

HISTORY – Connected Curriculum Key Learning – KS2 Overview

From The National Curriculum in England – framework document 2013

Purpose of study

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

Aims

The national curriculum for history aims to ensure that all pupils:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

Key stage 2

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

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- 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.

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y2-6	Geography and History in the news – Ongoing Learning Unit - Chronological understanding, using timelines relevant to news story chosen					

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	<p>How does electricity work? Homes before electricity Inventors</p>	<p>Who were the greatest builders...? Discovery of Lindow Man, the bog body How long have people lived in Britain? Where were the first towns and cities in the world? Overview of first civilisations and changes in Britain</p>	<p>Let's go on an adventure. Would we like to visit Guatemala? Recall learning about early civilisation and buildings Story of discovery of Tikal city site What was happening here when the Maya left their cities? What made the Mayan people leave their cities?</p>	<p>The Games Children Play Living Memory</p>	<p>Are Bugs important?</p>	<p>How can we make living here better for everyone? Stories of new towns and model villages Local old maps</p>

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		from Stone Age to Iron Age Depth study of achievements of Ancient Egypt Timelines				
Year 4	How do I see? How do I hear?	Why do we speak English at school? Overview: Development of the English language from Iron Age to Norman conquest Overview of the invasions by the Roman Empire, the Anglo-Saxons, Scots and the Vikings Letter and contract from archaeology consultancy Interpretation of artefacts Depth period study: What do	Should we stop eating chocolate? Story of Maya & Aztec chocolate and Europe Research – Columbus, Hernando Cortez and the missing Maya Interpretations of the past	From a Railway Carriage	What happens inside us? Captain Cook and Scurvy Live and work of significant scientists Potatoes Honey	European Regional Study Famous people, inventions and discoveries in the country - link with Angles, Vikings, Saxons, Romans

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		<p>we need to find out? Exhibition & presentations, report, reconstructions of artefacts, two-minute digital recordings of explanations</p>				
Year 5	<p>What's it made of? Research the invention of plastic</p>	<p>Why would someone build a castle...? What has World War One got to do with castles? How did life change here for people like us during World War One? How did life change here for people like us during the Norman Conquest? Castle visit and follow up Why are the Norman Conquest and</p>	Fairgrounds	The Highwayman	Do we make the most of what is right on our doorstep?	<p>Who are we? Why do I live here? UK and Duluth USA Personal histories of why we live here</p>

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		<p>World War One called 'turning points' in our past?</p> <p>Why do people want to remember wars and castles?</p> <p>What was life like in other countries during World War One?</p>				
Year 6	What's out there?	<p>Has there ever been a better time...?</p> <p>Has there ever been a better time to live here?</p> <p>What makes a good life?</p> <p>What do other people think about whether there has ever been a better time to live here?</p> <p>What is good about living here now?</p> <p>What do I want in my future?</p>	Why do some creatures no longer exist?	The Lady of Shalott	The Great UK Geographical Challenge	<p>How successful are we as entrepreneurs?</p> <p>Sainsbury's virtual museum</p> <p>History of shops and shopping</p>

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		Can one person make a difference in the world?				
EYFS-Y 6	<p>The Ancient Greeks – Whole School Learning Unit (suggested use Olympics year i.e. every four years)</p> <p>What do we already know about sporting events and Ancient Greece? Framing questions for research Timelines Reading images – What can we learn from historical evidence? Research allotted area of Ancient Greece What is the legacy of the Ancient Greeks? Study of a Greek myth Presenting research findings</p>					
	<p>The Global Dimension – Whole School Learning Unit (can be used at your discretion. You may choose to revisit every 3-4 years)</p> <p>The focus subjects of this Learning Unit are History, Geography, Citizenship This is intended to provide a launch pad for adding a global dimension to your existing curriculum. Further opportunities to explore and provide experiences in this subject area</p>					