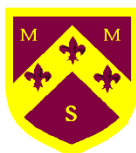


History Curriculum Upper Key Stage 2 Year A-National Curriculum References:

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	Stone Age to Iron Age	<ul style="list-style-type: none"> ♣ changes in Britain from the Stone Age to the Iron Age Examples (non-statutory) This could include: ♣ late Neolithic hunter-gatherers and early farmers, for example, Skara Brae ♣ Bronze Age religion, technology and travel, for example, Stonehenge ♣ Iron Age hill forts: tribal kingdoms, farming, art and culture
Spring	Ancient Greece	<ul style="list-style-type: none"> ♣ Ancient Greece – a study of Greek life and achievements and their influence on the western world ♣ the legacy of Greek culture (art, architecture or literature) on later periods in British history, including the present day
Summer	Leisure and Entertainment	<ul style="list-style-type: none"> ♣ changes in an aspect of social history- leisure and entertainment in the 20th Century



History Curriculum Upper 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	Ancient Egypt	♣ the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of the following: Ancient Egypt
Spring	Benin	♣ a non-European society that provides contrasts with British history –Benin (West Africa) c. AD 900-1300.
Summer	World War Two	♣ 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 Battle of Britain