



St Edmund's and St Thomas' Catholic Primary School

Lower KS 2 Curriculum Map – History

Cycle A: 2016-2017

Year Group	Autumn	Spring	Summer
Y3 and Y4	The Stone Age 6000 BC: Changes in Britain from the Stone Age to the Iron Age	Ancient Egypt: Achievements of the Egyptians	Ancient Greece: Study of Greek life and achievements and the influence on the Western World.

Cycle B: 2017-2018

Year Group	Autumn	Spring	Summer
Y3 and Y4	The Roman Empire and its impact on Britain: Fieldwork visit to Chester	The Anglo Saxons and Scots: A study of invasions, settlements, kingdoms, place names and village life	The Vikings: A study of the struggle for the Kingdom of England, examining: raids, invasions, resistance and impact on language.

Key Skills, Knowledge and Understanding

Y3

Knowledge	Chronology	Investigate and interpretation	Historical Enquiry	Communication
<p>-Understand people who lived in the past had different homes, cooked and travelled differently and used different weapons from ours.</p> <p>-Recognise that people in the past did different jobs to us.</p> <p>-Suggest why certain events happened as they did.</p> <p>-Suggest why certain people acted as they did.</p>	<p>-Describe events and periods using the words: BC, AD, century and decade.</p> <p>-Describe events from the past using dates and the appropriate language.</p> <p>-Place events, artefacts and historical figures on a timeline using dates.</p> <p>-Use their mathematical knowledge to work out how long ago events would have happened.</p>	<p>-Appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past.</p> <p>-Explain why lives were different throughout the time periods studied.</p> <p>-Begin to give reasons for the changes in time.</p> <p>-Begin to give reasons for key events.</p>	<p>-Use a range of sources to find out about the past.</p> <p>-Find out about the role archaeologists have in helping us understand more about what happened in the past.</p> <p>-Use various sources of evidence to answer questions.</p> <p>-Use various sources to piece together information about a period in history.</p> <p>-Research a specific event from the past.</p> <p>-Use their 'information finding' skills to help them write about historical information.</p> <p>-Through research, identify similarities and differences between given periods in history.</p> <p>-Use more than one source to find out about a particular event.</p>	<p>Use words / phrases such as;</p> <p>BC AD Decade Ancient Century Time period Era Change</p> <p>Write historical recounts</p>

Key Skills, Knowledge and Understanding

Y4

Knowledge	Chronology	Investigate and interpretation	Historical Enquiry	Communication
<p>-Appreciate that the early Britons would not have lived as we do (communication, food, homes)</p> <p>-Begin to picture what life would have been like for the early settlers.</p> <p>-Recognise that Britain has been invaded by several different groups over time.-Examine the changes in the locality through periods of history studied.</p>	<p>-Plot history on a timeline using centuries.</p> <p>-Place periods of history on a timeline showing periods of time.</p> <p>-Use their mathematical skills to round up time differences into centuries and decades.</p> <p>-Understand the concept of change over time, representing this with evidence on a timeline.</p> <p>-Use their mathematical skills to help them work out the time differences between certain major events in history.</p> <p>-Begin to build up a picture of what main events happened in Britain/ the world during different centuries.</p>	<p>-Suggest why certain events happened as they did.</p> <p>-Suggest why certain people acted as they did.</p> <p>-Describe features of the past including ideas, beliefs and attitudes of men, women and children.</p> <p>-Have an appreciation that invasions, wars start for specific reasons and can last for a very long time.</p> <p>-Appreciate that changes (wars, invasions) would inevitably have brought much distress and bloodshed.</p>	<p>-Be able to research two versions of an event and say how they differ.</p> <p>-Research what it was like for a child in a given period from the past and present their findings.</p> <p>-Give more than one reason to support an historical argument.</p>	<p>Use words and phrases such as;</p> <p>BC</p> <p>AD</p> <p>Decade</p> <p>Ancient</p> <p>Century</p> <p>Time period</p> <p>Era</p> <p>Change</p> <p>-Write historical recounts.</p> <p>-Be able to communicate knowledge and understanding orally and in writing and offer points of view based upon what they have found out.</p> <p>-Be able to independently, or as part of a group, present an aspect they have researched about a</p>

				given period of history using multi-media skills when doing so.
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