



## Key Stage 2 History St. John the Evangelist

Year	Unit of work & concepts				National curriculum coverage	Key knowledge			Assessment Statements & recommendations
						Chronology (stone age to 1066) This must include: *Stone Age to Iron Age <b>*Romans</b> *Anglo-*Saxons *Vikings	Beyond 1066 An aspect or theme that takes pupils beyond 1066	Local Study A local Study linked to one of the periods of time studied under chronology or a local study that could extend beyond 1066	
Four	<b>Romans</b>				*the Roman Empire and its impact on Britain	*I know at least three key things that the Romans did for this country.  *I know why the Romans needed to build forts in this country.  *I know that Rome was a very important place and many decisions were made there.  *I know about the lives of at least two different Romans.  *Summarise how Britain might have learnt from other countries and civilisations.			<b>*Know how Britain changed from the iron age to the end of the Roman occupation.</b>  <b>*Know how the Roman occupation of Britain helped to advance British society.</b>  <b>*Know how there was resistance to the Roman occupation and know about Boudica.</b>  <b>*Know about at least one famous Roman emperor</b>  <i>Why was Britain so appealing to the Roman Empire?</i>  <u><i>How did the arrival of the Romans change Britain?</i></u>  <u><i>Why were the Romans so powerful and what did we learn from them?</i></u>  Roman soldier workshop (contact info) Paul Harston <a href="mailto:info@romantoursuk.com">info@romantoursuk.com</a> Chester – Roman workshop
	Chronological knowledge and understanding	Historical terms	Historical enquiry (using evidence/communicating ideas)	Interpreting ideas					
	Continuity and change	Cause and consequence	Similarity and difference	Significance of events/people)					
	<b>Ancient Egypt</b>				* the achievements of the earliest	*Know how historic items and artefacts have been used			<b>*Know about the key features of Ancient Egypt</b>

	Chronological knowledge and understanding	Historical terms	Historical enquiry (using evidence/communicating ideas)	Interpreting ideas	civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China	to help build up a picture of life in the past.  *Know about the impact that this period had on the world.  *Research what it was like for children in a given period of history and present findings to an audience.			<p><b>*Know about, and name, some of the advanced societies that were in the world around 3000 years ago.</b></p> <p><i>How can we re-discover the wonders of Ancient Egypt?</i></p> <p><i>Why did the Egyptians mummify their dead?</i></p> <p><b>Potential trips</b> Manchester Museum Macclesfield Museum</p>
	Continuity and change	Cause and consequence	Similarity and difference	Significance of events/people)					
<b>Ancient Civilisation (Shang Dynasty)</b>					* the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China	*Know how historic items and artefacts have been used to help build up a picture of life in the past.  *Know about the impact that this period had on the world.  *Research what it was like for children in a given period of history and present findings to an audience.			<p><b>*Know about, and name, some of the advanced societies that were in the world around 3000 years ago.</b></p> <p><b>*Know about the key features of the Shang Dynasty.</b></p> <p><i>How did a pile of dragon bones help to solve an Ancient Chinese mystery?</i></p> <p><i>Dragon bones, Dynastic leaders, Artefacts, Downfall</i></p> <p><b>Potential trips</b> Drama workshop – Shang Dynasty. <a href="https://www.crew.uk.net/school-workshops/school-drama-workshops-copy/">https://www.crew.uk.net/school-workshops/school-drama-workshops-copy/</a></p>
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