

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 6

Chronological understanding	Knowledge and interpretation	Historical enquiry
<p>Can they say where a period of history fits on timeline?</p> <p>Can they place a specific event on a timeline by decade?</p> <p>Can they place features of historical events and people from past societies and periods in a chronological framework</p>	<p>Can they summarise the main events from a specific period in history, explaining the order in which key events happened?</p> <p>Can they summarise how Britain has had a major influence on world history?</p> <p>Can they summarise what Britain may have learnt from other countries and civilizations through time gone by and more recently?</p> <p>Can they describe features of historical events and people from past societies and periods they have studied?</p> <p>Can they recognise and describe differences and similarities/changes and continuity between different periods of history?</p>	<p>Can they look at two different versions and say how the author may be attempting to persuade or give a specific viewpoint?</p> <p>Can they identify and explain their understanding of propaganda?</p> <p>Can they describe a key event from Britain's past using a range of evidence from different sources?</p>

Year 6 (Challenging)

<p>Do they appreciate that some ancient civilizations showed greater advancements than people who lived centuries after them?</p>	<p>Can they suggest relationships between causes in history?</p> <p>Can they appreciate how Britain once had an Empire and how that has helped or hindered our relationship with a number of countries today?</p> <p>Can they trace the main events that define Britain's journey from a mono to a multi-cultural society?</p>	<p>Can they suggest why there may be different interpretations of events?</p> <p>Can they suggest why certain events, people and changes that might be seen as more significant than others?</p> <p>Can they pose and answer their own historical questions?</p>
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Add in additional notes about this subject for each half term as appropriate

Autumn 1

Autumn 2

Spring 1

Spring 2

Summer 1

Summer 2

YEAR GROUP SUBJECT TRACKER

Teachers should use a range of assessments to enable the completion of the termly pupil tracker. Use a 'best fit' professional judgement for recording onto the tracker.

	<u>EMERGING</u>	<u>EXPECTED</u>	<u>EXCEEDING</u>
<u>AUTUMN</u>	Write in full names here	Write in full names here	Write in full names here
	% of pupils still emerging into year group expectations in Autumn =	% of pupils achieving year group expectations in Autumn =	% of pupils exceeding year group expectations in Autumn =
<u>SPRING</u>	Write in full names here	Write in full names here	Write in full names here
<u>SUMMER</u> (End of year final assessment)	Write in full names here	Write in full names here	Write in full names here
<u>NOTES</u>	Add in any comments here about pupil achievement or progress in this subject		

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