

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>\Learn about he developing rights of the child - UN convention on the rights of the child (child friendly version)</p>	Learn about the role of a local historical figure	Learn about the effect of local and world events on children's attendance and their lives	<p>Comparing periods within schools history to see who ruled.</p> <p>Dunton - link back to Queen Victoria</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?	Learn about significant sites	<p>Across this period: What were the specific roles within a community? What evidence do we have? How does that compare with today?</p>	<p>Link to social history: Moving from Hunter/gatherers to farmers</p> <p>Development of religion</p>	Who were the significant tribes and leaders across the periods?
Rainforests (Mayan civilisation)	250-950 AD Who were the ancient Mayan people? When	Learn about different aspects of life:	Learn about Pakal the Great Where did he rule? How long did he rule for?	What happened to the ancient Mayan civilisation The legacy e.g.	Know that the Mayan civilisation was based on regional rule

	<p>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</p>	<p>Religion and Gods (how does it compare to current religions?) Number system (how does it compare to Roman numerals?) Writing Food</p>	<p>What was his role?</p>	<p>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.</p>	
<p>The Roman invasion of Britain VERULAMIUM MUSEUM</p>	<p>Understand where the Roman period fits onto the timeline, the extension of the empire, the two invasions</p>	<p>Learn about Roman life and culture including: Entertainment Mosaics The Roman army Buildings and Engineering</p>	<p>Learn about Boudicca and her rebellion Learn about key Roman emperors including Hadrian</p>	<p>Why were there two invasions, why did they invade and why did life in Britain change The Roman legacy: Roman roads Roman cities Elements of Roman life</p>	<p>How did power and rule change after the Romans had invaded?</p>
<p>Modern Europe Italy</p>	<p>Identify Europe on a map Identify Italy as a country within Europe Place the eruption of Mount Vesuvius on the timeline</p>	<p>To know about one European country; it's life and culture</p>	<p>Pompeii - Pliny the Younger - letters as evidence of what the eruption was like. What other forms of communication would there have been? What other evidence to we have (primary and secondary evidence)</p>	<p>Why create a settlement at the bottom of an active volcano?</p>	<p>Leaders (refer back to Roman period) How do modern rulers differ to the rulers in the past?</p>
<p>Sports Tournaments (Children to pick focus sports from</p>	<p>Learn about the relevant timeline for their selected sport or sporting event</p>	<p>The sports connections with social/political aspects of history: Olympics - how competitors prepared in</p>	<p>Key figures and their achievements from the chosen sports and the wider impact of those achievements</p>	<p>Sporting tournaments can bring communities together or cause tension</p>	<p>This can link to the key figures and who was in when they were alive/achieving in their sport</p>

<p>Hamilton planning)</p> <p>Athletics The Olympic Games Football Rugby Cricket</p>		<p>the early games, values of modern Olympics Rugby - apartheid Football - links with teams to towns and cities etc Cricket - how it has developed</p>		<p>Effect of the rise of professional sport on amateurs</p>	<p>Power and rule linked to controversy: Apartheid Moscow Olympics 1936 Olympics</p> <p>Could also look at Sports governing bodies: FIFA IAA</p>
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