

National Curriculum:

- 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
- 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.

Year A

Changes in Britain and around the world

- The New World
- Britain from stone – iron age
- Medieval Britain

Year B

Empires and invasions

- The Roman empire in Britain
- 1066 and the battle for the throne – Vikings, Anglo Saxons and Edward the confessor

LKS2

Historical Enquiry	Organisation and Communication	Historical Interpretation	Chronological Understanding	Knowledge and Understanding of events, people and changes in the past
Knowledge				
<p>I know how to:</p> <p>I know how to find information from a primary source and put it into my own words.</p> <p>I know how to suggest some strengths and weaknesses of a source for a particular enquiry and the questions they have about the source</p>	<p>I will describe and begin to make links between main events, situations and changes within and across different periods and societies</p> <p>I will describe some of the similarities and differences between different periods, e.g. social, belief, local, individual</p>	<p>I know that different versions of the past may exist and begin to suggest reasons for this.</p> <p>I know the main message an interpretation gives.</p>	<p>I know how to:</p> <p>use a timeline within a specific time in history to set out the order things happened.</p> <p>use phrases BC, AD, decade, century.</p> <p>use dates to describe when things have happened.</p> <p>plot recent history on a timeline using centuries.</p> <p>place periods of history on a timeline.</p>	<p>I know how to ask and answer questions about the past, considering aspects of change, cause, similarity and difference and significance</p> <p>I know where we might find answers to questions considering a range of sources</p> <p>I know that knowledge about the past is constructed from a variety of sources</p> <p>I know how to construct and organise responses by selecting relevant historical data</p> <p>I know how to identify and begin to describe historically significant people and events in situations</p>
Skills				
<p>Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites as evidence about the past.</p> <p>Ask questions and find answers about the past.</p>	<p>Communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.</p>	<p>Explore the idea that there are different accounts of history.</p>	<p>begin to understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini)</p> <p>use a timeline to place historical events in chronological order.</p> <p>describe dates of and order significant events from the period studied.</p>	<p>use evidence to describe the culture and leisure activities from the past.</p> <p>use evidence to describe the clothes, way of life and actions of people in the past.</p> <p>use evidence to describe buildings and their uses of people from the past.</p>