

Mablethorpe Primary Academy Key
concepts mapped through enquiry
questions Years A and B

National Curriculum objective	Enquiry questions	Historical concept	Chronological concept
Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.	Would you have preferred to go to school now or in the time of your grandparents? How are my toys different to my parents and grandparents? Would you prefer to go to school now or in the Victorian Era?	Continuity and change Similarity and difference	Within and beyond Living memory Duration of time
Events beyond living memory that are significant nationally or globally.	How has the GFOL been represented over time?	Cause and consequence Continuity and change	Within and beyond Living memory Sequencing Duration of time
The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.	Who wants to be an explorer? How did Rosa Parks and Emilie Davidson change the lives for both women and men?	Significance Similarity and difference Significance Continuity and change Cause and consequence	Within and beyond living memory Duration of time Within and beyond living memory Duration of time
Significant historical events, people, and places in their own locality.	What does our school mural show us about life then? How has Mablethorpe circus changed?	Significance Similarity and difference Significance Continuity and change	Within and beyond living memory Sequencing

KS1 Enquiry and concepts KS1 Year A Mablethorpe Primary Academy

Year 1
Year 2

Mablethorpe Primary Academy Key
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National Curriculum objective	Enquiry questions	Historical concept	Chronological concept
Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.	Would you have preferred to go to school now or at the time of your grandparents? Would you prefer to go to school now or in the Victorian Era?	Continuity and change	Within and beyond living memory Sequencing Duration
Events beyond living memory that are significant nationally or globally.	How has the GFOL been represented over time? How was the plague both similar and different to the coronavirus pandemic?	Continuity and change Similarity and difference	Within and beyond living memory Sequencing Within and beyond living memory Duration
The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.	Benjamin Zephaniah / Beatrix Potter How were these significant individuals similar and different? Who would you rather explore with? Ibn Battuta or Roald Amundsen? Who would you rather explore with? Ibn Battuta or Roald Amundsen?	Significance Similarity and difference Significance Continuity and change	Sequencing Duration Sequencing Duration Sequencing Duration
Significant historical events, people, and places in their own locality.	How has Mablethorpe circus changed? What does our school mural show us about life then?	Continuity and change Significance Continuity and change	Sequencing Duration Sequencing Duration

KS1 Enquiry and concepts KS1 Year B Mablethorpe Primary Academy

Year 1
Year 2

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LKS2 Enquiry and Concepts Year A and B Mablethorpe Primary Academy

National Curriculum objective	Enquiry questions	Historical concept	Chronological concept
Changes in Britain from the Stone Age to the Iron Age	Would you have preferred to live in the stone age or the iron age?	Continuity and change	Periods of history Narrative of history BC/AD Duration
The Roman Empire and its impact on Britain	How much of life today has been influenced by the Romans?	Evidence Cause and Consequence, Continuity and Change	BC/AD Duration Concurrence as part of the narrative of history
Britain's settlement by Anglo-Saxons and Scots	What does Anglo Saxon remains in Lincolnshire tell us about life then?	Continuity and Change Similarity and Difference Evidence	Historical Narrative Duration Interval
The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor	Who were the Vikings?	Evidence Interpretations Significance Cause and Consequence	Concurrence Interaction Narrative of history
The achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China.	Would the Egyptians have achieved as much without the River Nile?	Evidence Similarity and Difference Evidence Cause and Consequence	Concurrence Interaction Duration Periods of History

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Additional units for Mablethorpe	Diversity <i>Should we call Grace O Malley a pirate?</i> Sustainability <i>Why are David Attenborough and Greta Thunberg so significant for our world?</i>	significance significance Cause and consequence	Periods of history
a local history study	<i>How has our high street changed?</i>	continuity and change	Duration

Year A
Year B



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National Curriculum objective	Enquiry questions	Historical concept	Chronological concept
Additional units for Mablethorpe Primary PRIMARY ACADEMY	<p>Diversity Mablethorpe Primary Academy Key concepts mapped through enquiry questions Years A and B</p> <p>How did women contribute towards the space race and how did this bring about change? Y5-YA</p> <p>How did women contribute towards the space race and how did this bring about change? Y6 - YA</p> <p>Why did it take women so long to be given the opportunity to go to space? Y5-YB</p> <p>Why did it take women so long to be given the opportunity to go to space? Y6-YB</p>	<p>Continuity and change cause and consequence Significance Interpretation</p> <p>Continuity and change cause and consequence Interpretation Significance</p>	<p>Duration Sequencing</p> <p>Duration Sequencing</p>
The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor	Does describing the Vikings as vicious raiders accurately represent them?	Evidence Interpretations Significance Cause and Consequence	Concurrence Interaction Narrative of history
Ancient Greece - a study of Greek life and achievements and their influence on the western world	<p>Can we thank the ancient Greeks for anything in our lives today?</p> <p>Can we thank the Ancient Greeks for anything in our lives today?</p>	Similarity and Difference Significance	Concurrence Interaction
A non-European society that provides contrasts with British history - one study	Who achieved more for us, the Vikings or the Mayans?	Significance Similarity and Difference	Concurrence Interaction

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chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa)	Who achieved more for us, the Vikings or the Mayans?		
a local history study	<p>How did the Mablethorpe Flood impact on people's lives in our locality?</p> <p>How did the Mablethorpe Flood impact on people's lives in our locality?</p> <p>How does the circus contribute to Mablethorpe?</p>	<p>Cause and consequence</p> <p>Cause and consequence</p> <p>Continuity and change</p>	
an aspect of British history that extends pupils' chronological knowledge beyond 1066.	<p>What impact did WWII have on people's lives?</p> <p>What impact did WWII have on people's lives?</p>	Cause and consequence	Duration

UKS2 Enquiry and concepts Year A Mablethorpe Primary Academy

Year 5 Year A
Year 6 Year A
Year 5 Year B
Year 6 Year B