



# History UKS2

## National Curriculum Statements

- 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 civilization - 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

	<b>Knowledge</b>	<b>Skills</b>	<b>Vocabulary</b>
<b>A</b>	<p>To know the impact of the Roman Empire on Britain.</p> <p>To know about an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p> <ul style="list-style-type: none"> <li>• Focus on Tudors - Ford Green/Little Moreton Hall.</li> </ul>	<p><u>Understand Chronology</u></p> <ul style="list-style-type: none"> <li>• To understand the concepts of continuity and change over time, representing them on a timeline.</li> <li>• To identify links with other periods of study, demonstrating global perspective.</li> </ul> <p><u>Investigate and interpret the past</u></p> <ul style="list-style-type: none"> <li>• To describe different accounts of an historical event, explaining some of the reasons why the accounts may differ.</li> <li>• To suggest causes and consequences of some of the main events and changes in history.</li> <li>• To show understanding that aspects of the past have been represented and interpreted in different ways.</li> <li>• To begin to select and combine relevant information from different sources.</li> </ul> <p><u>Communicate Historically</u></p>	<p><u>Communicate Historically</u></p> <ul style="list-style-type: none"> <li>• legacy</li> <li>• infer</li> <li>• justify</li> <li>• hypothesis</li> </ul> <p><u>Roman Empire and impact on Britain</u></p> <p>Julius Caesar                      Claudius                      invasion                      Conquest                      resistance                      Boudica                      Romanisation                      Hypocaust                      Viaduct/aqueduct                      Gladiator                      Coliseum                      Amphitheatre                      Hadrian's wall</p>

		<ul style="list-style-type: none"> <li>• To use literacy, numeracy and computing skills in order to communicate information about the past.</li> <li>• To show increasing depth of factual knowledge and understanding of aspects of history and use this to describe features of past societies and periods and to begin to make links between them.</li> </ul>	<p><u>Study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</u></p> <p>Long arc of time  Legacy  turning point  Monarch  Tudor  Henry VII  Henry VIII  Church of England  Edward VI  Lady Jane Grey  Mary I  Elizabeth I  Heir  Reign  Throne  The Age of Exploration  The Spanish Armada  Little Moreton Hall</p>
B	<p>To know about a non-European society that provides contrasts with British history at the same time - Mayans</p> <p>A know about local history study - WWII</p>	<p><u>Understand Chronology</u></p> <ul style="list-style-type: none"> <li>• To describe the main changes of a period in history (using terms such as social, religious, political, technological and cultural).</li> <li>• To use dates and terms accurately when describing events.</li> </ul> <p><u>Investigate and interpret the past</u></p> <ul style="list-style-type: none"> <li>• To understand that events, people and changes can be interpreted in different ways and suggest possible reasons for this (understanding bias).</li> <li>• To use sources of evidence to form deductions and hypotheses about the past.</li> <li>• To independently select relevant source material for enquiry and justify choices.</li> </ul>	<p><u>Communicate Historically</u></p> <ul style="list-style-type: none"> <li>• bias</li> <li>• reliability.</li> <li>• Primary source</li> <li>• Secondary source</li> </ul> <p><u>A non-European society that provides contrasts with British history</u></p> <p>Mesoamerica  Codex  Chichen Itza  Maize god  Maize  Hieroglyphic  Calendar  Kin</p>

		<p><u>Communicate Historically</u></p> <ul style="list-style-type: none"><li>• To make links between features within and across different periods from prior knowledge.</li><li>• To use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past.</li><li>• To use original ways to present information and ideas.</li></ul>	<p>Uinal Cacao Ahau or ahaw Batab Itzamna Huipil Kukulcan</p> <p><u>Local History</u> As in KS1 plus Adolf Hitler Nazi Invade Forces Air Raid Air Raid warden Bomb Blackouts Gas masks Radio Evacuee children Winston Churchill Neville Chamberlain Ration Book</p>
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