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| **Identifying key knowledge in Key Stage 2** | | | | |
| * Just as in Key Stage 1, the national curriculum requirements for Years 3 to 6 are presented as one Key Stage. The **key knowledge** outlined here are therefore presented in national curriculum themes enabling leaders to make choices as to when they are taught. * However, there will some recommendations made. Chronologically, school may choose to focus on the Stone Age in Year 3, the Romans in 4, the Anglo-Saxons and Vikings in Year 5 and a beyond 1066 unit in Year 6 | | | | |
| * The history knowledge learning in Key Stage 2 can be blocked into six main units: | | | | |
| **Chronology** | | | | |
| *Changes in Britain between the beginning of the Stone Age to 1066, to include:*   * *The Stone, Bronze and Iron ages* * *The Roman occupation* * *Anglo-Saxons and Vikings* | | | | |
|  | **Stone Age** | **Romans** | **Anglo-Saxons** | **Vikings** |
| Year 3 | Know how Britain changed between the beginning of the Stone Age and the Iron Age  Know the main differences between the Stone, Bronze and Iron ages  Know what is meant by ‘hunter-gatherers’ |  |  |  |
| Year 4 |  | Know how Britain changed from the iron age to the end of the Roman occupation  Know how the Roman occupation of Britain helped to advance British society  Know how there was resistance to the Roman occupation and know about Boudica  Know about at least one famous Roman emperor, e.g. Claudius, Hadrian, Septimius Severus |  |  |
| Year 5 |  |  | Know how Britain changed between the end of the Roman occupation and 1066  Know how the Anglo-Saxons attempted to bring about law and order into the country  Know that during the Anglo-Saxon period Britain was divided into many kingdoms  Know that the way the kingdoms were divided led to the creation of some of our county boundaries today  Use a time line to show when the Anglo-Saxons were in England | Know where the Vikings originated from and show this on a map  Know that the Vikings and Anglo-Saxons were often in conflict  Know why the Vikings frequently won battles with the Anglo-Saxons |

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|  | **Beyond 1066** | **Ancient Greeks** | | **Ancient Ancients** |
|  | *An aspect of theme that takes pupils beyond 1066* | *Greek life and influence on the Western world* | | *An overview each of and then choose one to look at in depth:*   * *Ancient Egypt* * *Ancient Sumer* * *Indus Valley* * *Shang Dynasty* |
| Year 3 |  | Know some of the main characteristics of the Athenians and the Spartans  Know about and talk about the struggle between the Athenians and the Spartans  Know about the influence the gods had on Ancient Greece  Know about the link between the Ancient Greeks and the modern Olympics  Know at least five sports from the Ancient Greek Olympics | |  |
| Year 4 |  |  | | Know that there were some advanced civilizations in the world 3000 years ago and know that Britain was not one of them  Know about, and name, some of the advanced societies that were in the world around 3000 years ago  Know about the key features of either: Ancient Egypt; Ancient Sumer; Indus Valley; or the Shang Dynasty |
| Year 5 | Know about a theme in British history which extends beyond 1066 and explain why this was important in relation to British history  Know how to place historical events and people from the past societies and periods in a chronological framework  Know how Britain has had a major influence on the world |  | |  |
| Year 6 | Know about a theme in British history which extends beyond 1066 and explain why this was important in relation to British history  Know how to place historical events and people from the past societies and periods in a chronological framework  Know how Britain has had a major influence on the world |  | |  |
|  | **Non-European civilizations from 1000 years ago** | | **Local history** | |
|  | *A study of a non-European civilization from around 900AD, Choose one of:*   * *Mayans* * *Islamic Civilizations (including Baghdad)* * *Benin Civilization* | | *A local study linked to one of the periods of time studied under chronology; or*  *A local study that could extend beyond 1066* | |
| Year 4 |  | | Know about a period of history that has strong connections to their locality and understand the issues associated with the period  Know how the lives of wealthy people were different from the lives of poorer people during this time | |
| Year 5 | Know about the impact that one of the following ancient societies had on the world: the Mayan civilization; the Islamic civilization; or the Benin civilization  Know why they were considered an advanced society in relation to that period of time in Europe | |  | |