

Year A History KS2

The National Curriculum programmes of study are taught through history specific topics where a class topic is not history focussed elements of history are still taught so there are no gaps in history teaching.

The History curriculum is planned so that skills are revisited and further developed over time. Children's historical knowledge and understanding are deepened because conceptual themes, that will help children develop as Historians, are revisited through each topic:

Context and chronology

Social History

Role of individuals/historical perspective/empathy

Cause and consequence

Power and rule

Topic	Context and chronology	Social History	Role of individuals/ historical perspective/ empathy	Cause and consequence	Power and rule
<p>How Can I be Healthy?</p> <p>Local History based on school</p>	When was our school built? Where does that fit on our timeline and how does that compare with other periods/events on our timeline?	<p>When school started and how has school life changed over the years and why?</p> <p>Developing rights of the child - UN convention on the rights of the child (child friendly version)</p>	<p>http://www.educationengland.org.uk/history/timeline.html</p> <p>Education History Timeline</p> <p>Learn about some selected events/individuals from the education history timeline</p>	<p>What was the impact of local, national and world events on the school population?</p> <p>The farming year</p> <p>World Wars</p> <p>National celebrations eg the Coronation/Silver Jubilee</p>	<p>Comparing periods within schools history to see who ruled.</p> <p>Dunton - link back to Queen Victoria</p> <p>Wrestlingworth ?</p>
<p>Stone Age to Iron Age</p> <p>Trip to Celtic Harmony Camp</p>	Where do the Stone Age, Bronze Age and Iron Age fit onto our timeline. Make comparisons to periods studied previously in KS2 and in KS1 How long ago was it?	<p>Learn about how aspects of life developed across these periods:</p> <p>Food</p> <p>Technology, tools and inventions</p> <p>Religion and ritual</p> <p>Homes and Everyday Life</p>	<p>Across this period:</p> <p>What were the specific roles within a community?</p> <p>What evidence do we have?</p> <p>How does that compare with today?</p>	<p>Link to social history:</p> <p>Moving from Hunter/gatherers to farmers</p> <p>Consider possible reasons behind the changes resulting in inventions</p> <p>Development of religion</p>	<p>Community structure</p> <p>Overall leaders/tribes and the across the periods</p>

		Culture and Art			
Rainforests (Mayan civilisation)	250-950 AD Who were the ancient Mayan people? When did they live? Place on timeline - how does it compare to Anglo Saxons, Stone Age, Iron Age and previous periods in history that have been studied	Learn about different aspects of life: Religion and Gods (how does it compare to current religions?) Number system (how does it compare to Roman numerals?) Writing Food	The Mayan did not have 'great' historical figures, but each city had important people: The Priest – Held the regular rituals surrounding the temple possibly including sacrifice. The Pharmacist – provided natural medicines which kept the people very healthy. The Farmer – irrigated fields and provided food for the city	What happened to the ancient Mayan civilisation The legacy Astronomy – Very accurate charts of the moon Sculpture – Mainly of the human form, highly advanced when compared to similar empires. Architecture – Stepped temples providing a route into understanding their religion Medicine – many natural cures used by the Mayans still in use today Number system – developed independent of Arabic system, more advanced and logical.	There does not appear to have been a central point of authority in the Mayan empire, rather society was organised through a number of rulers at local level.
The Roman invasion of Britain VERULAMIUM MUSEUM	Understand where the Roman period fits onto the timeline, the founding of Rome and the extension of the empire, the two invasions	Learn about Roman life and culture including: Entertainment Mosaics The Roman army Buildings and Engineering	Learn about Boudicca and her rebellion	Why were their two invasions, why did they invade and why did life in Britain change The Roman legacy: Latin roots of words Calendar Roman numerals Law and order Roads and towns	How did power and rule change after the Romans had invaded?
Modern Europe Italy	Modern Italy, what is it like? What is Europe like in comparison? Place the eruption of Mount Vesuvius on the timeline	Traditions in Italy. Daily life/changes over time.	Pompeii - Pliny the Younger - letters as evidence of what the eruption was like. What other forms of communication would there have been? What other	Why create a settlement at the bottom of an active volcano?	Leaders (refer back to Roman period) How do modern rulers differ to the rulers in the past?

			evidence to we have (primary and secondary evidence)		
Sports Tournaments (Children to pick focus sports from Hamilton planning) Athletics The Olympic Games Football Rugby Cricket	Learn about the relevant timeline for their selected sport or sporting event	The sports connections with social/political aspects of history: Olympics - how competitors prepared in the early games, values of modern Olympics Rugby - apartheid Football - links with teams to towns and cities etc Cricket - how it has developed	Key figures and their achievements from the chosen sports and the wider impact of those achievements	Sporting tournaments can bring communities together or cause tension Effect of the rise of professional sport on amateurs	This can link to the key figures and who was in when they were alive/achieving in their sport Power and rule linked to controversy: Apartheid Moscow Olympics 1936 Olympics Could also look at Sports governing bodies: FIFA IAA