

KS2			
Year 3	Year 4	Year 5	Year 6
<p>Knowledge</p> <p>Pupils look at Stonehenge and other local landmarks and the effect that it had on the people and surrounding areas then and now.</p> <p>Pupils have knowledge of Egyptian life and how it compares to today</p> <p>Pupils can identify artefacts from the Egyptian era.</p> <p>Periods in history he/she can explain the achievements of the Egyptians and their impact on the world in the past and today</p> <p>Pupils can give simple reasons as to why Stonehenge and other local landmarks were built and how they were constructed.</p> <p>Pupils know how Prehistoric Britain changed over time.</p>	<p>Knowledge</p> <p>Pupils have knowledge of how the Ancient Greeks made advancements.</p> <p>Pupils have knowledge of Roman life and what they created that we still use today.</p> <p>Pupils can use sources about Ancient Greece to look at specific people and events.</p> <p>Pupils can discuss the impact and causes of historical changes in Britain due to the Roman invasion.</p> <p>Pupils have knowledge about the Roman invasions and how it affected Britain then and today</p>	<p>Knowledge</p> <p>Pupils have knowledge of the Mayan civilisation and know how this differs to Britain over the same period in time.</p> <p>Pupils know that sources can help them find out about all aspects of the Anglo Saxon and Viking conflict</p> <p>Pupils understand the cause and significance of the Anglo Saxons and Norman invasions.</p> <p>Pupils know how different invaders (such as the Saxons and Vikings) changed Britain in the past and how they affected our country today.</p>	<p>Knowledge</p> <p>Pupils can show understanding of how the local area was used in World War 1.</p> <p>Pupils can explore the roles local people played in World War 1.</p> <p>Pupils have an understanding of how crime and punishment has developed over time and can compare what happens in a range of different time periods.</p> <p>Pupils have knowledge of primary and secondary historical accounts from the Victorian and WW1 era.</p> <p>Pupils have a knowledge of the significant aspects of the Victorian era and can compare these to another era whilst appreciating how these eras changed our lives today.</p> <p>Pupils have knowledge of how aspects from many eras crime and punishment has impacted on our rules today.</p>

<p>Skills</p> <p>Compare two artefacts from an era</p> <p>Use dates and vocabulary relating to the passing of time, including ancient, modern, century and decade, AD and BC in relation to a timeline.</p> <p>Use sources to learn about the past.</p> <p>Identify things that are different</p>	<p>Skills</p> <p>Be aware that the same time in history may be represented in different ways.</p> <p>Use sources to give reasons for events and creations</p> <p>Choose appropriate sources to answer questions about specific people and events.</p> <p>Begin to evaluate how useful sources are</p> <p>Begin to understand the difference between primary and secondary sources.</p> <p>Describe the impact of new events and structures.</p> <p>Identify and describe changes.</p>	<p>Skills</p> <p>Compare civilisations in other countries with those in Britain.</p> <p>Understand that significant events in Britain were happening alongside events in other countries and that there are similarities and differences between the events in these two locations.</p> <p>Use sources of information to help them answer their own questions.</p> <p>To understand and identify primary and secondary sources of information</p> <p>Discuss the impact and causes of changes</p> <p>Give reasons for changes and explain the results.</p>	<p>Skills</p> <p>Compare and contrast local and national events giving reasons for the differences</p> <p>Use and understands abstract terms such as empire, civilisation, parliament and peasantry to describe life in Victorian era.</p> <p>Understand key events in WW1 Tidworth and how these link to the national events over this era.</p> <p>Recognise primary and secondary sources of information.</p> <p>Examine artefacts and explain what they show us about that time in history.</p> <p>Give reasons for conflicting sources of information</p> <p>Check the reliability of a source.</p> <p>Use books and the internet to research independently</p> <p>Explain how changes made in the past affect us today</p>
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<p>Place the time studied on a timeline.</p> <p>Know that the past can be divided into different periods of time and can order the Egyptian, Viking, Roman, Victorian, Tudor and Present day on a timeline.</p> <p>Create historically valid questions about how civilisations are the same or different as today.</p>	<p>Place events from a historical period on a timeline.</p> <p>Answer questions about changes in Britain by giving opinions and drawing on evidence.</p>	<p>Pupils can identify and sequence events from an era on a timeline.</p> <p>Pupils can place events in contrasting civilisations on timelines</p> <p>Create historically valid questions about the significance of an invasion.</p>	<p>Pupils can place a range of significant eras in chronological order</p> <p>Pupils can place events, people and changes of the Victorian era into correct periods of time and place periods previously studied in chronological order.</p> <p>Create questions related to the reliability of a source, a significant event or social issue.</p>
<p>2022 History Workshop Egyptian themed 2022 Trip to Stone Henge History Celebration Day</p>	<p>History Celebration Day</p>	<p>2022 Mayan History Day History Celebration Day</p>	<p>2022 Victorian Day 2022 Trip to The Army Flying Museum Wessex Archaeology Box used. History Celebration Day</p>

Comparing and contrast

Knowledge objectives and questions

Use of sources

Impact of events

Changes

Timelines

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 knowledge of the past is constructed from a range of sources.

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

Examples (non-statutory)

This could include:

- late Neolithic hunter-gatherers and early farmers, for example, Skara Brae
- Bronze Age religion, technology and travel, for example, Stonehenge
- Iron Age hill forts: tribal kingdoms, farming, art and culture
- the Roman Empire and its impact on Britain

Examples (non-statutory)

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, for example, 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

Examples (non-statutory)

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 – Canterbury, Iona and Lindisfarne
- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor

Examples (non-statutory)

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

Examples (non-statutory)

- 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

Examples (non-statutory)

- 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, for example, the first railways or the Battle of Britain
- 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 life and achievements and their influence on the western world
- a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300