Key Stage 2 History

Year	NC link/BSquared	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2				
	Key Stage 2										
			The National Curriculu	um for history aims to	ensure that all pupils	:					
•	 know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry' understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed 										
	Topic	Changes in Britain from the Stone Age to the Iron Age	The Roman Empire and its impact on Britain	Britain's settlement by Anglo-Saxons and Scots	The Vikings and Anglo-Saxons	A local history study	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond				

1066

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5/6	Pupils should	This could include:	This could include:	This could include:	This could include:	This could include:	This could include:
0,0	know	Surviving the Stone	The Roman Empire	miciodo.	Viking raids and	An in-depth study	the changing power
	(Core	Age	and its impact on	Britain's	invasion.	linked to one of	of monarchs using
	knowledge	Construct informed	Britain	settlement by	Develop a	the British areas of	case studies such as
	and			•	· ·		
	concepts to	responses that	Develop a	AngloSaxons and	chronologically	study listed above	John, Anne and
	be	involve thoughtful	chronologically	Scots.	secure knowledge		Victoria
	learned)	selection and	secure knowledge	Anglo-Saxon	and	a study over time	
		organisation of	and understanding	invasions.	understanding of	tracing how	changes in an
	Pupils	relevant historical	of British, local and	Develop a	British, local and	several aspects of	aspect of social
	should be	information	world history,	chronologically	world history,	national history are	history, such as
	taught	by learning about	establishing clear	secure	establishing clear	reflected in the	crime and
	about:	how early man	narratives.	knowledge and	narratives.	locality (this can	punishment from the
	Changes in	survived in the	To understand	understanding of	To understand	go beyond 1066)	Anglo-Saxons to the
	Britain from	Stone Age.	where the Roman	British, local and	where the Vikings		present or leisure
	the Stone	To understand	Empire began.	world history,	came from.	a study of an	and entertainment
	Age to the	what humans		establishing clear		aspect of history or	in the 20th Century
	Iron Age	needed for survival	Julius Caesar's	narratives.	Viking raids and	a site dating from	
		in	attempted	To understand	invasion.	a period beyond	the legacy of Greek
		the Stone Age.	invasion in 55-54BC	where the	Develop a	1066 that is	or Roman culture
			Develop a	AngloSaxons and	chronologically	significant in the	(art, architecture or
		Skara Brae	chronologically	Scots came from.	secure knowledge	locality.	literature) on later
		Regularly address	secure knowledge		and	,	periods in British
		and sometimes	and understanding	Anglo-Saxon	understanding of		history, including the
		devise historically	of British, local and	invasions.	British, local and		present day
		valid	world history,	Address and	world history,		a significant turning
		questions about	establishing clear	sometimes devise	establishing clear		point in British history,
		change, cause,	narratives.	historically valid	narratives. To		for example, the first
		similarity and	To use research	questions about	understand how		railways or the
		difference,	skills to find out	change, cause,	and why the		Battle of Britain
		amerence,	3/1113 10 11110 001	change, cause,	and why me		

and significance similarity and Vikings invaded about Julius by learning about Caesar difference and Britain. significance. To Skara Brae and understanding its The Roman Empire Resistance by understand how. significance in by AD42 and the when and why Alfred the Great knowing more power of its army the Analo-Saxons and Athelstan, first and Scots Construct informed king of England. about the Stone Age. invaded Britain. responses that Address and sometimes devise involve thoughtful To understand what was found at Anglo-Saxon historically valid selection and Skara Brae and organisation of settlements and auestions about why it is important. relevant historical kinadoms: place change, cause, similarity and information names and difference and Becoming a village life. To use research Copper Child skills to find out Note significance. Continue to what a Roman connections. To understand develop a how some kings in Soldier wore and contrasts and chronologically trends over time Britain dealt with why. secure knowledge and develop the the Viking and understanding appropriate use Successful invaders. of British, local and invasions by of historical terms. world history, Claudius and Viking Life. To understand establishing clear how the Construct conquest. narratives within Develop a AngloSaxons informed and across the chronologically changed Britain. responses that periods they study secure knowledge Analo-Saxon art involve thoughtful selection and by learning about and understanding and culture. what happened in organisation of of British, local and **Understand how** the Bronze Age, world history, our knowledge of relevant historical looking at how establishing clear the past is information.

copper mining was narratives. constructed from To understand crucial to the To establish a a range of how Vikings lived people of this time. chronological sources. and worked. understanding of To understand To understand what copper the Roman what life was like Further Viking mining meant to Invasion of Britain. in Anglo-Saxon invasions. Britain. the people of the Note connections, Bronze Age. contrasts and Hadrian's Wall Anglo-Saxon art To understand the trends over time and develop the Stonehenge size and structure and culture. **Understand how** of Hadrian's Wall Construct appropriate use our knowledge of as it was when it informed of historical terms. the past is responses that was first built. To understand ***to link to constructed from a involve thoughtful what happened range of sources selection and during the Viking Numeracy use the and that different Hadrian's Wall Task organisation of invasions and versions of past know what Viking Setter - Draw to relevant historical events may exist, Scale resource. information. warriors were like. To know about giving some reasons for this by Anglo-Saxon Viking Life. British Resistance learning the eg Boudicca runes and what **Understand how** different theories Construct informed the different our knowledge of for the building of responses that the past is symbols Stonehenge. involve thoughtful constructed from represent. To understand how selection and a range of evidence about organisation of Anglo-Saxon art sources. To identify and Stonehenge can relevant historical and culture. give us different information describe Viking **Understand how** answers about the To look at the artefacts. our knowledge of past. events of the past is

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		'Boudicca's	constructed from	Viking Gods.		
	Hillforts	Rebellion' from	a range of	Construct		
	Note connections,	different	sources and that	informed		
	contrasts and	perspectives.	different versions	responses that		
	trends over time		of past events	involve thoughtful		
	and develop the	Impact of	may exist, giving	selection and		
	appropriate use of	technology,	some reasons for	organisation of		
	historical terms by	culture and beliefs	this.	relevant historical		
	learning how and	- Roman Music	To know about	information.		
	why hillforts	Note connections,	the legend of	To know some		
	developed as	contrasts and	King Arthur.	Viking gods and		
	popular places to	trends over time		what they		
	live in the Iron Age.	and develop the		represent.		
	To understand how	appropriate use of				
	and why hillforts	historical terms.				
	were developed in	*to link to Music use				
	the Iron Age	the Music from the				
		Gladiator Activity				
	The Druids	PowerPoint				
	Understand how	resource.				
	our knowledge of					
	the past is	Impact of				
	constructed from a	technology,				
	range of sources	culture and beliefs				
	and that different	- Roman Mosaics				
	versions of past	Understand how				
	events may exist,	our knowledge of				
	giving some	the past is				
	reasons for this by	constructed from a				
	understanding why	range of sources.				
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	some of our	To explore Roman			
	knowledge about	mosaics and			
	Iron Age Druids	create a mosaic.			
	could be				
	unreliable.	Impact of			
	To understand how	technology,			
	evidence about	culture and beliefs			
	Druids can give us	- Roman Roads			
	different answers	Address historically			
	about the past.	valid questions			
		about change,			
		cause, similarity			
		and difference,			
		and significance.			
		To discover facts			
		about Roman			
		Roads and find out			
		where they were			
		built.			
		Impact of			
		technology,			
		culture and beliefs			
		- Roman Gods			
		Construct informed			
		responses that			
		involve thoughtful			
		selection and			
		organisation of			
		relevant historical			
		information			

		To discover and use facts about Roman Gods				
Pupils should be able to	Historical Terminology	Historical Terminology	Historical Terminology	Historical Terminology	Historical Terminology	Historical Terminology
do	Relates known	Relates known	Relates known	Relates known	Relates known	Relates known
(Skills being	abstract	abstract	abstract	abstract	abstract	abstract
developed)	terminology when	terminology when	terminology	terminology when	terminology when	terminology when
	studying a new	studying a new	when studying a	studying a new	studying a new	studying a new
BSquared	period of history	period of history	new period of	period of history	period of history	period of history
assessment	Uses conventional	Uses conventional	history	Uses conventional	Uses conventional	Uses conventional
points	historical	historical	Uses	historical	historical	historical
applicable	terminology	terminology	conventional	terminology	terminology	terminology
to all NC	Includes the use of	Includes the use of	historical	Includes the use	Includes the use of	Includes the use of
coverage areas.	more abstract	more abstract	terminology	of more abstract	more abstract	more abstract
areas.	historical terms in	historical terms in	Includes the use	historical terms in	historical terms in	historical terms in
Pupils will	own narratives	own narratives	of more abstract	own narratives	own narratives	own narratives
make	Draws on new	Draws on new	historical terms in	Draws on new	Draws on new	Draws on new
achieveme	historical	historical	own narratives	historical	historical	historical vocabulary
nt	vocabulary they	vocabulary they	Draws on new	vocabulary they	vocabulary they	they have come
progression	have come across	have come across	historical	have come across	have come across	across and uses
steps	and uses correctly	and uses correctly	vocabulary they	and uses correctly	and uses correctly	correctly in the
against	in the course of	in the course of	have come	in the course of	in the course of	course of their
each across the year.	their writing	their writing	across and uses correctly in the	their writing	their writing	writing

Cause & Cause & course of their Cause & Cause & Cause & Consequence Consequence writing Consequence Consequence Consequence Details the Details the Details the Details the Details the Cause & consequences of an consequences of consequences of consequences of consequences of an event in history, an event in history, Consequence an event in an event in history, event in history, how how it directly how it directly Details the history, how it how it directly it directly affected directly affected the people/society affected the affected the consequences of affected the people/society of people/society of an event in people/society of of that time and the people/society of that time and how that time and how history, how it that time and how how it made an directly affected it made an impact it made an impact that time and how it made an impact impact further on in further on in history further on in history it made an further on in history history the people/society of Describes the build Describes the build impact further on Describes the build Describes the build up to an event in up to an event in that time and in history up to an event in up to an event in Describes the history that had history that had how it made an history that had history that had impact further on build up to an significant significant significant significant consequences for consequences for in history event in history consequences for consequences for the people of that the people of that the people of that Describes the that had the people of that build up to an sianificant time time time time Describes how Describes how event in history consequences for Describes how Describes how that had changes/technolo changes/technolo the people of that changes/technolo changes/technologi gical advances gical advances significant gical advances cal advances time impacted people impacted people consequences Describes how impacted people impacted people or or events in society or events in society or events in society for the people of changes/technol events in society during a period of during a period of during a period of during a period of that time ogical advances Describes how impacted people history, e.g. Islamic history, e.g. Islamic history, e.g. Islamic history, e.g. Islamic changes/technol or events in **Historical Enquiry &** Historical Enquiry & ogical advances society during a **Historical Enquiry & Historical Enquiry &** impacted people Interpretation Interpretation period of history, Interpretation Interpretation Selects evidence Selects evidence Selects evidence Selects evidence to or events in e.a. Islamic to use from to use from society during a to use from use from different

different sources to answer their own questions Describes and makes links using artefacts or significant historical places as evidence Explains how or why they sequenced artefacts to show changes or developments over time Suggests why not all sources of information can be relied on Shows an awareness of how some aspects of the past have been represented and interpreted in different ways Addresses and asks historically valid questions

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period of history, e.g. Islamic

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Understanding Connections

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Identifies historically important artefacts or evidence and suggests why they are significant to our understanding of a period in history Identifies historically important artefacts or evidence and suggests why they are significant to our understanding of a period in history Describes the role of significant people in a period of history, e.g. how they helped to develop their civilization, era and mark their place in history

Describes the role of significant people in a period of history, e.g. how they helped to develop their civilization, era and mark their place in history Describes and makes links between some significant people, events or places within and across periods of history Identifies similarities and differences in an aspect or theme of history, e.g. crime and punishment Identifies similarities and differences between ways of life or culture during a period in history Describes important events

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British & World History

Place events and people within a

	during a period in	during a period in	differences in an	Identifies	Describes	chronological
	history, stating who	history, stating who	aspect or theme	similarities and	important events	framework
	was involved, why	was involved, why	of history, e.g.	differences	during a period in	Identifies the
	they acted in that	they acted in that	crime and	between ways of	history, stating who	reasons why a
	way and how they	way and how they	punishment	life or culture	was involved, why	place, person or
	affected lives	affected lives	Identifies	during a period in	they acted in that	event is historically
			similarities and	history	way and how they	important
	British & World	British & World	differences	Describes	affected lives	
	History	History	between ways of	important events		
	Place events and	Place events and	life or culture	during a period in	British & World	
	people within a	people within a	during a period in	history, stating	History	
	chronological	chronological	history	who was involved,	Place events and	
	framework	framework	Describes	why they acted in	people within a	
	Identifies the	Identifies the	important events	that way and how	chronological	
	reasons why a	reasons why a	during a period in	they affected lives	framework	
	place, person or	place, person or	history, stating		Identifies the	
	event is historically	event is historically	who was	British & World	reasons why a	
	important	important	involved, why	History	place, person or	
			they acted in	Place events and	event is historically	
			that way and	people within a	important	
			how they	chronological		
			affected lives	framework		
				Identifies the		
			British & World	reasons why a		
			History	place, person or		
			Place events and	event is historically		
			people within a	important		
			chronological			
			framework			
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			Identifies the reasons why a place, person or event is historically important			
Key Terminology	Neolithic / hunter-gatherer / Skara Brae / Stonehenge / fort / spear, axe, bow and arrow, mammoth / marrow / archaeologist	Invasion / Emperor / Legion / Senate Settlement / Temple / Centurion / Century	Christinaty / Missionary / Pagan / Picts / Romans / Saxons / Scots	Archaeologist / Viking / Danelaw / migration / monk / settler/ settlement / monastery	Local / research /explore/ record /observer / investigate.	aspect/history/them e