



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
	Main Area of Study	A non-European society that provides contrasts with British history -Mayan civilization	The Roman Empire and its impact on Britain	The Anglo Saxon struggle for the Kingdom of England.
Disciplinary Knowledge 'To be a historian'	Chronological Understanding	<ul style="list-style-type: none"> To understand where the period fits in to their previous areas of learning. (Florence Nightingale, Great Fire of London, Victorians, Stone Age, Ancient Egyptians and WWII), To understand AD and BC 	<ul style="list-style-type: none"> 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 and The Maya) To understand AD and BC 	<ul style="list-style-type: none"> 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 The Maya) To understand AD and BC
	Questioning	<ul style="list-style-type: none"> Show curiosity by voluntarily asking questions about what they have heard, seen or read. Children to be shown various pictures and video clips as stimulus to questions. 	<ul style="list-style-type: none"> Show curiosity by voluntarily asking questions about what they have heard, seen or read. Children to be shown various pictures and video clips as stimulus to questions. 	<ul style="list-style-type: none"> Show curiosity by voluntarily asking questions about what they have heard, seen or read. Children to be shown various pictures and video clips as stimulus to questions.
	Identifying causes and consequences and contrasts to understand past events, people and changes in the past	<ul style="list-style-type: none"> To identify how the Maya civilisation developed one of the most advanced civilizations in the Americas. (They developed a written language of hieroglyphs and invented the mathematical concept of zero. With their expertise in astronomy). To compare the Mayan writing system to other previously studied civilisations (e.g. Romans, Anglo-Saxons, and Ancient Egyptians). 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). To explore Mayan Gods and religion, comparing their beliefs and customs with those of other cultures (eg. comparing Mayan and Egyptian pyramids). To understand why this historical era ended. 	<ul style="list-style-type: none"> To identify how the arrival of the Romans changed Britain: changing technology, (roads, plumbing and sanitation, fast food, towns, writing, numbers, currency, travel, etc) communities (become larger and more connected) construction of roads. How might these have affected everyday life? To consider why the Romans almost lose control of Britain. (War with Boudica) To learn about a Roman town to develop an understanding of daily life by using a range of sources. To identify similarities and differences between children and daily life then and now. To understand the role women played To understand why this historical era ends in Britain in AD409. 	<ul style="list-style-type: none"> To identify how the arrival of the Anglo-Saxons changed Britain: changing technology, religion, travel, communities Compare and contrast housing in previous historical period and present day. To understand that The Anglo-Saxons were different from the Romans. Why didn't they live in towns that the Romans had left behind? To consider how the lives of Anglo-Saxons change after Ethelbert met Augustine (Conversion to Christianity) How did converting to Christianity change the lives of people in Britain? To consider what Sutton Hoo tell us about the Anglo-Saxon world? To know the hierarchy of the Mayan civilisation and how this contrasts to Anglo-Saxon period and today. (Anglo-Saxon Britain wasn't ruled by one person and the Anglo-Saxons were not united).

				<ul style="list-style-type: none"> To know the hierarchy of the Anglo-Saxons and how this contrasts to pre-historic period and today. (Anglo-Saxon Britain wasn't ruled by one person and the Anglo-Saxons were not united).
	Using Sources	<ul style="list-style-type: none"> Recognise that much of our knowledge comes from later invaders, and then discuss the reasons why these may be biased or incomplete. To understand that historians can interpret a lot about this civilisation due to the discovering the remains of their architecture (ruins of Chichen Itza) and art, including stone carvings and inscriptions on their buildings and monuments (primary sources). 	<ul style="list-style-type: none"> Discuss the advantage in understanding this period in time due to the Romans being great record keepers has left a wealth of information about life in Roman Britain. To understand that historians have a wealth of knowledge of this era from archeology and the artefacts discovered. Lots of primary sources/evidence. 	<ul style="list-style-type: none"> Discuss the difficulty in understanding about the Ancient Civilisation hierarchy due to lack of primary sources/evidence and the need for interpretation. The discovery of Sutton Hoo in 1939 changed our understanding of a time that was seen as backwards was illuminated as cultured and sophisticated. To understand that historians can interpret a lot about this period due to the discovery of Sutton Hoo and the Anglo-Saxon chronicle. (An annual record of events) compiled around 890AD during the reign of King Alfred the Great.
Substantive Knowledge	Knowledge of time period	<ul style="list-style-type: none"> To know the time period of the Maya 1800 BC to around 900AD and how this relates to the prehistoric period (Iron Age) (previous learning) - The Mayan civilisation is often divided up into three major periods: the Pre-classic Period, (2000 BC to 250 AD) the Classic Period, (250 AD to 900 AD) and the Post-classic (900 AD to 1500 AD) - To know that the Maya civilisation lived in the Yucatan peninsula of North America. (Now modern Guatemala) 	<ul style="list-style-type: none"> -To know that history is divided into different eras (period of time) 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 Our knowledge of this period comes from archaeology and written down sources People settled into towns for the first time across the country, including York, Chester, St. Albans, Bath, Lincoln, Gloucester and Colchester. Hadrian's Wall is a significant monument stretching 73 miles from coast to coast; the wall traverses a northern frontier - from Wallsend on the River Tyne in the east, to Bowness-on-Solway in the west. (a famous legacy) 	<ul style="list-style-type: none"> To know that the Anglo-Saxon period in Britain spans approximately the six centuries from 410-1066AD. To understand the period used to be known as the Dark Ages (mainly because written sources for the early years of Saxon invasion are scarce. However, most historians now prefer the terms 'early middle ages' or 'early medieval period'). To know the names of the Anglo-Saxon kingdoms. To know the Anglo-Saxons took control of most of Britain (although they never conquered Scotland, Wales and Cornwall.) They settled in England in places near to rivers or the sea, which could be reached by boat. Rivers were very important to the Anglo-Saxons for food, trade, transport, and farming.

				<ul style="list-style-type: none"> • Compare and contrast to the Ancient Egyptians use of the River Nile • To understand why Alfred the Great (849-899) was the most well-known Anglo-Saxon. • To know that the Anglo-Saxons used runes for writing (Compare to other civilisations studied) • To know that the Anglo-Saxons were responsible for much of the Britain we know today, introducing the boundaries of shires and the regional governments. Though their rule came to an end in 1066, their influence remains with us. (They welcomed Christianity, gave us the idea of the English nation, bequeathed us spellbinding poetry, gave us the greatest of all Britons, fashioned our legal system, preached in the language of the people and wrote brilliant histories) • They shaped the England we know today
	Specific vocabulary for time period	<p>Ahau or Ahaw Cacao Ceiba Codex Glyph popol Vuh haab Itzamna kukulcan pahuatun Pok-a-tok tzolk'in xibalba Chichen Itza</p>	<p>centurions emperor empire hypocaust Londinium aqueduct legionary Rome empire achievement invasion Julius Caesar Coliseum barbarian Hadrian's Wall Boudica</p>	<p>settlement long ships King Arthur invasion conquest raiding Wessex Kingdoms/Shires Thane Sutton Hoo Mercia Kent East - Anglia Northumbria invasion heathens Christianity</p>
	Assessment Questions	<ul style="list-style-type: none"> • How can we tell from this picture that the Mayan civilisation believed in the afterlife and the underworld? • What can we tell about Mayan society 1,000 years ago from these 3 pictures? 	<ul style="list-style-type: none"> • Look at the two pictures from the times Romans lived in Britain. Can you put the pictures in time order? • Which picture is later? How do you know? 	<ul style="list-style-type: none"> • Diagnostic Smart Task. How well do you know the Anglo-Saxons? • - Quiz

			<ul style="list-style-type: none"> • What do these pictures tell you about this era? (Why changes have occurred over time?) • What have the Romans ever done for us? Under the cloth. (A local museum has been setting up a display in a local village hall. When the curators left, some foolish person muddled up all the images for the display with those for another exhibition. One of the Mums running the exhibition knows that one of her children is studying the Roman legacy at that moment in their primary school. Who better to ask for advice?) 	
Chronological Vocabulary	Review of Previously Learnt Vocabulary	Review of Chronological Vocabulary for Year 2-3		
		Year 2 when I was younger past/Present earlier since later timeline historical event Year 3 chronological order BC/AD century period decade ancient period		
	New Vocabulary	Chronological Vocabulary for Year 4		
		during while several (years) more recently millennium age chronological approximate change process originate trace		