



KS2 History Curriculum Objectives

	Year 3	Year 4	Year 5	Year 6
<p>Hi2/1 Pre-Roman Britain</p> <p>Pupils should be taught about changes in Britain from the Stone Age to the Iron Age</p> <p><i>This could include:</i></p> <ul style="list-style-type: none"> a. late Neolithic hunter-gatherers and early farmers, for example, Skara Brae b. Bronze Age religion, technology and travel, for example, Stonehenge c. Iron Age hill forts: tribal kingdoms, farming, art and culture 	<p>How did Britain change between the beginning of the Stone Age and the end of the Iron Age. (Autumn 2)</p>			
<p>Hi2/2 Roman Britain</p> <p>Pupils should be taught about the Roman empire and its impact on Britain</p> <p><i>This could include:</i></p> <ul style="list-style-type: none"> a. Julius Caesar's attempted invasion in 55-54 BC b. the Roman Empire by AD 42 and the power of its army c. successful invasion by Claudius and conquest, including Hadrian's Wall d. British resistance, for example, Boudica e. "Romanisation" of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity 		<p>How did Britain change between the end of the Iron Age and the end of Roman Occupation? (Summer 1)</p>		
<p>Hi2/3 Anglo-Saxons & Scots</p> <p>Pupils should be taught about Britain's settlement by Anglo-Saxons and Scots</p> <p><i>This could include:</i></p> <ul style="list-style-type: none"> a. Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire b. Scots invasions from Ireland to north Britain (now Scotland) c. Anglo-Saxon invasions, settlements and kingdoms: place names and village life d. Anglo-Saxon art and culture e. Christian conversion – Canterbury, Iona and Lindisfarne 			<p>How did Britain change between the end of Roman Occupation and 1066? (Autumn 2)</p>	
<p>Hi2/4 Anglo-Saxons & Vikings</p> <p>Pupils should be taught about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <p><i>This could include:</i></p> <ul style="list-style-type: none"> a. Viking raids and invasion b. resistance by Alfred the Great and Athelstan, first king of England 				

<ul style="list-style-type: none"> c. <i>further Viking invasions and Danegeld</i> d. <i>Anglo-Saxon laws and justice</i> e. <i>Edward the Confessor and his death in 1066</i> 				
<p>Hi2/5 Local History</p> <p>Pupils should be taught about an aspect of local history</p> <p><i>For example:</i></p> <ul style="list-style-type: none"> a. <i>a depth study linked to one of the British areas of study listed above</i> b. <i>a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)</i> c. <i>a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.</i> 	<p>How has Altrincham changed over time?</p> <p>(Summer 2)</p> <p>* Link to Hi 2/2.6</p>	<p>How did Manchester grow to be one of the leading cities?</p> <p>(Summer 2)</p> <p>* Link to Hi 2/2.6</p>		
<p>Hi2/6 Extended chronological study</p> <p>Pupils should be taught a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p><i>For example:</i></p> <ul style="list-style-type: none"> a. <i>the changing power of monarchs using case studies such as John, Anne and Victoria</i> b. <i>changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century</i> c. <i>the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day</i> d. <i>a significant turning point in British history, for example, the first railways or the Battle of Britain</i> 			<p>How has crime and punishment changed through the ages?</p> <p>(Summer 2)</p>	<p>Why was the British Empire created and what was its impact on the world?</p> <p>(Autumn 2)</p> <p>What has been the impact of the World Wars on Britain?</p> <p>(Spring 2)</p> <p>* Link to Hi 2/2.5</p> <p>What has been the impact of Immigration on Britain of the past 100 years?</p> <p>(Summer 2)</p>

<p>Hi2/7 Ancient Civilizations</p> <p>Pupils should be taught about 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:</p> <ul style="list-style-type: none"> a. Ancient Sumer; b. The Indus Valley; c. Ancient Egypt; or d. The Shang Dynasty of Ancient China 	<p>Why was the Ancient Egyptian civilisation ahead of it's time?</p> <p>(Spring Term 2)</p>			
<p>Hi2/8 Ancient Greece</p> <p>Pupils should be taught a study of Greek life and achievements and their influence on the western world</p>		<p>What did the Ancient Greeks bring to the world?</p> <p>(Autumn 2)</p>		
<p>Hi2/9 Non-European Study</p> <p>Pupils should be taught about a non-European society that provides contrasts with British history - one study chosen from:</p> <ul style="list-style-type: none"> a. early Islamic civilization, including a study of Baghdad c. AD 900; b. Mayan civilization c. AD 900; or c. Benin (West Africa) c. AD 900-1300 			<p>Who were the Ancient Mayans and what have we learnt from them?</p> <p>(Spring 2)</p>	

Throughout all challenge questions, pupils will be provided with the opportunity to 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.

Pupils will be encouraged to understand and use a variety of 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.