



Year 1 History Curriculum (objectives and enquiry questioning)		
Autumn 2 <i>Guy Fawkes and the Gunpowder Plot</i> <ul style="list-style-type: none"><i>Why do we celebrate Bonfire Night?</i>	Spring 1 <i>Victorian Britain</i> <ul style="list-style-type: none"><i>What was Bradwell like in the Victorian times?</i><i>How have children's toys changed since the Victorian times?</i>	Summer 2 <i>Seaside holidays through the years</i> <ul style="list-style-type: none"><i>What were seaside holidays like 100 years ago?</i><i>How have seaside holidays changed?</i>
Children will know by the end of the unit: <ul style="list-style-type: none">What Bonfire Night is and why it is celebratedWho King James I of England wasWho Guy Fawkes wasWhat happened before, during and after the Gunpowder PlotHow to carry out an enquiry about why fireworks and bonfires are lit on the 5th of November	Children will know by the end of the unit: <ul style="list-style-type: none">When the Victorian times wereWho Queen Victoria of England wasThe features of Victorian lifeLocal evidence of Victorian life still present todayThe similarities and differences between toys from the Victorian era and today	Children will know by the end of the unit: <ul style="list-style-type: none">The features of a seaside holidayWhat seaside holidays were like 100 years agoHow to use photographs to find clues as to what seaside holidays were like 100 years agoWhen and how seaside holidays were popular 100 years agoHow to order seaside holidays chronologicallyDifferences and similarities between seaside holidays now and 100 years ago



Year 2 History Curriculum (objectives and enquiry questioning)		
Autumn 2 <i>The Great Fire of London</i> <ul style="list-style-type: none">• <i>What were the living conditions for people in London in 1666?</i>• <i>Was London better before or after the Great Fire?</i>	Spring 1 <i>Mary Seacole & Florence Nightingale</i> <ul style="list-style-type: none">• <i>Why are these women important historical figures?</i>• <i>How did these important historical figures change nursing/health care forever?</i>	Summer 2 <i>Communication Then & Now</i> <ul style="list-style-type: none">• <i>How has the way we communicate changed over time?</i>•
Children will know by the end of the unit: <ul style="list-style-type: none">• What living in London was like in the 1600s• What happened before, during and after The Great Fire of London• The changes that occurred in London and Britain because of The Great Fire• A timeline of events leading up to, during and after the Great Fire• The lasting impact the fire has had on London• Evidence and proof of the Great Fire today• How to identify and interpret a reliable historical source	Children will know by the end of the unit: <ul style="list-style-type: none">• Who Mary Seacole was and when she lived• Who Florence Nightingale was and when she lived• The similarities and differences between the women’s lives• The differences they made to health care and what they did that makes them historically significant people• About their later lives• How to organise and summarise events in their lives• A timeline of change caused by the women	Children will know by the end of the unit: <ul style="list-style-type: none">• What communication is• How we use it and have used it• A range of methods of communication• How use has advanced us as a society• A timeline of changes within living memory• A timeline of the different methods of communication and when they were first invented/used in the last 100 years• How to identify, label and arrange a range of different methods of communication from the last 100 years



Year 3 History Curriculum (objectives and enquiry questioning)		
<p>Autumn 2 Stone Age to Iron Age</p> <ul style="list-style-type: none"> • <i>“The Iron Age was better than the Stone & Bronze Ages because nothing happened in them.” What proof do we have to find out if this statement is true or not?</i> 	<p>Spring 1 Ancient Egypt</p> <ul style="list-style-type: none"> • <i>Were the Ancient Egyptians as significant as History remembers them?</i> 	<p>Summer 2 Crime and Punishment – Sarah Martins and the Toll House</p> <ul style="list-style-type: none"> • <i>Was Sarah Martins a local hero?</i>
<p>Children will know by the end of the unit:</p> <ul style="list-style-type: none"> • The definition and timescale of human prehistory • About early humans and the Palaeolithic period • About people who lived in the Mesolithic period • How people lived in the Neolithic period • How people lived in the Iron Age • How to recap and summarise the prehistory of Britain • How to plot different times and ages of human prehistory on a timeline 	<p>Children will know by the end of the unit:</p> <ul style="list-style-type: none"> • Who the ancient Egyptians were • When and where the ancient Egyptian civilisation lived • Who came before and who came after the ancient Egyptians • How to place key events from the ancient Egyptian period on a timeline • What made them a successful civilisation • Features of their lives that are similar and different to ours now • The changes they made to human history • What still exists of ancient Egypt today (pyramids) • Who the pharaohs were and why they were important • Who ancient Egyptian god and goddesses were • How to investigate the inventions and achievements of the ancient Egyptians 	<p>Children will know by the end of the unit:</p> <ul style="list-style-type: none"> • Who Sarah Martins was • Why Sarah Martins is known and ‘famous’ locally • How Sarah Martins impacted local history • What crime and punishment were like during the Georgian/Victorian era in Britain • A timeline of events affecting and caused by Sarah Martins • The lasting impact of Sarah Martin’s actions seen today



Year 4 History Curriculum (objectives and enquiry questioning)		
<p>Autumn 2 <i>The Romanisation of Britain and Boudicca's Rebellion</i></p> <ul style="list-style-type: none"> • <i>What effects did the Roman invasion have on the people living in Britain at the time?</i> • <i>How did the Roman invasion of Britain impact British History?</i> 	<p>Spring 1 <i>The Shang Dynasty</i></p> <ul style="list-style-type: none"> • <i>What can we tell about the Shang Dynasty from Fu Hao's Tomb?</i> 	<p>Summer 2 <i>The Tudors</i></p> <ul style="list-style-type: none"> • <i>How did the reforming of the church and Henry VIII's actions effect the people of Britain?</i> • <i>Was Henry VIII a good King?</i>
<p>Children will know by the end of the unit:</p> <ul style="list-style-type: none"> • The location of the Roman Empire pre and post British invasion • The location of the Iceni Tribe • Who Boudicca was and why she played such an important role in the Roman invasion • A timeline of the 3 invasion attempts • The changes to Britain as a result of the invasion • The evidence of Roman life in Britain/locally 	<p>Children will know by the end of the unit:</p> <ul style="list-style-type: none"> • When and where the Shang lived • What was found in Fu Hao's tomb • What these findings tell us about life in Shang times • A timeline of the different emperors during the Shang Dynasty • What impact the Shang Dynasty had on the history of the world • What life was like for the people living in the Shang Dynasty • How historians assess and identify Shang Dynasty artefacts 	<p>Children will know by the end of the unit:</p> <ul style="list-style-type: none"> • A timeline of events that led to the Tudor reign (War of the Roses) • King Henry VIII and how his actions impacted British life • His 6 wives and their lives • The difference between the Catholic and Protestant churches during Tudor times • Why the differences in church caused political problems in Britain • A timeline of events during the Tudor era • Tudor life in Britain • Poverty and its impact on the people of Tudor Britain



Year 5 History Curriculum (objectives and enquiry questioning)		
<p>Autumn 2 <i>The Anglo-Saxons & The Viking Invasion</i></p> <ul style="list-style-type: none"> <i>The Vikings: Vicious Warriors or Traders and Settlers?</i> 	<p>Spring 1 <i>Indus Valley</i></p> <ul style="list-style-type: none"> <i>Was the Indus Valley Civilisation more advanced than the Ancient Romans?</i> 	<p>Summer 2 <i>Great Yarmouth Fishing Industry and the Fisher Girls</i></p> <ul style="list-style-type: none"> <i>How did the Fisher Girls of Great Yarmouth impact local history?</i>
<p>Children will know by the end of the unit:</p> <ul style="list-style-type: none"> Where the Vikings came from and where Scandinavia is located on a modern-day map Why the Vikings raided Britain How Alfred the Great and Athelstan dealt with the Viking invaders How Vikings lived and worked in Britain, and why some historical sources refer to them as ‘settlers’ What happened during Viking invasions and how Viking warriors trained and fought The different Viking Gods and beliefs they upheld and practised Which artefacts are left as evidence of Viking life in Britain today, and where they were found/located 	<p>Children will know by the end of the unit:</p> <ul style="list-style-type: none"> Where 2000 BCE falls on our History timeline Where the Indian subcontinent of Indus Valley is located on an atlas today, and what it may have looked like during the Indus times Where Mohenjo-daro is on a map of Pakistan How the Indus Valley was discovered by archaeologists in the 19th Century Where the Indus river is located and what it was used for by the Indus Valley civilisation What life was like for the Indus people, e.g. what toys they played with, jewellery worn, how they bathed, their homes, etc. Ancient Indus artefacts found in the 1920s and 30s that indicate how life was for the Indus Valley civilisation 	<p>Children will know by the end of the unit:</p> <ul style="list-style-type: none"> Local evidence of the fishing industry in the 1800s/1900s The Victorian/Edwardian era and how people lived during this time locally The Fisher Girls’ way of life and reason for moving to Great Yarmouth The history and impact of the fishing industry in Great Yarmouth and Lowestoft What people working in the fishing industry were expected to do in their different job roles How Great Yarmouth was different 100 years ago to modern-day Great Yarmouth – comparing features of the town



Year 6 History Curriculum (objectives and enquiry questioning)		
<p>Autumn 2 <i>Ancient Sumer civilisation</i></p> <ul style="list-style-type: none"> <i>What does the Sumer Civilisation and Indus Valley Civilisation have in common?</i> 	<p>Spring 1 <i>World War 2</i></p> <ul style="list-style-type: none"> <i>Why did World War 2 begin?</i> <i>Why was it necessary for children to be evacuated during WW2?</i> 	<p>Summer 2 <i>Ancient Greece</i></p> <ul style="list-style-type: none"> <i>How can we find out about the civilisation of Ancient Greece?</i>
<p>Children will know by the end of the unit:</p> <ul style="list-style-type: none"> Where 5500 BCE falls on our History timeline Where Ancient Sumer civilisation resided on a modern-day map of Iraq, Syria, Kuwait and Turkey What City States were like for the people of the ancient Sumer civilisation and how their homes were built The comparison between the technological and academic achievements of the Sumerian people in writing, maths, science and technology Some of the religious beliefs held by the ancient Sumerians Why farming and agricultural techniques were so important to Sumerians What we can learn about ancient Sumerian culture through artefacts in the present day 	<p>Children will know by the end of the unit:</p> <ul style="list-style-type: none"> A timeline of events before, during and after World War 2 in the UK What the Blitz was and why it occurred Why World War 2 began What evacuation was during this time in Britain, and why it was necessary The role of women during World War 2 in Britain, and which jobs women performed during this time What the Holocaust was and why it is still culturally and socially relevant to remember this event each year on Holocaust Memorial Day What evidence and artefacts remain locally showing the events of World War 2, and how this compares to the evidence and artefacts left from ancient civilisations (recorded human accounts, recounts of events in living memory, etc.) 	<p>Children will know by the end of the unit:</p> <ul style="list-style-type: none"> Where 900 BCE falls on our History timeline Where Ancient Greece is located on a modern-day map of Europe Who Alexander the Great was and the impact he had on the empire How life differed between ancient Athens and ancient Sparta A comparison between the modern and ancient Olympic games Different gods and goddesses worshipped by the ancient Greeks Facts and myths surrounding the Trojan War



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