

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 5

Chronological understanding	Knowledge and Interpretation	Historical enquiry
<p>Can they use dates and historical language in their work?</p> <p>Can they draw a timeline, with different time periods outlined, which show different information, such as, periods of history, when famous people lived, etc.?</p> <p>Can they use their mathematical skills to work exact time scales and differences as need be?</p>	<p>Can they describe historical events from the different periods/s they are studying, have studied?</p> <p>Can they make comparisons between historical periods: explaining things that have changed and things which have stayed the same?</p> <p>Can they explain the role that Britain has had in spreading Christian values across the world?</p> <p>Can they begin to appreciate that how we make decisions has been through a Parliament for some time?</p> <p>Do they appreciate that significant events in history have helped to shape the country we have today?</p> <p>Do they have a good understanding as to how crime and punishment has changed over the years?</p>	<p>Can they test out a hypothesis in order to answer a question?</p> <p>Do they appreciate how historical artefacts have helped us understand more about British lives in the present and past?</p>

Year 5 (Challenging)

<p>Can they create timelines which outline the development of specific features, such as medicine; weaponry; transport, etc.</p>	<p>Do they appreciate how plagues and other major events have created huge differences to the way medicines and health care was looked at?</p>	<p>Can they research the life of one person who has had an influence on the way Great Britain is divided into four separate countries?</p>
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