



History KS 2

Pupils 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 note connections, contrasts and trends over time and develop the appropriate use of historical terms. They regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They construct informed responses that involve thoughtful selection and organisation of relevant historical information. They understand how our knowledge of the past is constructed from a range of sources.

Lessons follow the Kapow Primary Scheme of Work and ensure that skills and subject knowledge build upon previous learning.

At Dane Ghyll Community Primary School British History units are taught in chronological order to help build chronological understanding. Pupils will 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 pupil's chronological knowledge beyond 1066
- The achievements of the earliest civilisations. An overview of where and when the first civilizations appeared and a depth study of Ancient Egypt
- Ancient Greece – a study of Greek life and achievements and their influence on the western world.
- A non-European society that provides contrast with British history - Mayan civilisation c. AD 90

History – KS2 2024/2025

Year 3	Year 4	Year 5	Year 6
<p><u>British History: Would you prefer to live in the Stone Age, Bronze Age or Iron Age?</u> Children will be:</p> <ul style="list-style-type: none"> Looking at the chronology of mankind Introduced to Britain’s story Using archaeological evidence to find out about the Stone Age, Bronze and Iron Age. <p><u>British History: Why did the Romans settle in Britain?</u> Children will be:</p> <ul style="list-style-type: none"> Investigating why the Romans invaded Britain Learning how the Romans changed life in Britain <p><u>What did the ancient Egyptians believe?</u> Children will be:</p> <ul style="list-style-type: none"> Finding out about Egyptian beliefs Making inferences about beliefs about the afterlife using primary sources. Investigating pyramids, gods and goddesses, and mummified people to identify Egyptian beliefs 	<p><u>What did the ancient Egyptians believe?</u> Children will be:</p> <ul style="list-style-type: none"> Finding out about Egyptian beliefs Making inferences about beliefs about the afterlife using primary sources. Investigating pyramids, gods and goddesses, and mummified people to identify Egyptian beliefs <p><u>British History: How hard was it to invade and settle in Britain?</u> Children will be:</p> <ul style="list-style-type: none"> Developing an understanding of why people invaded and settled Learning about Anglo-Saxon beliefs and the spread of Christianity Assessing the contribution of the Anglo-Saxons to modern Britain. <p><u>How did the achievements of the Maya civilisation influence their society and beyond?</u> Children will be:</p> <ul style="list-style-type: none"> Learning about the Maya civilisation. Investigating how the Maya settled in the rainforest, their 	<p><u>British history: What was life like in Tudor England?</u> Children will be:</p> <ul style="list-style-type: none"> Comparing Henry VIII and Elizabeth I Learning about the changing nature of monarchy. Examining how monarchs tried to control their public images. Learning what life was like for people in Tudor times. Examining Tudor inventories. <p><u>What did the Greeks ever do for us?</u> Children will be:</p> <ul style="list-style-type: none"> Investigating the city-states of Athens and Sparta to identify similarities and differences between them Learning about democracy Assessing the legacy of the Ancient Greeks. <p><u>How did the Maya civilisation compare to the Anglo-Saxons?</u> Children will be:</p> <ul style="list-style-type: none"> Comparing the Maya and the Anglo-Saxons Learning about the Maya civilisation. 	<p><u>What does the census tell us about our local area?</u> Children will be:</p> <ul style="list-style-type: none"> Investigating local history during the Victorian period Carrying out an enquiry using census and factory records. Learning about the changes to a family over a period of time and suggesting reasons for these changes, linking them to national events. Planning their own historical enquiry <p><u>What was the impact of World War 2 on the people of Britain?</u> Children will be:</p> <ul style="list-style-type: none"> Investigating the causes of WW2 Learning about the Battle of Britain Investigating the impact of the Blitz and evacuation on people’s lives Evaluating the effectiveness of primary sources. <p><u>Who should appear on the £10 note?</u> Children will be:</p>

religious beliefs, homes and what archaeological remains tell us about Maya cities.

- Using primary evidence to examine theories into how the Maya cities declined.

- Investigating how the Maya settled in the rainforest, their religious beliefs, homes and what archaeological remains tell us about Maya cities.
- Using primary evidence to examine theories into how the Maya cities declined.

- Making inferences from sources
- Explaining the significance of historical figures.
- Applying criteria to decide if a person is historically significant and explain why.
- Researching important aspects of a person's life.
- Explain what makes a person significant.

History – KS2 2025/2026

Year 3	Year 4	Year 5	Year 6
<p><u>British History: Would you prefer to live in the Stone Age, Bronze Age or Iron Age?</u> Children will be:</p> <ul style="list-style-type: none"> Looking at the chronology of mankind Introduced to Britain's story Using archaeological evidence to find out about the Stone Age, Bronze and Iron Age. <p><u>British History: Why did the Romans settle in Britain?</u> Children will be:</p> <ul style="list-style-type: none"> Investigating why the Romans invaded Britain Learning how the Romans changed life in Britain <p><u>What did the ancient Egyptians believe?</u> Children will be:</p> <ul style="list-style-type: none"> Finding out about Egyptian beliefs Making inferences about beliefs about the afterlife using primary sources. Investigating pyramids, gods and goddesses, and mummified people to identify Egyptian beliefs 	<p><u>How have children's lives changed?</u> Children will be:</p> <ul style="list-style-type: none"> Investigating the changes in children's lives through time Learning how children's spare time, health and work have changed. Exploring the most crucial change – work – in more detail Learning about a day in the life of a working child and the significance of Lord Shaftesbury and his impact. <p><u>British History: How hard was it to invade and settle in Britain?</u> Children will be:</p> <ul style="list-style-type: none"> Developing an understanding of why people invaded and settled Learning about Anglo-Saxon beliefs and the spread of Christianity Assessing the contribution of the Anglo-Saxons to modern Britain. <p><u>How did the achievements of the Maya civilisation influence their society and beyond?</u> Children will be:</p>	<p><u>British History: Were the Vikings raiders, traders or settlers?</u> Children will be:</p> <ul style="list-style-type: none"> Investigating whether the Vikings were raiders, traders or settlers Making boats to see if the Vikings were engineers and exploring causes and consequences. Making deductions from sources, identifying the author's viewpoint and explaining how this impacts the accuracy of the source. <p><u>British history: What was life like in Tudor England?</u> Children will be:</p> <ul style="list-style-type: none"> Comparing Henry VIII and Elizabeth I Learning about the changing nature of monarchy. Examining how monarchs tried to control their public images. Learning what life was like for people in Tudor times. Examining Tudor inventories. <p><u>What did the Greeks ever do for us?</u> Children will be:</p> <ul style="list-style-type: none"> Investigating the city-states of Athens and Sparta to identify 	<p><u>What does the census tell us about our local area?</u> Children will be:</p> <ul style="list-style-type: none"> Investigating local history during the Victorian period Carrying out an enquiry using census and factory records. Learning about the changes to a family over a period of time and suggesting reasons for these changes, linking them to national events. Planning their own historical enquiry <p><u>What was the impact of World War 2 on the people of Britain?</u> Children will be:</p> <ul style="list-style-type: none"> Investigating the causes of WW2 Learning about the Battle of Britain Investigating the impact of the Blitz and evacuation on people's lives Evaluating the effectiveness of primary sources. <p><u>Who should appear on the £10 note?</u> Children will be:</p>

	<ul style="list-style-type: none">• Learning about the Maya civilisation.• Investigating how the Maya settled in the rainforest, their religious beliefs, homes and what archaeological remains tell us about Maya cities.• Using primary evidence to examine theories into how the Maya cities declined.	<p>similarities and differences between them</p> <ul style="list-style-type: none">• Learning about democracy• Assessing the legacy of the Ancient Greeks.	<ul style="list-style-type: none">• Making inferences from sources• Explaining the significance of historical figures.• Applying criteria to decide if a person is historically significant and explain why.• Researching important aspects of a person's life.• Explain what makes a person significant.
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