

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 4 | | |
| Chronological understanding | Knowledge and interpretation | Historical enquiry |
| <p>Can they plot recent history on a timeline using centuries?</p> <p>Can they place periods of history on a timeline showing periods of time?</p> <p>Can they use their mathematical skills to round up time differences into centuries and decades?</p> | <p>Can they explain how events from the past have helped shape our lives?</p> <p>Do they appreciate that wars have happened from a very long time ago and it is often associated with invasion, conquering or religious differences?</p> <p>Do they know that people who lived in the past cooked and travelled differently and used different weapons from ours?</p> <p>Do they recognise that the lives of wealthy people were very different from those of poor people?</p> <p>Do they appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past</p> | <p>Can they research two versions of an event and say how they differ?</p> <p>Can they research what it was like for a child in a given period from the past and use photographs and illustrations to present their findings?</p> <p>Can they give more than one reason to support an historical argument?</p> <p>Can they communicate knowledge and understanding orally and in writing and offer points of view based upon what they have found out?</p> |
| Year 4 (Challenging) | | |
| <p>Can they use their mathematical skills to help them work out the time differences between certain major events in history?</p> <p>Can they begin to build up a picture of what main events happened in Britain/the world during different centuries?</p> | <p>Can they recognise that people's way of life in the past was dictated by the work they did?</p> <p>Do they appreciate that the food people ate was different because of the availability of different sources of food?</p> <p>Do they appreciate that weapons will have changed by the developments and inventions that would have occurred within a given time period?</p> <p>Do they appreciate that wealthy people would have had a very different way of living which would have impacted upon their health and education</p> | <p>Can they independently, or as a part of a group, present an aspect they have researched about a given period of history using multi-media skills when doing so?</p> |