

### 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><b>The Maya</b>  <b>a non-European society that provides contrasts with British history</b> <b>Mayan civilization</b></p> <p>Place years from both BC and AD time periods into the correct century            Know who the Maya were and where they lived. Be able to identify modern day Maya countries.</p> <p>Be able to identify primary and secondary sources of information about the Maya</p> <p>Have an in depth knowledge of Maya life such as work, homes, beliefs, farming and food</p> <p>Be able to compare the end of the Maya Empire with other civilisations they have studied e.g. Egyptian            Identify the range of evidence available to historians</p>	<p><b>The Roman Empire and its impact on Britain</b></p> <p>demonstrated knowledge and understanding of why people leave their homeland to settle in another country and be able to prioritise these reasons</p> <p>used a range of information to ask and answer questions about events related to Roman Britain</p> <p>Julius Caesar's attempted invasion in 55-54 BC</p> <p>the Roman Empire by AD 42 and why the Roman army was so successful</p> <p>used the time conventions BC and AD accurately and independently to locate the dates of the Roman invasions and occupation</p> <p>know and explained Claudius' invasion and conquest, including Hadrian's wall</p>	<p><b>Anglo -Saxons and Vikings</b>  <b>Britain's settlement by Anglo-Saxons, the Viking and Anglo-Saxon struggle for the Kingdom of England</b></p> <p>Identify the Anglo-Saxon and Viking homelands &amp; make links to modern Europe            Understand the importance of Northumbria in the Anglo-Saxon period &amp; be able to locate it on a map of Britain.            Show knowledge &amp; understanding of the Sutton Hoo grave and what it reveals about the beliefs and way of life of Saxons in Britain.            Have a clear understanding of who was commemorated by the Sutton Hoo grave and what can be deduced about him from the grave finds.            Understand some of the strengths and limitations of archaeological evidence.            Explain who Bede was, why he is remembered today &amp; his importance</p>

			<p>listed, in order of importance, the reasons for and results of Boudicca's revolt</p> <p>explained why Boudicca and the revolt are interpreted in different ways</p> <p>described and explained the various ways in which the Romans changed Britain and make links with modern day Britain.</p>	<p>backed up by evidence and dates. Identify the key features of everyday life in Anglo-Saxon Britain</p> <p>Describe the Viking raids and invasions on Britain and the impact they had especially on Northumbria and Lindisfarne</p> <p>Understand the resistance by Alfred the Great and Athelstan, the first king of England</p> <p>Knowledge and understanding of early Christian conversion linking to Lindisfarne and Jarrow Hall – visit to Jarrow Hall</p>
Literacy link	<i>Literacy character description (instructional texts e.g. chocolate making) Myths and legends</i>	<i>Literacy link – letter home as a Roman soldier/ Persuasion Caesar's speech</i>	<i>Literacy – recount newspaper report of visit to Jarrow Hall, day in the life of an Anglo-Saxon</i>	
Assessment	Use of recall and retention starters and TA of written work produced	Roman legacy – PEE What the Romans did for us, Roman quiz	Use of recall and retention starters and TA of written work produced	
Cross curricular links	<i>Cross-curricular link – Maths (distances), Geography (location in the world), Science (reversible and irreversible changes)</i>	<i>Cross-curricular link – Geography (map work), RE (religious buildings)</i>	<p><i>Cross-curricular link – geography (different Anglo-Saxon kingdoms, where the Anglo-Saxons came from) Rivers – River Tyne</i></p> <p><i>RE – Bede and Christianity (visit to St Paul's Church at Jarrow Hall), sacred texts – Lindisfarne Gospels</i></p>	

Year 6	Areas	Term 1	Term 3b
	Content	<p style="text-align: center;"><b>World War Two</b></p> <p>a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066, looking at a significant turning point in British history - the Battle of Britain</p> <p>Evaluate and justify why The Battle of Britain was a significant turning point in the Second World War for Britain</p> <p>show an understanding of eras in history and place them in chronological order</p> <p>make links between the changes and the causes of the changes, and describe these links in some detail</p> <p>use knowledge and understanding to identify changes within and across the period</p> <p>give reasons for the changes they have identified</p> <p>use research skills to select and combine information from more than one source of information to find out about aspects of British life from the 1940s during the war</p>	<p style="text-align: center;"><b>Post 1948 Britain</b></p> <p>changes in an aspect of social history, leisure and entertainment in the 20th Century with a focus on 1960s</p> <p>show an understanding of eras in history and place them in chronological order</p> <p>make links between the changes and the causes of the changes, and describe these links in some detail</p> <p>demonstrate factual knowledge and understanding of aspects of British life from 1948</p> <p>use knowledge and understanding to identify changes within and across the period including money, food, population, technology, culture, music and fashion</p> <p>use sources critically within the enquiry to reach and support their conclusions about changes in British life during post war Britain including the 1960s</p> <p>give reasons for the changes they have identified</p>
	Literacy link	<p>Literacy – 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 – fact file 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 – PEE how does life compare to Britain in 1960s to present day
	Cross curricular links	Cross-curricular link – geography – mountains – D-Day RE use of Christian buildings	<i>Cross-curricular link – Geography (map work, coasts), PSHE, Maths (dates and chronology), pop art</i>