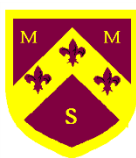


History Curriculum Lower Key Stage 2 Year A-National Curriculum References:

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.

Term	Unit title	National Curriculum content
Autumn	The Romans	<ul style="list-style-type: none"> ♣ the Roman Empire and its impact on Britain Examples (non-statutory) This could include: ♣ Julius Caesar’s attempted invasion in 55-54 BC ♣ the Roman Empire by AD 42 and the power of its army ♣ successful invasion by Claudius and conquest, including Hadrian’s Wall ♣ British resistance, for example, Boudica ♣ ‘Romanisation’ of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity History
Spring	Anglo Saxons and Scots	<ul style="list-style-type: none"> ♣ Britain’s settlement by Anglo-Saxons and Scots Examples (non-statutory) This could include: ♣ Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire ♣ Scots invasions from Ireland to north Britain (now Scotland) ♣ Anglo-Saxon invasions, settlements and kingdoms: place names and village life ♣ Anglo-Saxon art and culture ♣ Christian conversion – Canterbury, Iona and Lindisfarne
Summer	Riotus Royalty	<ul style="list-style-type: none"> ♣ a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 Examples (non-statutory) ♣ the changing power of monarchs using case studies such as John, Anne and Victoria



History Curriculum Lower Key Stage 2 Year B-National Curriculum References:

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.

Term	Unit title	National Curriculum content
Autumn	Vikings and Anglo Saxons	<ul style="list-style-type: none"> ♣ the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor Examples (non-statutory) This could include: ♣ Viking raids and invasion ♣ resistance by Alfred the Great and Athelstan, first king of England ♣ further Viking invasions and Danegeld ♣ Anglo-Saxon laws and justice ♣ Edward the Confessor and his death in 1066
Spring	Crime and Punishment	<ul style="list-style-type: none"> ♣ a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 Examples (non-statutory) ♣ changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present ♣ a local history study [the Old Gaol Buckingham] ♣ a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.
Summer	Railways	<ul style="list-style-type: none"> ♣ a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 Examples (non-statutory) ♣ a significant turning point in British history, for example, the first railways

