

Key Stage 2 History - The Aims of Our Curriculum

1. Enable children to retain and apply this essential knowledge. 2. Inspire children to become life-long learners. 3. Create a culture of high aspiration through challenging content and therefore pride in achievement. 4. Promote the spiritual, moral, social and cultural development of children, including fundamental British values of democracy, the rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs and for those without faith. 5. Provide opportunities for developing self-confidence, self-awareness, independence, creativity, respect and resilience in children. 6. Promote knowledge and understanding of how children can keep themselves safe and healthy. 7. Develop children's numeracy, literacy and oracy, including the sustained expansion of their vocabulary. 8. Promote reading as a life skill and enable our children to become life-long readers.

Year 5	Areas	Term 1	Term 2	Term 3
	Content	<p style="text-align: center;">The Maya</p> <p><u>KPI 2 Chronological understanding, KPI 4 Historical Enquiry and KPI 5 Communication</u></p> <ul style="list-style-type: none"> - Place years from both BC and AD time periods into the correct century - Identify the range of evidence available to historians <p>CONSOLIDATION Year 5 - Recall of key vocabulary related to history and geography. Recap chronological order. Map skills work will be addressed within the Maya topic. Use of memory madness sheet on what they can remember from Y4.</p>	<p style="text-align: center;">The Romans</p> <p><u>KPI 2 Chronological understanding, KPI 4 Historical Enquiry and KPI 5 Communication</u></p> <ul style="list-style-type: none"> - Describe and explain key aspects of Roman - Describe and explain the effects of an event e.g. Boudicca - Describe a historical artefact and suggest what it might tell us about the past 	<p style="text-align: center;">Bede's Northumbria Saxons and Vikings</p> <p><u>KPI 2 Chronological Understanding, KPI 4 Historical Enquiry and KPI 5 Communication</u></p> <ul style="list-style-type: none"> - Recognise the significance of a historical person such as Bede - Describe a historical artefact in detail and explain what it tells us about the past - Select useful evidence from a range of sources to investigate the past - Construct informed responses using key vocabulary, data and dates accurately, including consistent use of capital letters for locations and names.

	Literacy link	<p>Non-chronological text on the layers of the rainforest</p> <p>Literacy character description (instructional texts e.g. chocolate making) Myths and legends</p>	<p>Literacy link – letter home as a Roman soldier/</p> <p>Persuasion Caesar’s speech</p>	<p>Literacy – recount newspaper report of visit to Jarrow Hall, day in the life of an Anglo-Saxon</p>
	Assessment	<p>Use of recall and retention starters and TA of written work produced</p>	<p>Roman Legacy – What the Romans did for us</p>	<p>Use of recall and retention starters and TA of written work produced</p>
	Cross curricular links	<p>Cross curricular link – Maths (distances), Geography (location in the world), Science (reversible and irreversible changes)</p>	<p>Cross curricular link – Geography (map work), RE (religious buildings)</p>	<p>Cross curricular link – geography (different Anglo-Saxon kingdoms, where the Anglo-Saxons came from) Rivers – River Tyne</p> <p>RE – Bede and Christianity (visit to St Paul’s Church at Jarrow Hall), sacred texts – Lindisfarne Gospels COVID PERMITTING</p>

Year 6	Areas	Term 1	Term 3b
	Content	<p style="text-align: center;">WWII</p> <p style="text-align: center;">(How the Battle of Britain was a turning point in world events)</p> <p><u>KPI 2 Chronological Understanding, KPI 4 Historical Enquiry and KPI 5 Communication</u></p> <ul style="list-style-type: none"> - Describe reasons for an event such as the beginning of WWII - Recount key events which were historical turning points such as the Battle of Britain - Investigate why children were evacuated to the countryside - GNMT - Support conclusions with relevant evidence <p>CONSOLIDATION: First couple of lessons on knowledge of all countries in the world and whiteboard work on chronology and key vocabulary. Memory madness sheet on what they learnt in Y5.</p>	<p style="text-align: center;">Post 1948 Britain including The 1960s including themed day linked to English</p> <p><u>KPI 2- Chronological understanding, KPI 4- Historical Enquiry and KPI 5 Communication</u></p> <ul style="list-style-type: none"> - Select useful evidence from a limited range of sources to investigate the past - Compare and contrast everyday life in Post 1948 Britain including The 1960s with today - Compare life in the Deep South for certain ethnic groups – (PSHE social link)
	Literacy link	<p>Literacy link:</p> <p>Diary writing, letter, historical recount, poetry</p> <p>English novels based on WWII Goodnight Mr Tom, Letters from the Lighthouse</p>	<p>Literacy link:</p> <p>Description – Describing an artefact</p> <p>Explanation – Life in the 1960s</p>

	Assessment	Explanation of how The Battle of Britain was the main turning point for Britain winning the war	Assessment task –assessing whole year’s work
	Cross curricular links	Cross curricular link – Geography – Mountains – D-Day RE use of Christian buildings	Cross curricular link – Geography (map work, coasts), PSHE, Maths (dates and chronology), pop arT