to live?</b></p>	<p>Who was Sappho and where did she live? (Pompeii)</p> <p>Why was Pompeii part of the Roman Empire?</p> <p>What happened to Pompeii on August 24th AD 79?</p> <p>What evidence exists of what happened at Pompeii at August 24th AD 79?</p> <p>Why do we know so much about where Sappho used to live?</p> <p>How did the archaeologists know that people had been buried under the ash at Pompeii?</p>	<p>Events beyond living memory that are significant nationally or globally</p>	<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 3	<p>How did the lives of ancient Britons change during the Stone Age?</p>	<p>How do people often imagine the Stone Age to be like?</p> <p>Who left their footprints on the beach and what were they doing there?</p> <p>What clues help archaeologists reconstruct how people might have lived in Stone Age Britain?</p> <p>Why did Stone Age Britons spend most of their time living in camps rather than in caves?</p> <p>Why was the Red Lady of Paviland so important?</p> <p>How were people living in Britain at the end of the Stone Age compared with the beginning?</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>
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	<p><b>What is the secret of the standing stones? (Bronze Age Britain)</b></p>	<p>Why did the Stone Age come to an end about six thousand years ago?</p> <p>Why was the Amesbury Archer so important?</p> <p>Why do people build monuments?</p> <p>Why did Bronze Age people build monuments at Merrivale?</p> <p>Who was buried in the cist at Merrivale?</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>How do artefacts help us understand the lives of people in Iron Age Britain?</b></p>	<p>How can we recognise Iron Age hill forts today?</p> <p>What might hill forts have looked like when they were first built?</p> <p>How do we know that life wasn't always very peaceful in the Iron Age?</p> <p>What were staters and how did Iron Age people use them?</p> <p>Why have so many wonderful Iron Age artefacts been found underwater?</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>

Year 4	How did the arrival of the Romans change Britain?	<p>Why did Emperor Claudius invade Britain?</p> <p>Why did the Romans almost lose control of Britain? (War with Boudica)</p> <p>Why was it so important to Claudia Aelius that her friend Lepidina Cerialis came and visited her?</p> <p>Why were Claudia and Lepidina living in Vindolanda (Hadrian's Wall)</p> <p>How do we know so much about the towns the Romans built in Britain?</p> <p>Why did the Romans organise gladiatorial games?</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</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>
	Who were the Anglo Saxons and how do we know what was important to them?	<p>Why did the Romans leave Britain?</p> <p>Who were the Anglo Saxons and why didn't they choose to live in the towns the Romans left behind?</p> <p>How did the lives of Anglo Saxons change after Ethelbert met Augustine? (Conversion to Christianity)</p> <p>How did converting to Christianity change the lives of people in Britain?</p> <p>What does Sutton Hoo tell us about the Anglo-Saxon world?</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>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 longships 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>
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Year 5	<p><b>Why did the ancient Maya change their way of life?</b></p>	<p>Who are the Maya and where do they live?</p> <p>What are the main occupations of Maya people today?</p> <p>What did John and Frederick rediscover in 1839?</p> <p>What do the ruins of Chichen Itza tell us about the lives of ancient Maya?</p> <p>Why do historians know so much about ancient Maya society?</p> <p>Why was pok-a-tok more than just a ball game?</p> <p>Why did the ancient Maya leave their jungle cities?</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</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>
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	<p><b>The story of The Trojan Horse:</b>  <b>historical fact, legend or classical myth?</b></p>	<p>What exactly is the story of The Trojan Horse?</p> <p>What evidence exists to authenticate the story of The Trojan Horse?</p> <p>What other explanations could there be for the origin of the story of The Trojan Horse?</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>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>
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Year 6	<p><b>Why was winning the Battle of Britain in 1940 so important?</b></p>	<p>How serious was the risk of invasion by Nazi Germany in June 1940?</p> <p>What did Hitler need to achieve if an invasion was going to succeed?</p> <p>Why did Britain win the Battle of Britain?</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>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>
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	<p><b>What did King George VI mean when he said "The history of York is 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)</p>	<p>What were head pots and why have so many been found at York?</p> <p>Who was Oshere and why didn't he come back for his helmet?</p> <p>How was the money raised to pay for the building of York Minster?</p> <p>Why do we remember what happened to a dog at the Battle of Marston Moor?</p> <p>How did the coming of the industrial age change York?</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>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>
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	<p><b>Why did Britain once rule the largest empire the world has ever seen?</b></p>	<p>Why was it said that the sun never set on The British Empire?</p> <p>Why did Britain build an empire around the world?</p> <p>What happened to The British Empire?</p> <p>What happened in Britain between April 2nd and June 14th 1982 and why?</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>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>
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