



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.



Upper Key Stage 2

History

Long Term Plan

Year A Autumn (2022-2023)

Year B Autumn (2023-2024)

Let's Explore The Battle of Britain

Skills:

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.

Content:

A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. E.g. The changing power of monarchs using case studies such as Queen Victoria.

A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. E.g. A significant turning point in British history for example, the Battle of Britain in WW2.

Let's find out about and Investigate The Vicious Vikings

Content

The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of William the Conqueror

- 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.

Skills

- Continue to develop a chronologically secure knowledge and understanding of British, local and world history and establish clear narratives within and across the periods of time.
- 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.



Upper Key Stage 2

History

Long Term Plan

Year A Spring (2022-2023)

Year B Spring (2023-2024)

Let's Explore The Changing Power of Monarchs Beyond 1066

Skills:

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.

Content:

A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. E.g. The changing power of monarchs using case studies such as Queen Victoria.

A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. E.g. A significant turning point in British history for example, the Battle of Britain in WW2.

Let's Explore The Shang Dynasty of Ancient China

Skills:

Understand how our knowledge of the past is constructed from a range of sources. Address and devise historically valid questions about change, cause, similarity, difference, and significance.

Content:

The achievements of the earliest civilizations. E.g. The Shang Dynasty of Ancient China.

- When and where did the Shang Dynasty exist?
- Describing the social hierarchy of the Shang Dynasty.
- Religious beliefs of the people of the Shang Dynasty.
- The discovery and significance of the Oracle Bones in Chinese culture.
- What else can Shang artefacts teach us?
- Learning about the discovery and significance of the tomb of Fu Hao.



Upper Key Stage 2		History		Long Term Plan	
Year A	Summer	(2022-2023)	Year B	Summer	(2023-2024)
<p>Let's Explore the Maya Civilization</p> <p>Skills: 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.</p> <p>Content: <u>The Maya Civilization.</u></p> <ul style="list-style-type: none"> • Where in the world? • Exploration and Discovery. • The Mayan writing system. • The Maya number system. • Food and culture. • Religion and Gods. 			<p>Let's study & Investigate Crime and Punishment through the ages.</p> <p>Skills: Continue to develop a chronologically secure knowledge and understanding of British, local and world history. Establish clear narratives within and across the periods of time. 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 of relevant historical information Understand how our knowledge of the past is constructed from a range of sources.</p> <p>Content: A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. E.g. changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to present.</p> <ul style="list-style-type: none"> • Anglo Saxon Laws and Justice. • The Glastonbury Gallows in Tudor times. • Highway Man – Hero or Villain? • Villainous smugglers or innocent fishermen? • Transportation – a fitting punishment for the crime of theft? <p>Modern day crime and punishment.</p>		