

UKS2 - History

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

World History

- Crime and punishment in the UK
- Ancient Egypt

Year B

Chronological history

- Local historical study of Ripon in ww2
- Slave Trade
- Mayan civilization – 900AD

UKS2

| Historical Enquiry | Organisation and Communication | Historical Interpretation | Chronological Understanding | Knowledge and Understanding of events, people and changes in the past |
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| <p>I know how to:</p> <p>ask and answer more complex questions about the past, considering key concepts in history</p> <p>analyse a range of source material to promote evidence about the past</p> <p>construct and organise response by selecting and organising relevant historical data</p> <p>choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions.</p> | <p>I know how to:</p> <p>plan and present a self-directed project or research about the studied period.</p> | <p>I know how to:</p> <p>give reasons as to why a source has been constructed and the purpose for this.</p> <p>I know that the past is represented and interpreted in different ways and give reasons for this.</p> | <p>I know how to:</p> <p>I know dates and use historical language in my work.</p> <p>I know where a period of history fits on a timeline.</p> | <p>I know how to:</p> <p>give reasons why some events, people or developments are seen as more significant than others</p> <p>choose reliable sources of information to find out about the past.</p> <p>give own reasons why changes may have occurred, backed up by evidence. describe similarities and differences between some people, events and artefacts studied</p> |
| Skills | | | | |
| <p>select sources independently and give reasons for choices</p> <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 to collect evidence about the past.</p> <p>investigate own lines of enquiry by posing questions to answer.</p> | <p>communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.</p> | <p>compare 2 historical representations/interpretations, giving similarities and differences between the two.</p> | <p>add and draw periods of time on a timeline, adding significant events or when people lived.</p> <p>place specific events on a timeline by decade.</p> <p>place features of historical events and people from past societies and periods in a chronological framework.</p> | <p>describe how historical events studied affect/influence life today.</p> <p>make links between some of the features of past societies. (e.g. religion, houses, society, technology.)</p> |