



History Curriculum LKS2

CYCLE A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
NC						
Key Question	What can we learn from Ancient Egypt?				Who do you think was stronger, the Vikings or the Anglo Saxons and why?	
NC links	Maths – ordering numbers, numerical terms, dates, time, Egyptian number system, English – comprehension skills, oracy, discussion techniques, presenting information, writing, Geography – locational knowledge, uses maps, atlases, Science – materials (artefacts and the material they are made from), Computing – presenting findings on docs/slides, using internet as a search tool.					
SIAMS						
Chronological Understanding Children will know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day.	• Understands timeline can be divided into BC and AD. • Uses timelines to place events in order of year crossing beyond BC and AD. • Names and places dates of significant events from past on a timeline with an appropriate scale of years. • Describe the main changes in a period in history.					



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Historical Knowledge Children will know and understand significant aspects of the history of the wider world. They will be taught to recognise continuity and changes similarity, difference, and use them to make connections, draw contrasts, analyse trends which have occurred through the past.	Year 3 ● Uses evidence to understand and describe aspects of past societies (Iron Age and Stone Age and Roman): Houses and settlements Culture and leisure activities Clothes, way of life and actions of people Buildings and their uses People’s beliefs and attitudes Things of importance to people Differences between lives of rich and poor ● Uses evidence to find out how any of these may have changed during a time period. Describes similarities and differences between people, events and objects.	Year 4 ● Shows knowledge and understanding by describing features of past societies and periods. ● Identifies some ideas, beliefs, attitudes and experiences of men, women and children from the past. E.g. how were the lives of Egyptian women different to men? How were Viking boys and girls treated differently? ● Gives reasons why changes in houses, culture, leisure, clothes, buildings and belief occurred ● Describes how some of the past events/people affect life today – places named after Viking times (thorpe), Viking words, Egyptian engineering and Maths,
Historical interpretation Children will understand that primary and secondary	From KS1 still use – books and pictures (and eye-witness accounts, photos, artefacts, buildings and visits, internet) to learn about the past. Year 3	Year 4 ● Gives reasons why there may be different accounts of history. Children will start to consider motives behind written sources and



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sources of evidence are used to make claims about the past, and recognise how and why contrasting arguments and interpretations of the past have been constructed.	Looks at two versions of same event and identifies differences in the accounts.	discuss why some might be more reliable than others
Continuity and change	- Making links between different periods of history and societies - Identify key things that stayed the same between periods. - Identify key things that changed between periods. - Identify that there are reasons for continuities and changes across periods of time and explain some of these.	
	<u>Continuity</u> The River Nile was very important People always depended on it for water, farming, and travel. Pharaohs ruled Egypt	<u>Continuity</u> - People still fought battles to gain land Kings ruled the land - Villages were built with wooden houses - People farmed and grew their



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	Egypt was always led by a powerful king or queen. Belief in gods Egyptians believed in many gods like Ra (sun god) and Osiris. Life after death They always believed in the afterlife and used mummification. Pyramids and tombs Important people were buried in special tombs. Change Buildings and tombs Early tombs were simple, but later ones (like pyramids) became bigger and more complex. Tools and technology Farming tools and building methods improved over time.		own food ● Weapons like swords and shields were used Change Who ruled England Anglo-Saxons ruled first, then Vikings invaded and took some land Ways of fighting Vikings used fast ships and surprise attacks Settlements Vikings created new towns (like those ending in “-by”) Laws and control Areas like the Danelaw had different rules Culture and language Some Viking words became part of English
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	Clothing and jewellery Styles changed depending on the time period and wealth. Power of pharaohs Some pharaohs were very powerful, while others had less control. Writing (hieroglyphics) It stayed important but changed slightly in style and use.		
Cause and Consequence	- Understand that a cause is something directly linked to an event and not just something that happened before it. - Begin to understand that historical events create changes that have consequences.		
	Cause: The Nile flooded every year Consequence: The land became rich and good for growing crops Cause: Need to record information		Cause: Vikings needed food, treasure, and land. Consequence: They sailed to Britain and attacked monasteries and villages.



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	(taxes, trade, stories) Consequence: Development of hieroglyphics Cause: Egyptians believed in the afterlife Consequence: They built pyramids and tombs for important people		Cause: Vikings settled in large areas of Britain. Consequence: They made their own laws and ruled parts of the country (like the Danelaw).
Similarity and difference	- Identify and give some examples of how life was similar in the past. - Identify and give some examples of how life was different for different people in the same and different periods of time, such as different rights, different religious beliefs.		
	Similarities - People had homes and families - Children learned and played - People worked in jobs like farming or building		Similarities - Both had warriors and fought battles - Both used weapons like swords, shields, and axes - Both had kings or leaders



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	● People followed rules and leaders Differences ● Egyptians lived near the River Nile, many people today live in towns and cities ● They wrote using hieroglyphics, we use letters and keyboards ● They travelled by boat or on foot, we use cars and trains ● They believed in many gods, many people today have different beliefs		● Both lived in villages and farmed food Differences Vikings ● Travelled by longships ● Attacked quickly in raids ● Came from other countries (like Scandinavia) Anglo-Saxons ● Lived in England permanently ● Built strong kingdoms ● Used defensive tactics like shield walls
Significance	● Identify and begin to describe historically significant people and events in situations eg: Tutankhamen, Cleopatra, King Alfred the Great,		



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Historical Enquiry/ Assessment Children will select and analyse relevant sources of evidence to ask questions, carry out research and make judgements to deepen their own understanding of the past.	● Choose relevant material to present a picture of one aspect of life in past time. ● Uses printed sources, the internet, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past. ● Asks questions Eg: Why did the Vikings invade Britain? ● Suggests sources of evidence from a selection provided to use to help answer questions.			
Organisation and communication Children will present their knowledge and understanding of the past in a variety of ways including use of writing, ICT, drawing and verbal presentations.	● Presents findings about past using speaking, writing, ICT and drawing skills ● Uses dates and terms with increasing accuracy. ● Discusses different ways of presenting information for different purposes Eg. How does the purpose of an advert differ from a diary entry? How would these help you understand history in different ways?			
Historical Vocabulary / Talk like a historian Children will gain and use a historically	General: Century, decade, before, during, after, BC (Before Christ), AD (anno domini), source, artefact,			● raider, settler, Viking, Anglo Saxon, kingdom, longship, longhouse, warrior, trade, Danelaw,



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grounded understanding of abstract terms such as 'empire', 'civilisation' etc.	• Ancient, civilisation, Egypt, hieroglyphics, irrigation, the Nile, pharaoh, tomb.			
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