**Key Stage 2**

**Key Stage 2: Purpose & Aims (skills)**

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| **New Curriculum** |
| - Develop a chronologically secure knowledge and understanding |
| - Develop the appropriate use of historical terms |
| - Know and understand significant aspects of history: nature of ancient civilisations; expansion & dissolution empires; characteristic features of past non-European societies; achievements & follies of mankind |
| - Gain historical perspective by placing their growing knowledge into different contexts |
| - …questions about change, cause, similarity and difference, and significance |
| - Note connections, contrasts and trends over time  - Establishing clear narratives within and across periods of study |
| - 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. |
| - Understand the methods of historical enquiry, how evidence is used to make historical claims, & discern how & why contrasting arguments & interpretations of the past have been constructed |
| - Regularly address and sometimes devise historically valid questions |
| - Construct informed responses that involve thoughtful selection and organisation of relevant historical information |
| - Make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses |

KS2 History - Programme of Study **\*\*BOLD print is statutory\*\***

Non bold prints are examples of what could be covered (guidelines)

Highlighted give some notes or examples

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| **Yr.3** | **Yr.4** | **Yr.5** | **Yr.6** |
| **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 | **Roman Empire and its impact on Britain** This could include:  - Julius Caesar’s attempted invasion in 55-54 BC  - the Roman Empire by 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 | **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 invasions 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  **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  *(do both Anglo saxon units together!)* | **A local history study** *(could link to changes since 1066 and link together)*  A depth study linked to one of the British areas of study listed above  A study over time  A study of an aspect of history or a site dating from a period beyond 1066 that’s significant in the locality |
| **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;** (easiest one to do)  **The Shang Dynasty of Ancient China**  *(have to compare all 4 but study one in depth)* | **Ancient Greece** – **a study of Greek life and achievements and their influence on the western world** *(e,g,medicines/architects/ olympics/maths)* | **A non-European society that provides contrasts with British history - one study chosen from:** - Early Islamic civilization, c. AD 900;  - Mayan civilization c. AD 900; *(good one to compare with the Vikings!)*  - Benin c. AD 900-1300. | **A study of an aspect or theme in British history extends chronological knowledge beyond 1066** For example:  - the changing power of monarchs using case studies such as John, Anne & 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 C.20th  - 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 |