

History Curriculum Overview

Purpose of study

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps 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 their own identity and the challenges of their time.

Key stage 2

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.

Pupils should be taught about:

- changes in Britain from the Stone Age to the Iron Age
- the Roman Empire and its impact on Britain
- Britain's settlement by Anglo-Saxons and Scots
- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- a local history study

- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China

The National Curriculum History Programme of Study provides the content that must be taught to each year group.

Below is a grid showing how at Perran-ar-Worthal School we structure our history teaching for KS2

Year 3	Autumn 1		Autumn 2		Summer 1	
	Stone Age to Iron Age	Mesolithic & Neolithic Man	Stone Age to Iron Age	Bronze Age	Local History	St. Piran
		Life		Copper Child		Language
		Skara Brae		Stonehenge		Changes
		Farming		Iron Age		Tin Mining
		Clothes		Hillforts		Food
		Art		Journey		Myths
Year 4	Autumn 1		Spring 1		Summer 1	
	Romans	Empire	Shang Dynasty	Culture	Ancient Egypt	Impact
		Invasions		Reign		Daily Life
		Soldiers		Region of Rule		Mummification
		Roads		Materials		Discoveries
		Boudicca and the Celts		Artefacts		Scripture
		Hadrian's Wall		Worship		Gods
Year 5	Autumn 1		Autumn 2		Summer 2	
	Invaders and Settlers	Viking Raiders	Railway	Early Locomotives	Ancient Greece	Culture and Life
		Anglo-Saxon		Steam Locomotives		Gods
		Danegeld		Growth of the Railway		Artefacts
		Viking Life		Art		Differences in Society
		Laws and Justice		Impact		Democracy
		Legacy		Technology		Marathon
Year 6	Autumn 1		Spring 1		Summer 2	
	Early Islamic Civilisation	Baghdad	Crime and Punishment	Roman Legacy	Modern History	Women's Suffrage
		House of Wisdom		Anglo-Saxon Laws and Justice		WWII
		Scholars		Torturing Tudors		British Leisure
		Caliphs		Highway Man		Lighthouse
		Art		Victorian Prisons		Royal Family
		Trade and Power		Modern Day		Parliament