



## **History** Subject Content at Key Stage 2

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
- ♣ The Roman Empire and its impact on Britain
- ♣ Britain's settlement by Anglo-Saxons and Scots
- ♣ The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.
- ♣ A local history study
- ♣ A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- ♣ The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.
- ♣ A local history study
- ♣ 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.



Lower Key Stage 2

History

Long Term Plan

Year A Autumn (2022-2023)

Year B Autumn (2023-2024)

Children will learn about the key elements of the nature of settlement and trade in history. Though the study of Stone/Bronze/Iron Age people they will learn how this important group of settlers fits into the chronology of Britain.

Children will learn about the key elements of the nature of invasion and settlement in history. Though the study of Anglo Saxons they will learn how this important group of settlers fits into the chronology of Britain.

Content

Let's find out about the changes in Britain from the Stone Age to the Iron Age

Content

Let's find out about Britain's settlement by Anglo-Saxons and Scots

This will 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

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

Skills - Pupils will:

- 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.
- Note connections, contrasts and trends over time and develop the appropriate use of historical terms.
- Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.
- Construct informed responses that involve thoughtful selection and organisation of relevant historical information.
- Understand how our knowledge of the past is constructed from a range of sources.

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

Skills - Pupils will:

- See Year A - Autumn



| Lower Key Stage 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |        |             | History                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |        |             | Long Term Plan |  |  |  |  |
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| Year A                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Spring | (2022-2023) | Year B                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Spring | (2023-2024) |                |  |  |  |  |
| <p>Children will learn about the key elements of the nature of invasion, settlement and trade in history. Through the study of Celtic and Roman peoples they will learn how the Roman invasion changed Britain.</p> <p><b>Content</b><br/> <b>Let's find out about The Roman Empire and its impact on Britain</b><br/> <b>This will include:</b></p> <ul style="list-style-type: none"> <li>Julius Caesar's attempted invasion in 55-54 BC</li> <li>the Roman Empire by AD 42 and the power of its army</li> <li>successful invasion by Claudius and conquest, including Hadrian's Wall</li> <li>British resistance, by Boudicca</li> <li>'Romanisation' of Britain including roman roads, villas and sites such as Caerwent</li> <li>the impact of technology, culture and beliefs, including early Christianity</li> </ul> <p><b>Skills - Pupils will:</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>Note connections, contrasts and trends over time and develop the appropriate use of historical terms.</li> <li>Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</li> <li>Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</li> <li>Understand how our knowledge of the past is constructed from a range of sources.</li> </ul> |        |             | <p>Who lives in the Rainforest? How have their lives changed over time? How are their lives the same and different to our own lives?</p> <p><b>Content</b><br/> <b>Let's find out about Mayan civilisation</b><br/> 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; <b>Mayan civilization</b> c. AD 900; Benin (West Africa) c. AD 900-1300.</p> <p><b>Skills - Pupils will:</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>Note connections, contrasts and trends over time and develop the appropriate use of historical terms.</li> <li>Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</li> <li>Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</li> <li>Understand how our knowledge of the past is constructed from a range of sources.</li> </ul> |        |             |                |  |  |  |  |



| Lower Key Stage 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |        | <h1>History</h1> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Long Term Plan |             |
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| Year A                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Summer | (2022-2023)      | Year B                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Summer         | (2023-2024) |
| <p>Children will learn about the key elements of the nature of civilisation and trade in history. Though the study of Ancient Greek people they will learn how our lives today have been influenced by the past.</p> <p><b>Content</b><br/> <b>Let's find out about Ancient Greece and its influence on us.</b><br/>           A study of Greek life and achievements and their influence on the western world</p> <p><b>Skills - Pupils will:</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>Note connections, contrasts and trends over time and develop the appropriate use of historical terms.</li> <li>Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</li> <li>Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</li> <li>Understand how our knowledge of the past is constructed from a range of sources.</li> </ul> |        |                  | <p>How does Ancient Egypt differ from today? What elements of the culture a felt in today's world?</p> <p><b>Content</b><br/> <b>Let's find out about Ancient Egypt and its influence on us.</b><br/>           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; <b>Ancient Egypt</b>; The Shang Dynasty of Ancient China</p> <p><b>Skills - Pupils will:</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>Note connections, contrasts and trends over time and develop the appropriate use of historical terms.</li> <li>Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</li> <li>Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</li> <li>Understand how our knowledge of the past is constructed from a range of sources.</li> </ul> |                |             |