History Curriculum Plan (Primary)

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| **Key Stage 2** Pupils build on their learning from Key stage 1 to develop a chronological framework of British, local and world history. This will establish firm foundations to extend their historical knowledge and skills at Key Stage 3 and beyond. We aim to encourage pupils to be curious to know more about the past and to equip them with the tools they need to ask relevant questions and to think critically. The curriculum helps our pupils to understand the complexity of people’s lives, the process of change, the diversity of societies and relationships between different groups, as well as exploring their own identity. |

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|  | **Historical knowledge** | **Historical skills and concepts** |
| **Year** **6** | **The Vikings** and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor**A study of British history extending knowledge beyond 1066** e.g. the changing power of monarchs | * Asking historically significant questions relating to long-term and short-term change, cause and consequence.
* Answering questions using relevant historical information.
* Questioning sources of information and checking validity.
* Chronological understanding, including placing events on a timeline.
* Comparing and contrasting different societies understanding similarities and differences
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| **Year****5** | **Britain’s settlement by Anglo-Saxons and Scots** e.g. fall of the Roman Empire, the effects of Anglo-Saxon invasion on our language and culture**Local History:** e.g., crime and punishment in Doncaster from earliest times to today | * Asking historical questions relating to causes of change.
* Beginning to answer questions supported by relevant historical evidence.
* Starting to identify trends over time*.*
* Using historical terms to describe similarities and differences.
* Investigating and researching relevant knowledge relating to a specified historical topic
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| **Year****4** | **The Roman Empire and its impact on Britain**. The successful invasion and conquest by Claudius. British resistance and the role of Boudicca.**Local History**: The Romans in Doncaster European History: **Ancient Greece**, a study of Greek life and achievements | * Asking questions linked to change, similarities and differences.
* Answering questions by selecting relevant historical information from a variety of types of sources.
* Using historical terms specifically relating to the topic e.g., impact, resistance, civilisation
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| **Year** **3** | **Changes in Britain from the Stone Age to the Iron Age: Prehistoric Britain -** The achievements of the earliest civilisations, an overview of where and when the first civilisations appeared**The Achievements of the earliest civilisations beyond Britain**: e.g., Ancient Egypt and/or the Ancient Sumer | * Developing the use of a wider range of historical vocabulary
* Asking historical questions relevant to the topic
* Answering questions by selecting historical information from given resources.
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