



### 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>The Victorians - a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066- the changing power of monarchs using case studies such as John, Anne and Victoria.</b>		<b>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 - A significant turning point</b>
<b>Disciplinary Knowledge '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, Anglo Saxons and the Vikings 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, Ancient Greece and Victorians)</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 should select and use sources as a stimulus to their own questions and to construct their own opinions about the past.</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 should select and use sources as a stimulus to their own questions and to construct their own opinions about the past.</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 Victorian era saw revolutionary breakthroughs in industry, arts and sciences, which shaped the world, as we know it today. These transformations led to many social changes with the birth and spread of political movements, most notably socialism, liberalism and organised feminism.</li> <li>To understand how changing technology, (railways, light bulb, Penny Black stamp, telephone, typewriters, sewing machines, radios and the toilet etc) changed the way people lived.</li> <li>To consider how these legacies might influence today's society.</li> <li>To know the hierarchy of the Victorians and how this is similar/different to the Tudors</li> </ul>		<ul style="list-style-type: none"> <li>To know the countries involved (Axis and allies)</li> <li>To understand the main causes of WWII. (Treaty of Versailles, Japanese expansion, Hitler and the Nazi Party, appeasement and the Great Depression).</li> <li>To understand the impact of World War Two on Britain's Empire (World War Two had been extraordinarily costly for Britain and her empire, and in 1945 the country was exhausted and devastated. Aerial bombardment had destroyed many British cities, and there were major shortages of goods and labour for the rebuilding of the country. The government had to think seriously about whether Britain could afford to sustain a global empire any more). Link to Victorians.</li> </ul>

		<ul style="list-style-type: none"> <li>• To understand the changing power of monarchs during this period (Queen Victoria oversaw her nation's industrial, social, and territorial expansion and became known as a trendsetter who made over European attitudes toward the monarchy. An estimated one in four people on Earth were subjects of the British Empire by the end of her rule).</li> <li>• To understand why even though Victoria was a popular monarch her subjects still pushed to reform the monarchy. (Ultimately, this led to an erosion of the monarch's direct political power as ordinary British people gained the vote, the secret ballot, and other political reforms in the mid- to late 1800s).</li> <li>• To describe what life was like for different people living at this time (e.g. men, women, lower, middle and upper classes and the military).</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 understand the consequences of WWII. (How, at the end of the war, millions of people were dead and millions more homeless, the European economy had collapsed, and much of the European industrial infrastructure had been destroyed).</li> <li>• To make links between some of the features of past societies. ( Invasions and reasons for them (WW2 and Vikings)</li> <li>• To describe how the changing role of women affected/ influenced life today</li> <li>• To understand that some evidence from the past is propaganda, opinion or misinformation, and that this affects interpretations of history. (Sources from Allies and Axis before, during and after WW2, Battle of Dunkirk - victory or loss)?</li> <li>• To give reasons why there may be different accounts. ( Alternative opinions or perspectives - German and English soldiers, children and adults, the response to signing of the Treaty of Versailles across the allies and axis)</li> </ul>
	<p><b>Using Sources</b></p>	<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 (Royal Albert Hall, Osbourne House, Houses of Parliament Victoria and Albert Museum, National History Museum etc) and (census returns, letters, newspaper articles, illustrations, paintings, photographs and objects). All primary sources.</li> <li>• To discuss the potential bias in secondary sources.</li> </ul>		<ul style="list-style-type: none"> <li>• Discuss the advantage of studying a period in history that is in living memory and 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 (Churchill's War Rooms, Bletchley Park, HMS Belfast, Imperial War museum, secret wartime tunnels), and (letters, diaries, cabinet papers, newspapers etc), All primary sources.</li> <li>• To discuss the potential bias in secondary sources.</li> </ul>

<b>Substantive Knowledge</b>	<b>Knowledge of time period</b>	<ul style="list-style-type: none"> <li>To know that history is divided into different eras (period of time)</li> <li>The Victorian Era was the 63-year period from 1837-1901</li> <li>To understand that our knowledge of this period comes from artefacts, archaeology and written down sources.</li> <li>To understand why more people lived cities than in Tudor times</li> <li>To know that when Queen Victoria came to the throne in 1837, Britain already governed Canada, large areas of India, Australia, and New Zealand, and small parts of South America and Africa. Together, these countries formed the British Empire.</li> <li>To know that the Royal Albert Hall, Osbourne House, Houses of Parliament Victoria and Albert Museum, National History Museum are some of the significant monuments (famous legacies)</li> </ul>		<ul style="list-style-type: none"> <li>To know that WWII lasted for six year from 1939-1945 and where this fits into previous learning of different time periods.</li> <li>To know the causes of WW2 - Treaty of Versailles and BRATS repayments</li> <li>To understand the impacts of the war on Britain rationing, evacuation, change in the role of women, consequence of Propaganda).</li> <li>To understand the significant turning points (The Blitz, D Day and Dunkirk)</li> <li>To consider how, Britain rebuilt itself after WWII. ( rebuilding in the cities, the creation of the NHS and the Welfare State, how and why so many British Colonies became independent after the war, the 'Windrush' of immigration from the Caribbean to Britain and the creation of 'New Towns').</li> </ul>
	<b>Specific vocabulary for time period</b>	<p>arithmetic.  industry  Industrial Revolution  invention  migrate  workhouse  toff  reign  rural  typhoid  upper-class  lower-class  middle-class  constable/peeler</p>		<p>appeasement  axis and allies  rationing  evacuate  propaganda  Nazi  treaty  tyrant  violated  seize  morale  fatality  Holocaust  Blitz</p>

	<b>Assessment Questions</b>	<ul style="list-style-type: none"> <li>- How can we tell this is a picture of Victorian times?</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>- How do we know this is a picture of Britain during the Second World War?</li> <li>- Spot the error in the pictures (entertainment, farming, technology and communication) (anachronisms) would it appear in this particular historical period?</li> <li>- Quiz on key events. Why did the second world war start? Who were the leaders of the main axis and allied countries? What were the main impacts of the war? How did Britain rebuild itself after the war?</li> </ul>
<b>Chronological Vocabulary</b>	<b>Review of Previously Learnt Vocabulary</b>	<b>Review of Chronological Vocabulary for Year 2-5</b>		
		<p><b>Year 2</b> when I was younger past/Present earlier since later timeline historical event</p> <p><b>Year 3</b> chronological order BC/AD century period decade ancient period</p> <p><b>Year 4</b> During while several (years) more recently millennium age chronological approximate change process originate trace</p> <p><b>Year 5</b> Occasion accurate uncertain seldom former latter cause consequence phase abrupt decline trend continuity</p>		
		<b>Chronological Vocabulary for Year 6</b>		
	<b>New Vocabulary</b>	Contemporary epoch inevitable prior subsequent enduring legacy dominate diminish context simultaneous		