

KEY STAGE 2 HISTORY

National Curriculum Requirements of History at Key Stage 2

Pupils should 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. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our past events may exist, giving some reasons for this.

In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

Pupils should be taught about:

Changes in Britain from the stone Age to the Iron Age

This could include:

late Neolithic hunter-gatherers and early farmers, e.g. Skara Brae

Bronze Age religion, technology and travel, e.g. Stonehenge

Iron Age hill forts: tribal kingdoms, farming, art and culture

The Roman Empire and its impact on Britain

This could include:

Julius Caesar's attempted invasion in 55-54 BC

The Roman Empire AD 42 and the power of its army

Successful invasion by Claudius and conquest including Hadrian's Wall

British resistance, e.g. Boudica

"Romanisation" of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity

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Pupils should be taught about:

Britain's settlement by Anglo-Saxons and Scots

This could include:

Roman withdrawal from Britain in c.AD 410 and the fall of the western Roman Empire

Scots invasion from Ireland to north Britain (now Scotland)

Anglo-Saxon invasions, settlements and kingdoms: place names and village life

Anglo-Saxon art and culture

Christian conversion - Canterbury, Iona and Lindisfarne

The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor

This could include:

Viking raids and invasion

Resistance by Alfred the Great and Athelstan, first king of England

Further Viking invasions and Danegeld

Anglo-Saxon laws and justice

Edward the Confessor and his death in 1066

A local history study

For example:

a depth study linked to one of the British areas of study listed above

a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)

a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality

A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

For example:

the changing power of monarchs using case studies such as John, Anne and Victoria

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

the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day

a significant turning point in British history, e.g. the first railways or the Battle of Britain

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Pupils should be taught about:

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

Ancient Greece - a study of Greek achievements and their influence on the western world

A non-European society that provides contrasts with British history - one study chosen from: early Islamic civilisation, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900 - 1300

Knowledge, Skills and Understanding breakdown for History

Year 3

Chronological understanding	Knowledge and interpretation	Historical enquiry
<p>Can they describe events and periods using the words: BC, AD and decade?</p> <p>Can they describe events from the past using dates when things happened?</p> <p>Can they describe events and periods using the words: ancient and century?</p> <p>Can they use a timeline within a specific time in history to set out the order things may have happened?</p> <p>Can they use their mathematical knowledge to work out how long ago events would have happened?</p>	<p>Do they appreciate That the early Brits would not have communicated as we do or have eaten as we do?</p> <p>Can they begin to picture what life would have been like for the early settlers/</p> <p>Can they recognise that Britain has been invaded by several different groups over time?</p> <p>Do they realise that invaders in the past would have fought fiercely, using hand to hand combat?</p> <p>Can they suggest why certain events happened as they did in history?</p> <p>Can they suggest why certain people acted as they did in history</p>	<p>Do they recognise the part that archaeologists have had in helping us understand more about what happened in the past?</p> <p>Can they use various sources of evidence to answer questions?</p> <p>Can they use various sources to piece together information about a period in history?</p> <p>Can they research a specific event from the past?</p> <p>Can they use their 'information finding' skills in writing to help them write about historical information?</p> <p>Can they through research identify similarities and differences between given periods in history?</p>

Year 3 (Challenging)

<p>Can they set out on a timeline, within a given period, what special events took place?</p> <p>Can they begin to recognise and quantify the different time periods that existed between different groups that invaded Britain?</p>	<p>Can they begin to appreciate why Britain would have been an important country to have invaded and conquered?</p> <p>Can they appreciate that war/s would have inevitably have brought much distress and bloodshed?</p> <p>Do they have an appreciation that wars start for specific reasons and can last for a long time?</p> <p>Do they appreciate that invaders were often away from their homes for very long periods and would have been 'homesick'?</p>	<p>Can they begin to use more than one source of information to bring together a conclusion about an historical event?</p> <p>Can they use specific search engines on the Internet to help them find information more rapidly?</p>
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