



### National Curriculum Requirements of History at KS2

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 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

### SPJS Historical Concepts/Threads

At SPJS the threads in bold run through Year 3-6 history units to enable children to compare historical periods and deepen their historical understanding.

- **Hierarchy and Power** (including changing roles of women)
- **Daily Life** (Children and homes)
- **Significant Turning Points** (Technology, transport and inventions)
- Trade
- Crime and Punishment

		Autumn Term	Spring Term	Summer Term
	<b>Main Area of Study</b>	<b>Ancient Greece - a study of Greek life and achievements and their influence on the western world</b>	<b>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor - resistance by Alfred the Great - further Viking invasions and Danegeld.</b>	<b>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 -The changing power of monarchs - A significant turning point</b>
<b>Disciplinary Knowledge</b> <b>'To be a historian'</b>	<b>Chronological Understanding</b>	<ul style="list-style-type: none"> <li>To understand where the period fits in to their previous areas of learning. (Florence Nightingale, Great Fire of London, Victorians, Stone Age, Ancient Egyptians, WWII, Roman Britain and Anglo Saxons)</li> <li>To understand AD and BC</li> </ul>	<ul style="list-style-type: none"> <li>To understand where the period fits in to their previous areas of learning. (Florence Nightingale, Great Fire of London, Victorians, Stone Age, Ancient Egyptians, WWII, Roman Britain and Anglo Saxons and Ancient Greece)</li> <li>To understand AD and BC</li> </ul>	<ul style="list-style-type: none"> <li>To understand where the period fits in to their previous areas of learning. (Florence Nightingale, Great Fire of London, Victorians, Stone Age, Ancient Egyptians, WWII, Roman Britain, Anglo Saxons and the Vikings and Ancient Greece)</li> <li>To understand AD and BC</li> </ul>
	<b>Questioning</b>	<ul style="list-style-type: none"> <li>Ask and answer historically valid questions (eg about contrast, cause and effect, reliability).</li> <li>Children to be shown various pictures and video clips as stimulus to questions.</li> </ul>	<ul style="list-style-type: none"> <li>Ask and answer historically valid questions (eg about contrast, cause and effect, reliability).</li> <li>Children to be shown various pictures and video clips as stimulus to questions.</li> </ul>	<ul style="list-style-type: none"> <li>Ask and answer historically valid questions (eg about contrast, cause and effect, reliability).</li> <li>Children to be shown various pictures and video clips as stimulus to questions.</li> </ul>
	<b>Identifying causes and consequences and contrasts to understand past events, people and changes in the past</b>	<ul style="list-style-type: none"> <li>To identify how the ancient Greeks developed one of the most advanced civilizations changing technology, (democracy, Olympics, modern mathematics, sculpture, philosophy, science and medicine etc)</li> <li>To consider how these legacies might influence today's society.</li> <li>To know the hierarchy of the ancient Greeks and how this is similar/different to the ancient Egyptians (Different levels of social classes)</li> <li>To develop an understanding of daily life by using a range of sources.</li> <li>To identify similarities and differences between children and daily life then and now.</li> <li>To understand the role women played.</li> </ul>	<ul style="list-style-type: none"> <li>To consider what image do we have of the Vikings today. Why is this?</li> <li>To know where the Vikings come from -To understand why they invaded Britain.</li> <li>To know why Danegeld was introduced.</li> <li>To understand how the Vikings were similar/different to the Anglo-Saxons.</li> <li>To know the hierarchy of the Vikings and how this is similar/different to the ancient Egyptians and the ancient Greeks. (Different levels of social classes)</li> <li>To understand what daily life like for a Viking.</li> <li>To identify similarities and differences between the role of women in ancient Greece and the Viking period (They enjoyed more freedom and held more power than the ancient Greek women)</li> </ul>	<ul style="list-style-type: none"> <li>To identify how the Tudor dynasty changed England from a small, obscure island to one of Europe's largest powers.</li> <li>To know that the Tudor dynasty of England came to power at the end of the civil war known as the Wars of the Roses.</li> <li>To understand that the Tudor dynasty lasted between 1485 and 1603 and why it came to an end.</li> <li>To describe what life was like for different people living at the same point in history (e.g. men, women, rich, poor, military, priests and civilians).</li> <li>To explore religion and the effect on the people of Britain the reformation and the break from Rome (Religion in England changed depending on the views of the monarch and people often felt confused. They were told to change what they</li> </ul>

		<ul style="list-style-type: none"> <li>• To identify similarities and differences between children and daily life then and now.</li> <li>• To understand the importance of trade.</li> </ul>	<ul style="list-style-type: none"> <li>• To identify similarities and differences between children and daily life then and now.</li> <li>• To understand the importance of trade.</li> </ul>	<p>believed, how they worshipped God and how they decorated churches.)</p> <ul style="list-style-type: none"> <li>• To understand the changing power of monarchs during this period. (The power of the crown changed during the Tudor period. In 1485, when Henry VII became king, England had been through the War of the Roses. During this Civil War kings had been killed and the power of the crown was weak. However, Henry VII made England a more stable country by getting the support of his nobility. Under Edward VI and Mary I many historians believe the power of the crown was weak. The authority of Edward (a boy) and Mary (a woman) was not fully respected. However, during the</li> <li>• reign of Elizabeth I the crown's power was restored. Government was more stable and the victory over the Spanish</li> <li>• Armada in 1588 proved that Elizabeth was a great ruler).</li> <li>• To understand how the Tudor dynasty was a significant turning point in the history of Britain. (The years between the crowning of Henry VII in 1485 and the death of Elizabeth I in 1603 saw the old religious order swept away, Church of England, significant trade, the establishment of the American colonies, the foundation of the Royal Navy, Royal Mail, poor law and the power of Europe challenged.)</li> </ul>
	<p><b>Using Sources</b></p>	<ul style="list-style-type: none"> <li>• Discuss some of the problems historians might have in understanding about the Ancient Greeks due to lack of primary sources/evidence and the need for interpretation.</li> <li>• To understand that historians have some knowledge of this era from the Iliad and the Odyssey archaeology and the artefacts discovered.</li> <li>• To discuss the potential bias in secondary sources.</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss some of the problems historians might have in understanding about the Vikings due to lack of primary sources/evidence and the need for interpretation.</li> <li>• To understand that historians have some knowledge of this period due to the Coppergate excavation, the Galloway Hoard, Watlington Hoard Cuerdale Hoard, the Repton warrior, poetry, sagas, treaties and the Anglo-Saxon chronicle. (An annual record of events) compiled</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss the advantage of studying a period in history that has lots of primary sources/evidence.</li> <li>• To understand that historians can interpret a lot about this period due to remains of their architecture (Hampton Court Palace, Tower of London, Whitehall in Cheam, Carew Manor) and (The state papers, letters, portraits and manuscripts).</li> <li>• All primary sources.</li> <li>• To discuss the potential bias in secondary sources.</li> </ul>

			<p>around 890AD during the reign of King Alfred the Great.</p> <ul style="list-style-type: none"> <li>To discuss the potential bias in secondary sources.</li> </ul>	
<b>Substantive Knowledge</b>	<p><b>Knowledge of time period</b></p>	<ul style="list-style-type: none"> <li>-To know that history is divided into different eras (period of time)</li> <li>The period of Ancient Greece generally refers to the years 700-480BC. It is broken down into 3 periods.</li> <li>The archaic period (800BC to 480BC)</li> <li>The Classical Period (480 BC to 323 BC)</li> <li>The Hellenistic Period (323 BC to 146 BC) and ends due to constant war weakening the powerful city states and was finally conquered by the Romans in 146BC</li> <li>Our knowledge of this period comes from artefacts, archaeology and written down sources</li> <li>People lived in city-states with different types of rule.</li> <li>Monarchies, such as the city-state of Corinth, were ruled by a king.</li> <li>Oligarchies, such as the city-state of Sparta, were ruled by a small group of people, usually rich men.</li> <li>Democracies, such as the city-state of Athens, were ruled by many people. - The Parthenon, Acropolis, The Temple of Hera, Epidaurus are some of the significant monuments (famous legacies)</li> </ul>	<ul style="list-style-type: none"> <li>To know the time period of the Vikings and their relationship with England approximately 800 to 1150 AD and how this relates to the ancient Greeks. (previous learning)</li> <li>The Viking period lasted for almost 300 years.</li> <li>To know that the Vikings came from Scandinavia.</li> <li>To understand how Alfred the Great dealt with the Vikings and the dividing of England. Between Anglo-Saxon territory and Viking ruled Danelaw.</li> <li>To understand that we can tell where the Vikings settled by place names ending in by, thorp, toft, lathe, thwaite, garth, fell, how, meol, holm, wray, wath, scough, with, lund, beck, tarn, crook, gate, both etc</li> <li>To know what legacies the Vikings left in Britain (changed the English language, shipbuilding, trade routes and laws).</li> </ul>	<ul style="list-style-type: none"> <li>To know the time period of the Tudor Dynasty 1485-1603 and how this relates to The Vikings and Anglo-Saxons (previous learning)</li> <li>-o understand why most Tudor people lived in the countryside, but some people lived in towns or big Tudor cities like London, Bristol or Norwich. (Tudor England was a farming society. Most of the population (over 90 %) lived in small villages and made their living from farming.)</li> </ul>
	<b>Specific vocabulary for time period</b>	<p>centurions emperor empire hypocaust Londinium aqueduct legionary Rome Empire ahievement</p>	<p>archaeologist - recap from Y3 Viking raiding invasion settlement Danelaw</p>	<p>Catholic Protestant monarchy dynasty successor reformation monastery dissolution dispensation Armada</p>

		invasion Julius Caesar Coliseum barbarian Hadrian's Wall Boudica		
	<b>Assessment Questions</b>	<ul style="list-style-type: none"> <li>• Can you put the pictures in time order?</li> <li>• Which picture is later? How do you know?</li> <li>• -What do these pictures tell you about this era? ( why changes have occurred over time)</li> </ul>	<ul style="list-style-type: none"> <li>• Spot the error in the picture 'Funeral of a Viking chief' (anachronisms). Would it appear in this historical period?</li> <li>• Look at the two pictures of the Vikings. How are the Vikings shown differently in the two pictures?</li> <li>• What reasons can you give to explain why we have such different images of the Vikings?</li> </ul>	<ul style="list-style-type: none"> <li>• Look carefully at the picture of Queen Elizabeth I in the year 1601, when she was nearly 70 years old?</li> <li>• What does the painting tell us about Queen Elizabeth I? What can we learn about the way Elizabeth ruled the country from portraits and paintings like this?</li> <li>• Tudor Quiz. Why did people not drink water during the Tudor period? Why did Henry VIII create the Church of England? Who were the Tudors? Why did most Tudors live in the countryside? etc.</li> </ul>
<b>Chronological Vocabulary</b>	<b>Review of Previously Learnt Vocabulary</b>	<b>Review of Chronological Vocabulary for Year 2-4</b>		
		<b>Year 2</b> when I was younger past/Present earlier since later timeline historical event <b>Year 3</b> chronological order BC/AD century period decade ancient period <b>Year 4</b> During while several (years) more recently millennium age chronological approximate change process originate trace		
		<b>Chronological Vocabulary for Year 5</b>		
	<b>New Vocabulary</b>	Occasion accurate uncertain seldom former latter cause consequence phase abrupt decline trend continuity		