



KS2 goals (From 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.

	TERM 2	TERM 4	TERM 6
YEAR 5	<p>The Anglo-Saxons</p> <p>Was the Anglo-Saxon period really a Dark Age?</p> <ol style="list-style-type: none"> 1 Who were the Anglo-Saxons and why did they choose to settle in England? 2 What can we learn about the Anglo-Saxons from the Sutton Hoo ship burial? 3 How significant was the Staffordshire Hoard in telling us about the Anglo-Saxons? 4 How useful is written evidence in finding out about the Anglo-Saxons? 5 Was the Anglo-Saxon period really a 'Dark Age'? 6 Was the Anglo-Saxon period really a Dark Age? <p><i>(Carry out an archaeological excavation)</i></p>	<p>The Vikings</p> <p>Would the Vikings do anything for money?</p> <ol style="list-style-type: none"> 1 What happened when the Vikings raided Britain in 793 AD? 2 Why did so many Vikings leave home? 3 Why did so many Vikings settle in Britain? 4 Did King Alfred deserve the title of Great? 5 How has our view of the Vikings been influenced, and would everyone at the time have had this view? 6 Would the Vikings do anything for money? <p><i>(Write your own version of a Viking saga)</i></p>	<p>Journeys</p> <p>What makes people go on a journey?</p> <ol style="list-style-type: none"> 1 What makes people go on a journey? 2 Was Walter Raleigh just in it for the money? 3 Why did the Irish 3rd class passengers on the Titanic make the journey to America? 4 How did Vera Schaufeld become a refugee? 5 Why did people sail on the Empire Windrush? 6 What makes refugees go on a difficult journey today? <p><i>(Hold an assembly to link migration today with events in the past)</i></p>
TRIPS/ VISITS	Possibly to Bristol museum		SS Great Britain
RESOURCES			
CROSS CURRICULAR LINKS			



	TERM 2	TERM 4	TERM 6
YEAR 6	<p>The Mayan Civilisation</p> <p>Why should we remember the Maya?</p> <ol style="list-style-type: none"> 1 What can we learn about the Ancient Maya from the lives of the Maya today? 2 What can we learn about the Maya by investigating their ancient cities? 3 Why did the Maya have so many gods? 4 Were the Maya as clever as people in the 21st century? 5 What happened to the Maya? 6 Why should we remember the Maya? <p><i>(Make your very own Maya codex)</i></p>	<p>The Ancient Greeks</p> <p>What did the Greeks do for us?</p> <ol style="list-style-type: none"> 1 Why did the Ancient Greek Empire become so important? 2 How different were the Spartans and the Athenians? 3 How similar were the London 2012 Olympic Games to those held in Ancient Greece? 4 What can we learn about the Ancient Greeks from their myths and religion? 5 Why did the Ancient Greeks fight so many wars? 6 What did the Ancient Greeks do for us? <p><i>(Lead a special social event about the legacies and influence of the Ancient Greeks)</i></p>	<p>The Impact of War</p> <p>Did WWI or WWII have the biggest impact on our locality?</p> <ol style="list-style-type: none"> 1 How can we find out about the people in our locality who died in the First and Second World Wars? 2 How did the wars impact children's lives in our locality? 3 How did the World Wars change daily life? 4 Was it more dangerous living in our locality in the First or Second World War? 5 How should we remember the contribution made by our community during the World Wars? 6 Did the First or Second World War have the biggest impact on our locality? <p><i>(Host an exhibition telling the story of your community during WWI and WWII)</i></p>
TRIPS/VISITS	One Day creative- Mayan workshop at the start of topic. Parents paid for	UWE students to cover this- Theseus and the minotaur	Open top bus tour based on the Blitz Visit to the cenotaph
RESOURCES	Mayan Artefacts	Greek artefacts (do Y3 have any?)	WW2 cooking ingredients Paint for sunset plane silhouettes
CROSS CURRICULAR LINKS	Mayan masks - art materials, cardboard, papermache		English - Goodnight Mr Tom - letters from different perspectives Rose Blanche retelling Art - Blitz collage



v	YEAR 5	YEAR 6	Exceeding Upper KS2 Expectations
<p>Constructing the past</p> <p>Establish clear narratives within and across the periods they study.</p> <p>Note connections, contrasts and trends over time.</p> <p>Combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.</p>	<p>Understand some features associated with themes, societies, people and events.</p> <p><i>E.g. Understand aspects of life in Mayan times.</i></p>	<p>Provide overviews of the most significant features of different themes, individuals, societies and events covered.</p> <p><i>E.g. Give a summary of the main features of Mayan society.</i></p>	<p>Show a detailed awareness of the themes, events, societies and people covered across the Upper Key Stage 2 topics, e.g. explain different dimensions and characteristics.</p> <p><i>E.g. Show evidence of understanding the variety of social, economic, cultural and political aspects of the Mayan civilisation.</i></p>
<p>Sequencing the past</p> <p>H.2.2.5. Develop chronologically secure knowledge and understanding of British, local and world history.</p>	<p>Sequence with some independence many of the significant events, societies and people within topics covered using appropriate dates, period labels and terms.</p> <p><i>E.g. Place many of the important Greek developments, people and events on an annotated timeline.</i></p>	<p>Sequence with independence the key events, objects, themes, societies and people in Upper Key Stage 2 topics covered using dates, period labels and terms.</p> <p><i>E.g. Select from a range of material and sequence using appropriate labels and dates (such as 'Classical') many of the main Ancient Greek developments, people and events.</i></p>	<p>Explain independently the sequence of key events, objects, themes, societies and people in topics covered using dates, period labels and terms accurately.</p> <p><i>E.g. Explain variations in Greek life in different places and over time using a range of dates and period labels.</i></p>



HISTORICAL CONCEPTS	YEAR 5	YEAR 6	Exceeding Upper KS2 Expectations
<p>Change and Development</p> <p>Address and devise historically valid questions about change, similarity and difference.</p> <p>Note connections, contrasts and trends over time.</p>	<p>Provide valid reasons why some changes and developments were important within particular Upper Key Stage 2 topics.</p> <p><i>E.g. Decide why one change in communication is of particular importance.</i></p>	<p>Compare similarities, differences and changes within and across some topics, e.g. in terms of importance, progress or the type and nature of the change.</p> <p><i>E.g. Provide some similarities and differences affecting different forms of communication.</i></p>	<p>Compare independently how typical similarities, differences and changes were.</p> <p><i>E.g. Identify and explain whether some developments in communication were exceptional developments or commonplace everywhere at the time.</i></p>
<p>Cause and effect</p> <p>Address and devise historically valid questions about cause.</p>	<p>Place several valid causes and effects in an order of importance relating to events and developments.</p> <p><i>E.g. List several causes and place them in an order of importance as to why the Vikings came to Britain.</i></p>	<p>Explain the role and significance of different causes and effects of a range of events and developments.</p> <p><i>E.g. Explain how and why the Vikings were such successful travellers and how important this was in their success.</i></p>	<p>Comment independently on the different types of causes and effects for most of the events covered, including longer- and shorter-term aspects.</p> <p><i>E.g. Recognise and explain different causes and effects for the length of Viking settlements in Britain, such as technological, economic, social and cultural.</i></p>
<p>Significance and interpretations</p> <p>Address and devise historically valid questions about significance.</p>	<p>Describe the significant issues in many of the topics covered.</p> <p><i>E.g. Describe several of the most successful achievements of Ancient Greece.</i></p>	<p>Explain reasons why particular aspects of a historical event, development, society or person were of particular significance.</p> <p><i>E.g. Critically evaluate the significance of the achievements and legacy of the Ancient Greeks.</i></p>	<p>Compare the significance of events, development and people across topics and time periods.</p> <p><i>E.g. Explain which period of Ancient Greek history was the most important, giving reasons for their choice.</i></p>
<p>Significance and interpretations</p> <p>Understand how our knowledge of the past is constructed from a range of sources.</p>	<p>Identify different interpretations for events, developments and people covered in a range of Upper Key Stage 2 topics.</p> <p><i>E.g. Recognise several different representations and interpretations about Sparta.</i></p>	<p>Explain how and why it is possible to have different interpretations of the same event or person.</p> <p><i>E.g. Explain how and why it is possible to have different interpretations about the Ancient Greek Olympic Games.</i></p>	<p>Understand and explain the nature and reasons for different interpretations in a range of topics.</p> <p><i>E.g. Recognise and explain how and why there could be different interpretations about Athenian society.</i></p>



HISTORICAL ENQUIRY	YEAR 5	YEAR 6	Exceeding Upper KS2 Expectations
<p>Planning and carrying out a historical enquiry</p> <p>Construct informed responses that involve thoughtful selection and organisation. Develop appropriate use of historical terms.</p>	<p>Reach a valid conclusion based on devising and answering questions relating to a historical enquiry.</p> <p><i>E.g. Investigate the quality of the lives of different Anglo-Saxons from several sources and reach a conclusion at the end of an enquiry.</i></p>	<p>Reach a valid and substantiated conclusion to an independently planned and investigated enquiry with suggestions for development or improvement.</p> <p><i>E.g. Pose independently a series of questions to investigate the success of the Anglo-Saxons, select appropriate evidence and use this to produce a valid conclusion.</i></p>	<p>Plan and produce quality responses to a wide range of historical enquiries requiring the use of some complex sources and different forms of communication with detailed ideas on ways to develop or improve responses.</p> <p><i>E.g. Plan independently an investigation into the successes and failures of the Anglo-Saxons and produce an extended response based on different sources of evidence and forms of communication such as writing, data, timelines, reconstructions.</i></p>
<p>Using sources as evidence</p> <p>Understand how our knowledge of the past is constructed from a range of sources.</p>	<p>Accept and reject sources based on valid criteria when carrying out particular enquiries.</p> <p><i>E.g. Ask questions about the usefulness and reliability of sources relating to the locality during the Second World War.</i></p>	<p>Comment with confidence on the value of a range of different types of source for enquiries, including extended enquiries.</p> <p><i>E.g. Select evidence that supports their judgements of how the war affected the local area.</i></p>	<p>Evaluate independently a range of sources for historical enquiries considering factors such as purpose, audience, accuracy, reliability and how the source was compiled.</p> <p><i>E.g. Recognise and comment on the context of sources for an enquiry about life in the local area in the Second World War, e.g. why the source was produced, the reliability of the author.</i></p>