



## We are Historians!

Throughout Key Stage 2 we will have the opportunity to gain a broad variety of skills and expand our knowledge through our historical studies.

Through our studies of <i>Ancient Egypt, Persia and Greece, Golden age of Greece, Alexander the Great</i> we will develop the following historical skills and knowledge:	
Knowledge	Skills
<ol style="list-style-type: none"><li>1. Upper and Lower Egypt, Pharaohs, Religious Practices, Beliefs about Death, Hieroglyphics.</li><li>2. Persian Empire, Greek city-states, Greek writing.</li><li>3. Athenian democracy, Greek architecture, Greek literature, Greek philosophy.</li><li>4. Philip Macedon and Greek city states, Alexander's childhood and early battles, conquest of Persia, Ptolemy dynasty in Egypt.</li><li>5/6. Local History study of East Anglia.</li></ol>	<ul style="list-style-type: none"><li>• Describe events and periods using the words: BC, AD and decade.</li><li>• Describe events from the past using dates when things happened.</li><li>• Describe events and periods using the words: ancient and century.</li><li>• Use a timeline within a specific time in history to set out the order things may have happened.</li><li>• Use their mathematical knowledge to work out how long ago events would have happened.</li><li>• Suggest why certain events happened as they did in history.</li><li>• Suggest why certain people acted as they did in history.</li><li>• Recognise the part that archaeologists have had in helping us understand more about what happened in the past.</li><li>• Use various sources of evidence to answer questions.</li><li>• Use various sources to piece together information about a period in history.</li><li>• Research a specific event from the past.</li><li>• Use their 'information finding' skills in writing to help them write about historical information.</li><li>• Identify similarities and differences between given periods in history.</li></ul>



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Through our studies of <i>Ancient Rome (including Roman Britain)</i> we will develop the following historical skills and knowledge:	
Knowledge	Skills
1. Punic Wars, Hannibal, Roman Republic, society and culture. 2. Roman military, early emperors, Pompeii, Jewish-Roman War. 3. Roman invasion of Britain, Boudicca, Aquae Sulis, Hadrian's Wall. 4. Christianity, Constantine, collapse of Empire, end of Roman Britain. 5/6. Local history study of Roman Norfolk/East Anglia.	<ul style="list-style-type: none"><li>• Plot recent history on a timeline using centuries.</li><li>• Place periods of history on a timeline showing periods of time.</li><li>• Use their mathematical skills to round up time differences into centuries and decades.</li><li>• Explain how events from the past have helped shape our lives.</li><li>• Appreciate that wars have happened from a very long time ago and are often associated with invasion, conquering or religious differences.</li><li>• Recognise that the lives of wealthy people were very different from those of poor people.</li><li>• Appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past.</li><li>• Research two versions of an event and say how they differ.</li><li>• Give more than one reason to support an historical argument.</li><li>• Communicate knowledge and understanding orally and in writing and offer points of view based upon what they have found out.</li></ul>



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Through our studies of <b>Early Medieval History (Islam, Anglo-Saxon England and The Vikings)</b> we will develop the following historical skills and knowledge:	
Knowledge	Skills
<ol style="list-style-type: none"><li>1. Byzantine Empire, Islam, Arab Conquests, Cordoba.</li><li>2. Anglo-Saxons.</li><li>3. Charlemagne and Holy Roman Empire, Viking raids, Alfred of Wessex.</li><li>4. Norse/Danish culture, Viking navigation, Scandinavian settlements.</li><li>5. Creation of England and Scotland.</li></ol>	<ul style="list-style-type: none"><li>• Use dates and historical language in their work.</li><li>• Draw a timeline with different time periods outlined which show different information, such as, periods of history, when famous people lived, etc.</li><li>• Use their mathematical skills to work out exact time scales and differences as need be.</li><li>• Describe historical events from the different period/s they are studying/have studied.</li><li>• Make comparisons between historical periods; explaining things that have changed and things which have stayed the same.</li><li>• Appreciate that the early Brits would not have communicated as we do or have eaten as we do.</li><li>• Begin to picture what life would have been like for the early settlers.</li><li>• Recognise that Britain has been invaded by several different groups over time.</li><li>• Realise that invaders in the past would have fought fiercely, using hand to hand combat.</li><li>• Explain the role that Britain has had in spreading Christian values across the world.</li><li>• Explain that people who lived in the past cooked and travelled differently and used different weapons from ours.</li><li>• Research what it was like for a child in a given period from the past and use photographs and illustrations to present their findings.</li><li>• Begin to appreciate that how we make decisions has been through a Parliament for some time.</li><li>• Appreciate that significant events in history have helped shape the country we have today.</li><li>• Show a good understanding as to how crime and punishment has changed over the years.</li><li>• Test out a hypothesis in order to answer a question.</li><li>• Appreciate how historical artefacts have helped us understand more about British lives in the present and past.</li></ul>



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Through our studies of <b>World War Two</b> , we will develop the following historical skills and knowledge:	
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<ol style="list-style-type: none"><li>1. The events leading to the beginning of World War Two.</li><li>2. Evacuation of children.</li><li>3. Evacuation of Dunkirk.</li><li>4. The Blitz.</li><li>5. Allies and Axis.</li><li>6. Pearl Harbour.</li></ol>	<ul style="list-style-type: none"><li>• Say where a period of history fits on a timeline.</li><li>• Place a specific event on a timeline by decade.</li><li>• Place features of historical events and people from past societies and periods in a chronological framework.</li><li>• Summarise the main events from a specific period in history, explaining the order in which key events happened.</li><li>• Summarise how Britain has had a major influence on world history.</li><li>• Summarise what Britain may have learnt from other countries and civilizations through time gone by and more recently.</li><li>• Describe features of historical events and people from past societies and periods they have studied.</li><li>• Recognise and describe differences and similarities/ changes and continuity between different periods of history.</li><li>• Look at two different versions and say how the author may be attempting to persuade or give a specific viewpoint.</li><li>• Identify and explain their understanding of propaganda.</li><li>• Describe a key event from Britain's past using a range of evidence from different sources.</li></ul>