



Key stage 2 History

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

In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

Pupils should 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 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 4 Objectives:

- ❖ I can plot events on a timeline using centuries.
- ❖ I can use my mathematical skills to round up time differences into decades and centuries.
- ❖ I can explain how the lives of wealthy people were different from the lives of poorer people.
- ❖ I can explain how historic items and artefacts can be used to help build up a picture of life in the past.
- ❖ I can explain how an event from the past has shaped our life today.
- ❖ I can research two versions of an event and explain how they differ.
- ❖ I can research what it was like for children in a given period of history and present my findings to an audience.