



### 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>	<ul style="list-style-type: none"> <li>Changes in Britain Stone Age to Iron Age</li> </ul>	<ul style="list-style-type: none"> <li>The achievements of the earliest civilizations - Ancient Egypt</li> </ul>	<ul style="list-style-type: none"> <li>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 - A local history study WWII (home front in and around Carshalton)</li> </ul>
<b>Disciplinary Knowledge</b> 'To be a historian'	<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 and Victorians)</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 and Victorians, Stone Age - Iron Age)</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 and Victorians, Stone Age - Iron Age, The Ancient Egyptians)</li> <li>To understand AD and BC</li> </ul>
	<b>Questioning</b>	<ul style="list-style-type: none"> <li>Show curiosity by voluntarily asking questions about what they have heard, seen or read.</li> <li>Children to be shown various pictures and video clips as stimulus to questions.</li> </ul>	<ul style="list-style-type: none"> <li>Show curiosity by voluntarily asking questions about what they have heard, seen or read.</li> <li>Children to be shown various pictures and video clips as stimulus to questions.</li> </ul>	<ul style="list-style-type: none"> <li>Show curiosity by voluntarily asking questions about what they have heard, seen or read.</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 developments that took place in the Bronze Age: changing technology, religion, travel, communities (become larger and more connected) construction of Stonehenge. How might these have affected everyday life?</li> <li>To consider changes during the Iron Age - particularly the shift to tribal kingdoms &amp; life based around local hill forts</li> <li>To learn about Skara Brae 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 Why the Stone Age changed to become the Bronze Age</li> <li>To understand why this historical era come to an end about six thousand years ago.</li> </ul>	<ul style="list-style-type: none"> <li>To know that The Ancient Egyptians were different than the Stone Age people in that they settled around the Nile in comparison to the nomadic Stone Age people.</li> <li>Compare and contrast housing in previous historical period and present day.</li> <li>To know the hierarchy of the Ancient Egyptian civilisation and how this contrasts to pre-historic period and today.</li> <li>To compare and contrast ways of communication between Ancient Civilisations (including Stone Age) and Current Day.</li> </ul>	<ul style="list-style-type: none"> <li>To know how women's place in society was greatly affected by WW2. (With all the men fighting, women were needed to fill the jobs that needed doing).</li> <li>To know about local children's experiences of being evacuated.</li> <li>To construct informed responses that involve thoughtful selection of relevant historical information by learning about when, where and</li> <li>why children were evacuated in World War II. (Using WW2 people's war and Honeywood museum).</li> <li>To know how WWII affected our local area. (Bombing due to being so close to Croydon Airport and having factories making weapons).</li> <li>To understand the effect of WWII on local children and people. (School log tells us about sheltering in trenches in Stanley</li> </ul>

				Park) <ul style="list-style-type: none"> <li>To know why rationing was implemented and how people adapted to deal with reduced product availability. (School log tells us about digging up playground).</li> </ul>
	<b>Using Sources</b>	<ul style="list-style-type: none"> <li>Discuss the difficulty in understanding this period in time due to lack of primary sources/evidence and the need for interpretation.</li> <li>To understand that historians only have limited knowledge of this era from archeology and the artefacts discovered. That the only source we have is interpretation from historians to these.</li> </ul>	<ul style="list-style-type: none"> <li>Discuss the difficulty in understanding about the Ancient Civilisation due to lack of primary sources/evidence and the need for interpretation.</li> <li>To understand that historians can interpret a lot about the pyramids due to the discovery of tombs (primary sources) and that Howard Carter discovered Tutankhamun's tomb.</li> </ul>	<ul style="list-style-type: none"> <li>Discuss the advantage of studying a period in history that is in living memory. Lots of primary sources/evidence. (Churchill War rooms, Bletchley Park, HMS Belfast, Imperial War museum, secret wartime tunnels etc). (letters, diaries, newspapers etc),</li> <li>To understand that historians know a lot about WWII due to it being in the recent past.</li> </ul>

**Knowledge of time period**

- To know that history is divided into different eras (period of time)
- To understand that the period of prehistory in Britain generally refers to the time before written records began. (It begins when the earliest hunter gatherers came to Britain from Europe around 450,000 BC and ends with the invasion of the Romans in AD 43)
- To understand that Britain became an island when the English Channel formed during this period.
- To understand that most of our knowledge of this period comes from archaeology
- To know that people were nomadic during this period and began to settle in Mesolithic period.
- To know that people began to farm during the Mesolithic and Neolithic settlements, and society grew.
- To know that Skara Brae is an example of a settlement
- To understand that family groups grew into tribes and kingdoms in the Bronze and Iron Age (hill forts)
- To know that Stonehenge is a significant monument in Salisbury in Southern England (a famous legacy)
- To know the time period of the Egyptians 3100 B.C-30 and how this relates to the prehistoric period (Iron Age) (previous learning) They were going on at the same time!
- The ancient Egyptian period lasted for almost 3000 years
- To know that Egypt is in Africa
- To know that the Ancient Egyptians settled around the River Nile (The distance from the very bottom of the UK to the very top is 874 miles The River Nile is almost 5 times as long as this!
- To know that the River Nile was very important to the Egyptians for food, trade, transport and clothing and housing.
- To know that Tutankhamun or "King Tut" is probably the most well-known Egyptian pharaoh. (He was 10 when he became pharaoh and 19 when he died.)
- The Egyptians used their knowledge of maths to build pyramids that were shaped well and positioned properly.
- The Egyptians invented mummification, which is a process of preserving a body.
- They made their own paper out of reeds called papyrus.
- The Egyptians wrote in pictures called hieroglyphics, each picture means something
- To know that the pyramids (the only one of the Seven Wonders of the World still standing today) and the reason for them being built.
- To know the duration of WWII and where it fits in time with previous learning.
- To understand the impacts of the war on the Homefront in Britain (rationing, evacuation, change in the role of women, effects on families).
- To understand the Life of a child living during WW2 in comparison to today's children.

	<b>Specific vocabulary for time period</b>	Stone Age Bronze Age Iron Age Nomad Hunter gatherer Settlement Hill fort Archaeology/archaeologist Skara Brae Domesticate	Archaeologist - recap from Y3 Hieroglyphics Mummification Pharaohs Sarcophagus Tutankhamun Papyrus Afterlife River Nile Pyramid Settler Howard Carter	Home Front Axis and allies Evacuation Evacuees Rationing Dig for Victory The Blitz Civilian Air raid Anderson Shelter Armed Forces Land Army
	<b>Assessment Questions</b>	- Can you put the pictures in time order? - Which picture is later? How do you know? - What do these pictures tell you about this era? ( why changes have occurred over time)	- Ancient Egypt occurred at the same time as The Stone Age in Britain. Which period would you rather live in? Why? - How can we tell from this picture that the Ancient Egyptians believed in the afterlife? - Spot the error in the picture 'Farming on the Nile' (anachronisms). Would it appear in this historical time?	- How can you tell that this is a picture of Britain during the second World War? - WW2 quiz. Why did the war start? Who were the main axis and allies? Why were children evacuated? What was rationing? Etc.
<b>Chronological Vocabulary</b>	<b>Review of Previously Learnt Vocabulary</b>	<b>Review of Chronological Vocabulary for Year 2</b>		
		when I was younger past/Present earlier since later timeline historical event		
<b>Chronological Vocabulary</b>	<b>New Vocabulary</b>	<b>Chronological Vocabulary for Year 3</b>		
		chronological order BC/AD century period decade ancient period		