

Key Stage 2 History											
Planning for Conceptual Understanding / Coverage of historical skills											
Areas of study											
		Y3	Y4	Y5			Y6				
CHRONOLOGY runs through ALL topics especially those requiring comparison over time e.g. the thematic study and frequent use of Timebox											
	NC Historical concepts	Stone age to Bronze Age	Ancient Egypt	Iron Age to Romans	Anglo-Saxons & Vikings	Maya Civilisation	Local Study of Carnivals	Ancient Greece	Beyond Face Value - the nature and purpose of the source. Who produced it and why?	1,000 years of Crime and punishment	A local study – How has The Abbey influenced changes in Glastonbury?
1	Characteristic features of the period - ideas, beliefs, attitudes	✓✓	✓✓✓ What did Egyptians believe about the afterlife?		✓✓ Stereo-typical view of Vikings	✓✓		✓✓✓ Role of Women, religion. Olympics. Democracy	✓✓✓ Would the real Henry VIII please stand up?	✓✓	✓✓ What put Glastonbury on the map?
2	Understanding similarity and difference, continuity and change	✓✓✓ Changes from Stone Age to Bronze Age		✓✓✓ Changes from Bronze Age to Iron Age ✓✓✓ Impact of Romans on Celtic life	✓ A-S: How much continued after the Romans? ✓✓ Changing relations. with Saxons	✓✓ Changing fortunes of Benin	✓✓ Change over time		✓✓✓ Why is it so difficult to work out what Victorian factory conditions were really like?	✓✓✓ How did crimes and punishments change between 1500 and 1750?	✓✓✓ How has the town grown and changed over time. What stayed and what grew?
3	Understand significance			✓✓✓ Greatest legacy of Romans?	✓✓ Was Alfred really great? ✓✓✓ What were key turning points in		✓	✓✓ Greatest achievements	✓✓✓ Did people believe all the propaganda during the	✓✓✓ Why did so much change happen in the 19th	✓✓ Why was The Abbey built in Glastonbury? How did it become the

					struggle of Saxons with Vikings?				Blitz?	century?	most Holy place in Britain?
4	Identify and describe reasons for, and results of, events, situations and changes	✓✓ Building of Stonehenge		✓✓✓ Reasons for Claudius' invasion	✓✓ A-S: Push or Pull: why did they settle?		✓	✓✓ Why was Athens successful at Marathon?	✓✓✓ Elizabeth I: Why do Elizabeth 1st portraits mysteriously start showing her looking younger towards the end of her reign? Were the evacuees as happy as they were shown?	✓✓ Why did punishments become so bloody in the 18th century?	✓✓✓ What were the changes in Industry and Economy in Glastonbury? How and why did the sheepskin industry start and become so successful?
5	Discern how and why contrasting arguments and interpretations of the past have been constructed	✓✓ Why Stonehenge was built?	✓	✓✓ Views of Boudicca	Was Alfred really great? ✓✓✓ Vikings: Raiders or traders?	✓✓ Should the Benin bronzes be returned?			✓✓✓ Why do we need to be careful when using paintings to find out about Victorian life?		✓✓✓ How did The Abbey become known as the most Holy place in Britain? What was the impact of Joseph of Arimathea and King Arthur on Glastonbury?

6	Make connections, draw contrasts, analyse trends		✓✓ Compare Britain with other ancient societies in Mesopotamia, the Indus valley and in China	Why do we have different images of Boudicca? VVV	✓✓✓ Where did the Saxons settle? ✓✓ How can we work out where the Vikings settled?	✓✓✓ Compariso n of Mayan with Saxon civilization		✓✓ Legacy to diff. societies Tudor/ Victorians Compare Minoan Crete links to Bronze Age/Indus Valley/Ancient Egypt.	Elizabeth I: Why do Elizabeth 1st portraits mysteriously start showing her looking younger towards the end of her reign?	✓✓✓ Has the way we catch and punish criminals improved that much in the last 100 years?	✓✓ How does comparing maps of Glastonbury over time show us how and why it grew and changed?
7	Understand how evidence is used to make historical claims (includes evaluation)	How can we know what life was like at Skara Brae?	✓✓✓ Crimewatch 3,000BC Howard Carter	Is this another Roman villa?	✓✓✓ Who was buried at Sutton Hoo? ✓✓✓ Vikings: How do we know they were settlers?	✓✓	✓✓✓	✓✓✓ Why is it so difficult to know about AG women?	✓✓✓ Were the evacuees as happy as they were shown? Why do we need to be careful when using paintings to find out about Victorian life?	✓✓✓ How were criminals punished 800 years ago, and how do we know?	✓✓✓ Study the history of Glastonbury through the development of The Abbey and why it became so important to Christians. What evidence was used to make The Abbey so significant? In particular the evidence used to build the Lady Chapel
8	Create own structured accounts,		Instructions Recount	Explanation of reasons for Claudius'	A-S: Report Vikings:	Discursive Should the Benin		Report Explanation	Did people believe all the	Report Case Study	Two-page spread about The Abbey

	including written narratives and analyses		of process of mummification	actions/expansion of Roman empire	Discursive, report, analysis	bronzes be returned?			propaganda during the Blitz?		explaining the reason for its construction and changes over time
Coverage		<p style="text-align: center;">Light Touch ✓ Some ✓ ✓ Depth ✓ ✓ ✓</p>									
		Year 3 and 4					Year 5 and 6				
Chronology Vocabulary		Age, ancient, AD/BC, AD/BCE century, decade, era, civilisation, time period, prehistory					ancient AD/BC AD/BCE century decade empire civilisation Christianity chronology/chronological order era industry/industrial reign revolution nation				
First order vocabulary		parliament, kingdom, empire, civilization, peasantry									
Second order concepts		Cause, Change, Consequence, Significance, Version, Interpretation, Chronology									
Third order common vocabulary and concepts (Most third order vocabulary is relevant to each period of history and context-specific. This is just a selection)		Archaeology, Artefact, Century, Church, Christianity, Conquest, Court, Dynasty, Invasion, Kingdom, Nation, Pagan, Pillage, Raid, Rebellion, Revolt, Sagas, Settlement, Stereotype, Treaty, Gods									