

## History KS2 2021-2022 YEAR 3

NC: Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented. In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.

<u>Term/ Topic</u>	<u>National Curriculum</u>	<u>Progression skills</u>	<u>Knowledge/Vocabulary</u>	<u>Support links</u>
<p><b>Stone Age to Iron Age</b></p>	<p>Changes in Britain from the Stone Age to the Iron Age.</p> <p>-Late Neolithic hunter-gatherers and early farmers, for example, Skara Brae</p> <p>- Bronze Age religion, technology and travel, for example, Stonehenge</p> <p>- Iron Age hill forts: tribal kingdoms, farming, art and culture</p>	<p><b>Events and people</b></p> <p>Describe the characteristic features of the past – ideas, beliefs, attitudes and experiences of men, women and children.</p> <p><b>Cause and consequence</b></p> <p>Describes some of the times when Britain has been invaded and discuss its effects.</p> <p><b>Chronology</b></p> <p>Place events, artefacts and historical figures on a timeline using dates.</p> <p><b>Change and continuity</b></p>	<p><b>Immersion – events, wow activities</b></p> <p><b>People</b></p> <p>Can the children explain how the people of each time period lived and were organised?</p> <p>Can the children say what skills people developed over the time periods?</p> <p>How did stone age people spend their time?</p> <p>Can the children explain why historic people built Stonehenge?</p> <p><b>Events/cause and consequence</b></p> <p>Do the children know special/key events (Dates of Stone, Bronze and Iron Ages, Invasion of Britain, construction of Stonehenge)?</p> <p><b>Change and continuity</b></p> <p>Do children know any link to their locality (the Iwade Henge? Kitts Coty?)</p> <p><b>Chronology</b></p> <p>Do the children know the names and length of the three prehistoric time periods? (Palaeolithic, Mesolithic and Neolithic)</p> <p>Can children sequence events onto a timeline?</p> <p>Can children sort objects into old and new objects?</p> <p><b>Evidence</b></p> <p>Do the children know that they can find out information about the past from the internet and books?</p> <p>Do the children know that they can find out information about the past from museums?</p> <p>Can the children use artefacts to find out clues about what life was like?</p> <p>Can the children talk to/listen to others to find out clues about what life was like?</p> <p><b>Topic Vocabulary</b></p> <p>Palaeolithic, Mesolithic, Neolithic, bronze, iron, weaving, hunter, gatherer, wattle, daub, smelt, alloy</p> <p style="background-color: yellow;"><b>STICKY KNOWLEDGE:</b></p>	<p><a href="https://www.bbc.co.uk/bitesize/topics/z82hsbk">https://www.bbc.co.uk/bitesize/topics/z82hsbk</a></p> <p><a href="https://www.hamilton-trust.org.uk/blog/study-stone-age-ks2/">https://www.hamilton-trust.org.uk/blog/study-stone-age-ks2/</a></p>

		Describe changes that have happened in their locality of the school throughout history.		
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<u>Term/ Topic</u>	<u>National Curriculum</u>	<u>Progression skills</u>	<u>Knowledge/Vocabulary</u> <u>Separate the topic into 2 terms, allowing chance for concept and knowledge retrieval. The first focussing on the Invasion of Britain and the consequences. The second on comparing Roman/Briton life and Boudicca's resistance</u>	<u>Support links</u>
<b>The Romans impact on Britain</b>	<p>The Roman Empire and its impact on Britain</p> <p>Julius Caesar's attempted invasion in 55-54 BC</p> <p>- the Roman Empire by AD 42 and the power of its army</p> <p>- successful invasion by Claudius and conquest, including Hadrian's Wall</p> <p>- British resistance, for example, Boudica</p> <p>- 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and</p>	<p><b>Events and people</b></p> <p>Describe the characteristic features of the past – ideas, beliefs, attitudes and experiences of men, women and children.</p> <p><b>Cause and consequence</b></p> <p>Describes some of the times when Britain has been invaded and discuss its effects.</p> <p><b>Chronology</b></p> <p>Place events, artefacts and historical figures on a timeline using dates.</p> <p><b>Change and continuity</b></p>	<p><b>Immersion</b></p> <p><b>People</b></p> <p>Do children know who Julius Caesar/Emperor Claudius were?</p> <p>Can children try to imagine what life was like for Roman soldiers?</p> <p>Can children use sources to find out about Celtic/Roman daily life?</p> <p>Can children describe in their own words what Celtic/Roman daily life was like?</p> <p>Do children know who Boudicca was and what she did?</p> <p>Can children compare Roman society with the Celts?</p> <p><b>Events/cause and consequence</b></p> <p>Can children explain reasons why people have invaded and settled in Britain in the past?</p> <p>Can children give some reasons why the Romans invaded Britain?</p> <p>Can children explain the events of Boudicca's revolt?</p> <p>Do children know why Boudicca's revolt failed?</p> <p><b>Chronology</b></p> <p>Can children place the Roman Era on a timeline?</p> <p><b>Change and continuity</b></p> <p>Can children explain some of the things the Romans invented or introduced to Britain?</p> <p>Can children identify aspects of our lives that are affected by the Roman rule in Britain?</p> <p>Can children suggest what life would have been like in Britain if the Romans had never arrived?</p> <p>Can children explain some aspects of Roman life?</p> <p><b>Evidence</b></p> <p>Can the children recognise and explain the purpose of Roman artefacts?</p>	<p><a href="https://www.bbc.co.uk/bitesize/topics/zqtf34j">https://www.bbc.co.uk/bitesize/topics/zqtf34j</a></p> <p><a href="https://www.hamilton-trust.org.uk/topics/lower-key-stage-2-topics/romans-britain/">https://www.hamilton-trust.org.uk/topics/lower-key-stage-2-topics/romans-britain/</a></p> <p>Lullingstone Roman Villa</p> <p>Reculver Roman fort</p> <p>Teynham Villa</p>

	beliefs, including early Christianity	Describe changes that have happened in their locality of the school throughout history.	<b>Topic Vocabulary</b> Empire, trade, invasion, tribes, Villa, gladius, scutum, centurion, emperor, infantry, cavalry, testudo, tactics, discipline, armour, formation, legion, myth, mosaic, Iceni, sack, chariot Can children discuss Roman food?	
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## History KS2 2021-2022 YEAR 4

<u>Term/ Topic</u>	<u>National Curriculum</u>	<u>Progression skills</u>	<u>Knowledge/Vocabulary</u> <u>First term depth study of Egyptian life, beliefs and history. Second term on discovery of Tutankhamun and the significance.</u>	<u>Support links</u>
<b>Ancient Egypt</b>	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; <b>Ancient Egypt</b> ; The Shang Dynasty of Ancient China	<b>Events and people</b> Describe the characteristic features of the past – ideas, beliefs, attitudes and experiences of men, women and children.  <b>Cause and consequence</b> Describes some of the times when Britain has been invaded and discuss its effects.  <b>Chronology</b> Place events, artefacts and historical figures on a timeline using dates.	Immersion- Saatchi Tutankhamun exhibition, British museum visit <b>People</b> Can children explain how the Egyptian landscape impacted on people's everyday lives? Can children ask and answer questions about life in ancient Egypt? <b>Events /cause and consequence</b> Can children locate Egypt on the map and describe its landscape? Can children explain what the landscape of ancient Egypt was like? Can children explain how Tutankhamen's tomb was discovered? Do children know why it was such a significant historical discovery? Can children describe some ancient Egyptian beliefs about life and death? Can children explain the process of mummification? <b>Chronology</b> Do children know the difference between <b>ancient</b> and <b>modern</b> ? Do children know why the Nile was so important to the Egyptian way of life? <b>Change and continuity</b> Can children recall facts and details about the ancient Egyptian civilisation? <b>Evidence</b> Can children suggest what an Egyptian artefact was used for and who used it? Do children know why artefacts are so important in helping us learn about the past? Do children know why the Rosetta stone was such an important discovery? Can children infer and deduce information about the past from objects that have survived? <b>Topic Vocabulary</b>	British Museum <a href="http://www.ancientegypt.co.uk/menu.html">http://www.ancientegypt.co.uk/menu.html</a>  <a href="https://discoveringegypt.com/">https://discoveringegypt.com/</a>  Twinkl  Historical Association  Key Stage History  Resources in school

		<p><b>Change and continuity</b></p> <p>Describe changes that have happened in their locality of the school throughout history.</p>	<p>Egypt, Egyptian, desert, Nile, inundation, cartouche, embalmer, hieroglyphics, mummification, papyrus, Pharaoh, pyramid, sarcophagus, Shabti, Sphinx, shaduf, tomb, Tutankhamun</p> <p><b>STICKY KNOWLEDGE:</b></p> <p>Can children recall facts and details about the ancient Egyptian civilisation?</p> <p>Do children know the difference between ancient and modern?</p>	
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## History KS2 2021-2022 YEAR 5

NC: Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented. In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.

<u>Term/Topic</u>	<u>National Curriculum</u>	<u>Progression skills</u>	<u>Knowledge/Vocabulary</u> <b>Focus on themes of settlement and resistance</b>	<u>Support links</u>
<p><b>Saxons and Vikings</b></p>	<p>Britain's settlement by Anglo-Saxons and Scots</p> <p>Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire</p> <p>- Scots invasions from Ireland to north Britain (now Scotland)</p> <p>- Anglo-Saxon invasions, settlements and</p>	<p><b>Events and people</b></p> <p>Describe the characteristic features of the past – ideas, beliefs, attitudes and experiences of men, women and children.</p> <p><b>Cause and consequence</b></p> <p>Describes some of the times when Britain has</p>	<p>Immersion-</p> <p><b>People</b></p> <p>Do children know who Vortigern was?</p> <p>Do children know about Hengist and Horsa?</p> <p>Do the children know who King Alfred the Great was?</p> <p>Do the children know about King Harold and William of Normandy (the Conqueror)?</p> <p>Can children use sources to find out about Saxon life?</p> <p>Can children explain some aspects of Saxon life?</p> <p><b>Events /cause and consequence</b></p> <p>Can children explain the reasons why the Romans left Britain and the pressures on the Empire from barbarian invasions?</p> <p>Can children give some reasons why Vortigern invited the Saxons to Britain?</p>	<p>Romans leaving Britain, <a href="https://www.youtube.com/watch?v=3DrzldOWzlchttps:">https://www.youtube.com/watch?v=3DrzldOWzlchttps:</a></p> <p>The Saxons <a href="https://www.youtube.com/watch?v=w1acBKysKs8">https://www.youtube.com/watch?v=w1acBKysKs8</a></p> <p>Alfred the Great <a href="https://www.bbc.co.uk/bitesize/topics/zxsbcdm/articles/z9tdq6f">https://www.bbc.co.uk/bitesize/topics/zxsbcdm/articles/z9tdq6f</a></p>

	<p>kingdoms: place names and village life</p> <ul style="list-style-type: none"> <li>- Anglo-Saxon art and culture</li> <li>- Christian conversion – Canterbury, Iona and Lindisfarne</li> <li>Viking raids and invasion <ul style="list-style-type: none"> <li>- resistance by Alfred the Great and Athelstan, first king of England</li> <li>- further Viking invasions and Danegeld</li> <li>- Anglo-Saxon laws and justice</li> <li>- Edward the Confessor and his death in 1066</li> </ul> </li> </ul>	<p>been invaded and discuss its effects.</p> <p><b>Chronology</b></p> <p>Place events, artefacts and historical figures on a timeline using dates.</p> <p><b>Change and continuity</b></p> <p>Describe changes that have happened in their locality of the school throughout history.</p>	<p>Do the children understand the motivations of the Vikings to go from trade to invasion and settlement?</p> <p>Do the children understand how King Alfred organised the British to fight the Vikings?</p> <p><b>Change and continuity</b></p> <p>Do children understand the reasons for the invasion and migration of mainland tribes to Britain?</p> <p>Do the children understand how the Saxon kingdoms were formed and their modern equivalents?</p> <p>Can children explain some of the things King Alfred did to become the first king of England?</p> <p>Can children suggest what life would have been like during the invasions?</p> <p>Do children understand the development and importance of the Christian church during the Dark Ages?</p> <p><b>Chronology</b></p> <p>Can children place the end of the Roman and Saxon Eras on a timeline?</p> <p>Can children order the key figures and invasions of the Dark Ages?</p> <p>Do the children know when the Normans invaded Britain and the date of the Battle of Hastings?</p> <p><b>Topic Vocabulary</b></p> <p>Romans, barbarian, Picts, Angles, Saxon, Jutes, mercenary, settlement, invasion, battle, migration, kingdom, Wessex, Kent, Viking, Danes, Danelaw, translation, chronicle, Pagan, Christianity, monastery, religion, Norman</p> <p><b>STICKY KNOWLEDGE:</b></p> <p>Can children describe, plan and build a typical Dark Ages settlement and understand the layout and structure?</p> <p>Can children illustrate and label a Saxon Warrior?</p> <p>Can children make and discuss Saxon food?</p>	
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<u>Term/Topic</u>	<u>National Curriculum</u>	<u>Progression skills</u>	<u>Knowledge/Vocabulary</u>	<u>Support links</u>
Ancient civilizations- Greece	Ancient Greece – a study of Greek life and achievements and their influence on the western world	<p><b>Events and people</b></p> <p>Describe the characteristic features of the past – ideas, beliefs, attitudes and experiences of men, women and children.</p> <p><b>Cause and consequence</b></p> <p>Describes some of the times when Britain has been invaded and discuss its effects.</p> <p><b>Chronology</b></p> <p>Place events, artefacts and historical figures on a timeline using dates.</p> <p><b>Change and continuity</b></p> <p>Describe changes that have happened in their locality of the school throughout history.</p>	<p>Immersion- <b>People</b></p> <p>Can the children name key figures in the development of Ancient Greek philosophy? (Plato, Socrates, Hippocrates)</p> <p>Can children name key figures from Greek mythology and the role they played? (Achilles, Midas, Medusa, Jason, Perseus, Odysseus...)</p> <p>Can children outline some of the gods of the Greek Pantheon and their role in Greek society? ( Zeus, Hades, Hercules, Apollo)</p> <p>Can children describe the life of Alexander the Great and list some of his achievements or travels?</p> <p>Can children recognise Alexander’s impact on the ancient world and its effects today?</p> <p><b>Events /cause and consequence</b></p> <p>Can children describe the key events or differences between Athens and Sparta?</p> <p>Can children describe the key events and characters in the Trojan war?</p> <p><b>Chronology</b></p> <p>Can children place key events/thinkers on a timeline of Ancient Greece?</p> <p><b>Change and continuity</b></p> <p>Can children describe the contents and development of the Classical Greek Olympic Games?</p> <p><b>Evidence</b></p> <p>Can children use ancient artefacts- clay pots and ceramics- to influence their own work, or recreate stylistic elements?</p> <p><b>Topic vocabulary</b></p>	<p><a href="https://www.bbc.co.uk/bitesize/topics/z87tn39">https://www.bbc.co.uk/bitesize/topics/z87tn39</a></p> <p><a href="http://www.ancientgreece.co.uk/">http://www.ancientgreece.co.uk/</a></p> <p><a href="https://www.ducksters.com/history/ancient_greece.php">https://www.ducksters.com/history/ancient_greece.php</a></p>

			<p>Alexander, Athens, Empire, Sparta. Troy, Plato, Socrates, Zeus, Perseus, Achilles, democracy, Persians, philosophy, Macedonia, mythology, siege, Olympus, Olympics</p> <p><b>Sticky knowledge</b></p> <p><b>Can children name Greek gods as they are used in modern cinema or writing?</b></p>	
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## History KS2 2021-2022 YEAR 6

<u>Term/ Topic</u>	<u>National Curriculum</u>	<u>Progression skills</u>	<u>Knowledge/Vocabulary</u>	<u>Support links</u>
World at War		<p><b>Events and people</b></p> <p>Describe the characteristic features of the past – ideas, beliefs, attitudes and experiences of men, women and children.</p> <p><b>Cause and consequence</b></p> <p>Describes some of the times when Britain has been invaded and discuss its effects.</p> <p><b>Chronology</b></p> <p>Place events, artefacts and historical figures on a timeline using dates.</p>	<p><b>Immersion- People</b></p> <p>Neville Chamberlain, Winston Churchill, Adolf Hitler, Vice Marshall Herman Goering, Anne Frank</p> <p><b>Events /cause and consequence</b></p> <p>Can children describe the importance of the Battle of Britain and the events that led to it? Can children explain the purpose of concentration camps and the ideology behind them?</p> <p><b>Chronology</b></p> <p>Can children place key events on a timeline of the conflict?</p> <p><b>Change and continuity</b></p> <p>Can children describe the effects of the Battle of Britain at home, work, conscription, evacuees, Dad’s Army?</p> <p><b>Evidence</b></p> <p>Can children use or recognise artefacts-</p>	

		<p><b>Change and continuity</b></p> <p>Describe changes that have happened in their locality of the school throughout history.</p>	<p><b>Topic vocabulary</b> Blitzkrieg, blitz, bombing, evacuee, rationing, Luftwaffe, Nazi, Jewish, Star of David, Ghetto, concentration camp,</p> <p><b><u>Sticky knowledge</u></b></p>	
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