

Key Stage 2 History

Year	NC link/BSquared	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p style="text-align: center;">Key Stage 2</p> <p style="text-align: center;">The National Curriculum for history aims to ensure that all pupils:</p> <ul style="list-style-type: none"> • 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

5/6	<p>Pupils should know... (Core knowledge and concepts to be learned)</p> <p>Pupils should be taught about:</p> <p>Changes in Britain from the Stone Age to the Iron Age</p>	<p>This could include:</p> <p>Surviving the Stone Age</p> <p>Construct informed responses that involve thoughtful selection and organisation of relevant historical information by learning about how early man survived in the Stone Age.</p> <p>To understand what humans needed for survival in the Stone Age.</p> <p>Skara Brae</p> <p>Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference,</p>	<p>This could include:</p> <p>The Roman Empire and its impact on Britain</p> <p>Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives.</p> <p>To understand where the Roman Empire began.</p> <p>Julius Caesar's attempted invasion in 55-54BC</p> <p>Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives.</p> <p>To use research skills to find out</p>	<p>This could include:</p> <p>Britain's settlement by AngloSaxons and Scots.</p> <p>Anglo-Saxon invasions.</p> <p>Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives.</p> <p>To understand where the AngloSaxons and Scots came from.</p> <p>Anglo-Saxon invasions.</p> <p>Address and sometimes devise historically valid questions about change, cause,</p>	<p>This could include:</p> <p>Viking raids and invasion.</p> <p>Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives.</p> <p>To understand where the Vikings came from.</p> <p>Viking raids and invasion.</p> <p>Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives. To understand how and why the</p>	<p>This could include:</p> <p>An in-depth study linked to one of the British areas of study listed above</p> <p>a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)</p> <p>a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.</p>	<p>This could include:</p> <p>the changing power of monarchs using case studies such as John, Anne and Victoria</p> <p>changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century</p> <p>the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day</p> <p>a significant turning point in British history, for example, the first railways or the Battle of Britain</p>
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		<p>and significance by learning about Skara Brae and understanding its significance in knowing more about the Stone Age.</p> <p>To understand what was found at Skara Brae and why it is important.</p> <p>Becoming a Copper Child</p> <p>Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study by learning about what happened in the Bronze Age, looking at how</p>	<p>about Julius Caesar</p> <p>The Roman Empire by AD42 and the power of its army</p> <p>Construct informed responses that involve thoughtful selection and organisation of relevant historical information</p> <p>To use research skills to find out what a Roman Soldier wore and why.</p> <p>Successful invasions by Claudius and conquest.</p> <p>Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear</p>	<p>similarity and difference and significance. To understand how, when and why the Anglo-Saxons and Scots invaded Britain.</p> <p>Anglo-Saxon settlements and kingdoms: place names and village life.</p> <p>Note connections, contrasts and trends over time and develop the appropriate use of historical terms.</p> <p>To understand how the AngloSaxons changed Britain. Anglo-Saxon art and culture. Understand how our knowledge of the past is</p>	<p>Vikings invaded Britain.</p> <p>Resistance by Alfred the Great and Athelstan, first king of England.</p> <p>Address and sometimes devise historically valid questions about change, cause, similarity and difference and significance.</p> <p>To understand how some kings in Britain dealt with the Viking invaders.</p> <p>Viking Life.</p> <p>Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p>		
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		<p>copper mining was crucial to the people of this time.</p> <p>To understand what copper mining meant to the people of the Bronze Age.</p> <p>Stonehenge</p> <p>Understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this by learning the different theories for the building of Stonehenge.</p> <p>To understand how evidence about Stonehenge can give us different answers about the past.</p>	<p>narratives.</p> <p>To establish a chronological understanding of the Roman Invasion of Britain.</p> <p>Hadrian's Wall</p> <p>To understand the size and structure of Hadrian's Wall as it was when it was first built.</p> <p>***to link to Numeracy use the Hadrian's Wall Task Setter - Draw to Scale resource.</p> <p>British Resistance eg Boudicca</p> <p>Construct informed responses that involve thoughtful selection and organisation of relevant historical information</p> <p>To look at the events of</p>	<p>constructed from a range of sources.</p> <p>To understand what life was like in Anglo-Saxon Britain.</p> <p>Anglo-Saxon art and culture.</p> <p>Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>To know about Anglo-Saxon runes and what the different symbols represent.</p> <p>Anglo-Saxon art and culture.</p> <p>Understand how our knowledge of the past is</p>	<p>To understand how Vikings lived and worked.</p> <p>Further Viking invasions.</p> <p>Note connections, contrasts and trends over time and develop the appropriate use of historical terms.</p> <p>To understand what happened during the Viking invasions and know what Viking warriors were like.</p> <p>Viking Life.</p> <p>Understand how our knowledge of the past is constructed from a range of sources.</p> <p>To identify and describe Viking artefacts.</p>		
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		<p>Hillforts</p> <p>Note connections, contrasts and trends over time and develop the appropriate use of historical terms by learning how and why hillforts developed as popular places to live in the Iron Age. To understand how and why hillforts were developed in the Iron Age</p> <p>The Druids</p> <p>Understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this by understanding why</p>	<p>'Boudicca's Rebellion' from different perspectives.</p> <p>Impact of technology, culture and beliefs</p> <p>- Roman Music</p> <p>Note connections, contrasts and trends over time and develop the appropriate use of historical terms.</p> <p>*to link to Music use the Music from the Gladiator Activity PowerPoint resource.</p> <p>Impact of technology, culture and beliefs</p> <p>- Roman Mosaics</p> <p>Understand how our knowledge of the past is constructed from a range of sources.</p>	<p>constructed from a range of sources and that different versions of past events may exist, giving some reasons for this.</p> <p>To know about the legend of King Arthur.</p>	<p>Viking Gods.</p> <p>Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>To know some Viking gods and what they represent.</p>		
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		<p>some of our knowledge about Iron Age Druids could be unreliable.</p> <p>To understand how evidence about Druids can give us different answers about the past.</p>	<p>To explore Roman mosaics and create a mosaic.</p> <p>Impact of technology, culture and beliefs</p> <ul style="list-style-type: none"> - Roman Roads <p>Address historically valid questions about change, cause, similarity and difference, and significance.</p> <p>To discover facts about Roman Roads and find out where they were built.</p> <p>Impact of technology, culture and beliefs</p> <ul style="list-style-type: none"> - Roman Gods <p>Construct informed responses that involve thoughtful selection and organisation of relevant historical information</p>				
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			To discover and use facts about Roman Gods				
	<p>Pupils should be able to do... (Skills being developed)</p> <p>BSquared assessment points applicable to all NC coverage areas.</p> <p>Pupils will make achievement progression steps against each across the year.</p>	<p>Historical Terminology Relates known abstract terminology when studying a new period of history Uses conventional historical terminology Includes the use of more abstract historical terms in own narratives Draws on new historical vocabulary they have come across and uses correctly in the course of their writing</p>	<p>Historical Terminology Relates known abstract terminology when studying a new period of history Uses conventional historical terminology Includes the use of more abstract historical terms in own narratives Draws on new historical vocabulary they have come across and uses correctly in the course of their writing</p>	<p>Historical Terminology Relates known abstract terminology when studying a new period of history Uses conventional historical terminology Includes the use of more abstract historical terms in own narratives Draws on new historical vocabulary they have come across and uses correctly in the course of their writing</p>	<p>Historical Terminology Relates known abstract terminology when studying a new period of history Uses conventional historical terminology Includes the use of more abstract historical terms in own narratives Draws on new historical vocabulary they have come across and uses correctly in the course of their writing</p>	<p>Historical Terminology Relates known abstract terminology when studying a new period of history Uses conventional historical terminology Includes the use of more abstract historical terms in own narratives Draws on new historical vocabulary they have come across and uses correctly in the course of their writing</p>	<p>Historical Terminology Relates known abstract terminology when studying a new period of history Uses conventional historical terminology Includes the use of more abstract historical terms in own narratives Draws on new historical vocabulary they have come across and uses correctly in the course of their writing</p>

		<p>Cause & Consequence Details the consequences of an event in history, how it directly affected the people/society of that time and how it made an impact further on in history Describes the build up to an event in history that had significant consequences for the people of that time Describes how changes/technological advances impacted people or events in society during a period of history, e.g. Islamic</p> <p>Historical Enquiry & Interpretation Selects evidence to use from</p>	<p>Cause & Consequence Details the consequences of an event in history, how it directly affected the people/society of that time and how it made an impact further on in history Describes the build up to an event in history that had significant consequences for the people of that time Describes how changes/technological advances impacted people or events in society during a period of history, e.g. Islamic</p> <p>Historical Enquiry & Interpretation Selects evidence to use from</p>	<p>course of their writing</p> <p>Cause & Consequence Details the consequences of an event in history, how it directly affected the people/society of that time and how it made an impact further on in history Describes the build up to an event in history that had significant consequences for the people of that time Describes how changes/technological advances impacted people or events in society during a</p>	<p>Cause & Consequence Details the consequences of an event in history, how it directly affected the people/society of that time and how it made an impact further on in history Describes the build up to an event in history that had significant consequences for the people of that time Describes how changes/technological advances impacted people or events in society during a period of history, e.g. Islamic</p>	<p>Cause & Consequence Details the consequences of an event in history, how it directly affected the people/society of that time and how it made an impact further on in history Describes the build up to an event in history that had significant consequences for the people of that time Describes how changes/technological advances impacted people or events in society during a period of history, e.g. Islamic</p> <p>Historical Enquiry & Interpretation Selects evidence to use from</p>	<p>Cause & Consequence Details the consequences of an event in history, how it directly affected the people/society of that time and how it made an impact further on in history Describes the build up to an event in history that had significant consequences for the people of that time Describes how changes/technological advances impacted people or events in society during a period of history, e.g. Islamic</p> <p>Historical Enquiry & Interpretation Selects evidence to use from different</p>
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		<p>different sources to answer their own questions</p> <p>Describes and makes links using artefacts or significant historical places as evidence</p> <p>Explains how or why they sequenced artefacts to show changes or developments over time</p> <p>Suggests why not all sources of information can be relied on</p> <p>Shows an awareness of how some aspects of the past have been represented and interpreted in different ways</p> <p>Addresses and asks historically valid questions</p>	<p>different sources to answer their own questions</p> <p>Describes and makes links using artefacts or significant historical places as evidence</p> <p>Explains how or why they sequenced artefacts to show changes or developments over time</p> <p>Suggests why not all sources of information can be relied on</p> <p>Shows an awareness of how some aspects of the past have been represented and interpreted in different ways</p> <p>Addresses and asks historically valid questions</p>	<p>period of history, e.g. Islamic</p> <p>Historical Enquiry & Interpretation</p> <p>Selects evidence to use from different sources to answer their own questions</p> <p>Describes and makes links using artefacts or significant historical places as evidence</p> <p>Explains how or why they sequenced artefacts to show changes or developments over time</p> <p>Suggests why not all sources of information can be relied on</p> <p>Shows an awareness of how some</p>	<p>Historical Enquiry & Interpretation</p> <p>Selects evidence to use from different sources to answer their own questions</p> <p>Describes and makes links using artefacts or significant historical places as evidence</p> <p>Explains how or why they sequenced artefacts to show changes or developments over time</p> <p>Suggests why not all sources of information can be relied on</p> <p>Shows an awareness of how some aspects of the past have been represented</p>	<p>different sources to answer their own questions</p> <p>Describes and makes links using artefacts or significant historical places as evidence</p> <p>Explains how or why they sequenced artefacts to show changes or developments over time</p> <p>Suggests why not all sources of information can be relied on</p> <p>Shows an awareness of how some aspects of the past have been represented and interpreted in different ways</p> <p>Addresses and asks historically valid questions</p>	<p>sources to answer their own questions</p> <p>Describes and makes links using artefacts or significant historical places as evidence</p> <p>Explains how or why they sequenced artefacts to show changes or developments over time</p> <p>Suggests why not all sources of information can be relied on</p> <p>Shows an awareness of how some aspects of the past have been represented and interpreted in different ways</p> <p>Addresses and asks historically valid questions</p> <p>Demonstrates an understanding of society during a</p>
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		<p>during a period in history, stating who was involved, why they acted in that way and how they affected lives</p> <p>British & World History Place events and people within a chronological framework Identifies the reasons why a place, person or event is historically important</p>	<p>during a period in history, stating who was involved, why they acted in that way and how they affected lives</p> <p>British & World History Place events and people within a chronological framework Identifies the reasons why a place, person or event is historically important</p>	<p>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 during a period in history, stating who was involved, why they acted in that way and how they affected lives</p> <p>British & World History Place events and people within a chronological framework</p>	<p>Identifies similarities and differences between ways of life or culture during a period in history Describes important events during a period in history, stating who was involved, why they acted in that way and how they affected lives</p> <p>British & World History Place events and people within a chronological framework Identifies the reasons why a place, person or event is historically important</p>	<p>Describes important events during a period in history, stating who was involved, why they acted in that way and how they affected lives</p> <p>British & World History Place events and people within a chronological framework Identifies the reasons why a place, person or event is historically important</p>	<p>chronological framework Identifies the reasons why a place, person or event is historically important</p>
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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