



Newfield Primary School

History KS2 Curriculum

<p>Ancient Egypt Location, origin in settlements around the Nile, living by the Nile, the role of the Nile in developing belief systems as well as agriculture. How the power structures (pharaohs, the double crown) were linked to the geography of Egypt; how they were sustained through art, writing, belief systems. Ancient Egyptian religion, government, art, great monuments, beliefs about death, farming. How Egypt changed through time - kingdoms, art, pyramids, beliefs and writing.</p> <p>Disciplinary focus: change/continuity.</p> <p>How much did Ancient Egypt change over time?</p>	<p>Cradles of Civilisation The land between two rivers: Ancient Mesopotamia – the unique ‘cradle’ (development of writing to record trade). Then, geographical overview of ancient civilisations of the world, Inc. Big map seeing where they all were & geographical similarities. Depth study of ancient Sumer in Mesopotamia via rivers & settlements (reinforce geographical knowledge so far) and via art of ancient civilisations. Ziggurats.</p> <p>Disciplinary focus: similarity and difference.</p> <p>How similar and how different were Ancient Egypt and Ancient Sumer</p>	<p>Indus Valley Civilisation Sites and artefacts in the Indus Valley (including the dancing girl, the priest king, seals, the threshing platforms, pots and potsherds, beads, weights, toys). Bricks, buildings, baths, bathrooms, drainage Mohenjo Daro, Harappa, Lothal. Similarities and differences between Indus Valley and Sumer and Egypt (e.g. writing, monuments). Craftsmanship, trade, barter Puzzles for historians, including rulers and Religion.</p> <p>Disciplinary focus: evidential thinking.</p> <p>How do we know about the Indus Valley civilisation?</p>	<p>Persia and Greece Start with ancient Persia and its empire to set geographical & political context. Ancient Greek city states, inc. Sparta and Athens. Why/how did they form? Homer’s Iliad. Greco-Persian wars, inc. battle of Marathon, Thermopylae, Salamis. Ancient Greek language Peloponnese War. Greek religion – gods and goddesses.</p> <p>Disciplinary focus: similarity and difference.</p> <p>What did Greek city-states have in common?</p>	<p>Ancient Greece Athenian democracy and empire. Art, culture & learning in Ancient Greece Greek architecture, including the Parthenon. Greek religion in Greek stories (use stories to revisit content from Greek politics, culture and religion in Spring 2). Greek literature, inc. epic poetry – inc Homer’s Odyssey. Tragedy in Greek theatre. Philosophy and enquiry in Ancient Greece, inc. Aristotle – depth on Aristotle.</p> <p>Disciplinary focus: evidential thinking.</p> <p>What can historians learn from the sources from Ancient Greece?</p>	<p>Alexander the Great Where did Alexander come from? Backstory of Philip of Macedon and the Macedonian empire. Alexander the Great: childhood, education (link to Aristotle in Summer 1), early battles, conquest of Persia, death. Library of Alexandria (laying the ground for Y4 Rome and Y5 Baghdad) Meanwhile in Egypt.... Egypt under the Ptolemy family. Greece and Egypt – where do our stories converge? Why did the Egyptian empire last so long? Why did it fizzle out this time? What have we learned about why empires rise and fall?</p> <p>Disciplinary focus: causation.</p> <p>How did Alexander the Great conquer so much land?</p>
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Chronological knowledge and understanding	Historical enquiry - Using evidence Communicating ideas	Knowledge and interpretation
<p>Understand and use appropriate historical vocabulary to communicate events and periods, including dates: BCE/BC/CE, AD</p> <p>Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini)</p> <p>Begin to understand the concept of change over time, representing this, along with evidence on a timeline</p> <p>Know where all people/ events studied fit into a chronological framework</p> <p>Identify similarities and differences between periods</p> <p>Use their mathematical knowledge to work out how long-ago events would have happened</p>	<p>Know and use appropriate historical vocabulary to communicate information</p> <p>Know that archaeologists have helped historians understand more about what happened in the past</p> <p>Know that historians use more than one source of evidence to answer questions; begin to formulate historical questions based upon knowledge</p> <p>Use various sources to piece together information about a period in history</p> <p>Present, communicate and organise ideas about the past using models, role play and known genres of writing (recounts, poems, diaries, posters)</p> <p>Research a specific event from the past</p> <p>Through research, identify and present, in a variety of forms (tables, simple Venn, diagrams), similarities and differences between periods studied</p> <p>Look at representations of the time period, e.g., Museums</p> <p>Use specific search engines on the internet to find information more rapidly</p>	<p>Make simple observations about different types of people, events, beliefs within a society</p> <p>Make and describe simple connections between historical understanding and other areas of learning</p> <p>Begin to describe the characteristic features of the past (similarities and differences), including beliefs, attitudes and experiences of men, women and children</p> <p>Know about the key features of Ancient Egypt; Ancient Sumer; Ancient Indus Valley- role of the rivers- Nile, Tigris, Euphrates, Indus (belief system/ agriculture (irrigation)); power structures; religion; beliefs about death; government; art; farming; writing</p> <p>Give reasons why the Ancient Egyptian civilisation lasted through recognising how much it changed over time</p> <p>Know the terms Mesopotamia and cradle of civilisation</p> <p>Know the similarities between the cradles of human civilisations</p> <p>Give a broad overview of what life was like in Ancient Greece:</p> <p>Know some of the main characteristics of the Greek City States, Inc. Sparta and Athens</p> <p>Know about the influence the gods and goddesses had on Ancient Greece</p> <p>Know the term democracy and begin to understand the impact Cleisthenes and Pericles had on Athenian society leading to the Golden Age</p> <p>Know the architecture of ancient Greece and that it is still copied today</p> <p>Know the importance of literature (Inc. stories) and philosophy in Ancient Greece (Socrates, Plato, Aristotle)</p> <p>Know about, and describe Alexander the Great: childhood, education and conquest of Persia Begin to explain how people and events studied have influenced life today</p>

<p>The Roman Republic Foundation myth of Romulus and Remus. River Tiber civilisation. The early kings of Rome Development of the Roman Republic. Punic wars, Hannibal, Roman army. Roman religion, Roman myths & legends. Roman roads. Roman politics and government during the Republic</p> <p>Disciplinary focus: similarity and difference.</p> <p>How much power did the senate have in the Roman Republic?</p>	<p>The Roman Empire Roman army, Julius Caesar, the early emperors (incl Augustus, Claudius, Nero), Jewish-Roman war (pupils made ready through knowledge of Judaism in Y3; and through units on the Roman province of Judea and Christianity in Year 4 so far). Persecutions of Christians in Rome (pupils made ready through knowledge of Christianity since start Y4) Amphitheatres and games Pompeii – depth study (draw together all Roman knowledge so far and develop and demonstrate it synoptically in a Roman town – Pompeii; story of destruction of Pompeii – Pliny etc; reinforce & apply volcano knowledge from geography).</p> <p>Disciplinary focus: evidential thinking</p> <p>What can sources reveal about Roman ways of life?</p>	<p>Roman Britain The ancient Britons – a land of diversity, a land of migrants (e.g. Celts). Celtic language, Celtic culture. Rebellions: Caractacus, Boudicca. Roman town: Aquae Sulis. Life on the frontier: Hadrian's Wall. Black Romans in Britain.</p> <p>Disciplinary focus: evidential thinking</p> <p>What kinds of knowledge about Roman Britain have historians been able to build from the sources?</p>	<p>Christianity in three empires (300-600CE) This unit focuses on three cities: Rome, Constantinople and Adulis (in the African empire of Aksum), representing three types of Christianity influenced by and influencing local culture. Stories examine the role of rulers in the spread of Christianity. Narrative as follows: 1. Revisit Christianity in Rome. Persecution etc. Constantine and Battle of Milvian Bridge. Christianity becoming official religion of Roman Empire. 2.Constantine founding of Constantinople. 3.Fall of Rome in 5th century. Byzantine Empire, including more on Constantinople - confluence of European & Asian influences in art and architecture. 4.Trade in East Africa & links with civilisations already studied. Port of Adulis on the Red Sea. Kingdom of Aksum. 5.Ethiopian Christianity: the rock churches and other cultural artefacts; ongoing importance in world Christianity. 6.Christianity spreads into Africa. Conversion of King Ezana via Eastern (Syrian) Christianity. Recent archaeological finds refining our understanding of early Christianity in Aksum.</p> <p>Disciplinary focus: similarity/difference</p> <p>What made each early Christian state special?</p>	<p>Islamic civilisations (1) Arabia and early Islam Arabia before Muhammad Bedouin culture, trade and life in the desert; the place of the Makkah in the trade of the Middle East and the world. An oral culture and a land of poetry. Stories about the birth of Muhammad. Makkah, Medina and the birth of Islam.</p> <p>Disciplinary focus: change/continuity</p> <p>What kind of change did Muhammad bring about in Arabia?</p>	<p>Islamic civilisations (2) Muslim Cordoba The Rise of Islam Depth focus: Cordoba - city of light (draw on geography on trade, climate, locational knowledge). The glories of Islamic achievement in art, architecture, learning and science in Cordoba. How Muslims, Christians and Jews lived and worked together, collaborated on great architectural projects together and built a culture of learning together. The great library of Cordoba – how knowledge of medicine, technology, art, theology and geography was built through the work of peoples from all three religions.</p> <p>Disciplinary focus: similarity and difference.</p> <p>How did worlds come together in Cordoba?</p>
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Chronological knowledge and understanding:	Historical enquiry - Using evidence Communicating ideas	Knowledge and interpretation
<p>Order an increasing number of significant events, movements and dates on a timeline using dates accurately</p> <p>Understand and use appropriate historical terms and dates to accurately describe historic events</p> <p>Describe, in some detail, the main changes to an aspect in the period/s studied</p> <p>Understand how some historical events/ periods occurred concurrently in different locations</p> <p>Identify similarities and differences between periods</p> <p>Use mathematical knowledge to work out how long-ago events would have happened</p>	<p>Know and use appropriate historical vocabulary, including abstract terms, to communicate information</p> <p>Recognise when primary or secondary sources of information are being used to investigate the past and the impact of this on reliability</p> <p>Recognise that people in the past represent events or ideas in a way that may be to persuade others</p> <p>Use a wide range of different evidence to collect evidence about the past e.g. ceramics, pictures, documents, printed sources, online material, photographs, artefacts, historic statues, sculptures, historic sites</p> <p>Use various sources to piece together information about a period in history; begin to evaluate usefulness of resources (e.g. Sutton Hoo)</p> <p>Select relevant sections of information to address historically valid questions and construct informed responses</p> <p>Investigate own lines of enquiry by posing historically valid questions to answer, for example: determining why Baghdad fell so easily</p> <p>Construct an informed response about an aspect of the past through careful selection and organisation of relevant and historical information (a wide range of genres of writing; role play, discussions, debates)</p> <p>Explore representations of the time period; museums; workshops</p>	<p>Identify connections and contrasts over time in the everyday lives of people</p> <p>Examine causes and results of great events and the impact these had on people</p> <p>Make, describe and evaluate succinct connections between historical understanding and other areas of learning</p> <p>Know about ancient Arabia: Bedouin culture, trade, life in the desert; the development of the Arabic language</p> <p>Know that Islam was born in the ancient city of Makkah; know the traditional Muslim story as to how Muhammed taught his followers and how he led to the rise of Islam across Arabia</p> <p>Know of some Islamic achievements: art, architecture, learning and science in Cordoba; know how Muslims, Christians and Jews collaborated on great architectural projects/ built a culture of learning</p> <p>Know of the great library of Cordoba- technology, art, theology, geography built through work of people from all three religions</p> <p>Explain why the Round City of Baghdad was the most significant cultural centre of Arab and Islamic civilization</p> <p>Describe the role of Caliph Al-Mansur as a successor of Muhammad</p>

<p>Islamic Civilisations (3) Baghdad – the round city. Where, why and how it was built. What it looked like. How we know about it through archaeology, artefacts and written sources. Why it is so important to understand medieval Islam. The House of Wisdom, books and paper, translation of the ancient texts from Greek The contribution of Baghdad and Islamic scholars to learning: astronomy, mathematics and mapping the world; science, technology and medicine. How Islamic scholars preserved the learning of the ancient world and moved it forwards, feeding into all the advances in European knowledge that came in the Renaissance.</p> <p>Disciplinary focus: causation</p> <p>Why were there so many restless minds in Cordoba and in Baghdad?</p>	<p>Anglo-Saxon Britain Reasons for migration Anglo-Saxon kingdoms Christianity arrives in the British Isles (1) (Jutish rule in Kent: Ethelberht and Berta) including Augustine etc, up to Synod of Whitby 664). Link back to Romans (Year 4 Summer 1): the mission to the Angles (Pope Gregory: ‘not Angles but angels’). Early monasteries in British Isles; Bede. Offa and Cynethryth of Mercia. How archaeologists learn about Anglo-Saxons – art, everyday life, villages; Sutton Hoo</p> <p>Disciplinary focus: evidence</p> <p>How have historians learned about Anglo-Saxon Britain?</p>	<p>Vikings in Britain (1) Lady of the Mercians The first Viking raids and invasions King Alfred of the Kingdom of Wessex The ‘Great Heathen Army’ Alfred in Athelney, his victory over Guthrun, Guthrun’s baptism and the Dane law Scandinavian settlements in Britain. Viking links to rest of world – Russia Constantinople, Muslim trade. How Vikings changed as they settled and interacted with diverse cultures Aethelflaed as a child. Women in Wessex and Mercia Aethelflaed & Aethelred take on the Vikings Aethelflaed & Edward build burhs and press into the Danelaw. Raid on Bardney and Battle of Tettenhall. Aethelflaed ruling in her own right from 911 as Lady of the Mercians.</p> <p>Disciplinary focus: causation</p> <p>Why did Vikings dominate large parts of Britain by 910?</p>	<p>Norse culture Including sagas, art, poetry, folklore. Norse gods, goddesses, stories and customs. Beowulf - depth. What does Beowulf have in common with stories from contrasting world civilisations? (e.g. epics such as Gilgamesh and Iliad from Y3 history and Ramayana, Y3 religion)</p> <p>Disciplinary focus: similarity and difference</p> <p>How were the Norse connected with other lands and peoples?</p> <p>*(both direct interactions with people, e.g. trading and exploring, and similarities with other cultures, e.g. sagas and ancient epics</p>	<p>Vikings in Britain (2) Changing Rulers, Changing Worlds Case study of Jorvik in 910, told through fictional story of two Viking children. Consolidates stories from Norse culture and views expansion of Wessex/Mercia from perspective of Vikings. Why we must tell differing stories (Vikings & AngloSaxon; rulers and ordinary people; men, women and children); and reasons why some stories go missing (changing interpretations of the period). Aethelflaed presses north into Tamworth, Derby and Leicester, her closeness to attacking York and uniting the country before her death in 918. Athelstan coronation and creation of England. Vikings shaping Britain: i) government (focus on Canute); ii) Viking-British cultural fusions (the case of the hogsbacks – Cumbria and southern Scotland)</p> <p>Disciplinary focus: change/continuity</p> <p>How did the Vikings shape Britain?</p>	<p>Local history study – school-designed unit - TBC</p>
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Moving in to 2025-2026

<p><u>The Maya</u> Geography of Maya on Yucatán peninsula (link to Y5 Spring 2 North and South America). Maya rulers, customs and structure of society Maya agriculture including maize, chocolate. Maya language, art, cities and architecture (with links to Y3 including hieroglyphs and ancient monuments such as pyramids). Maya calendar and mathematics. Maya religious belief and practice including creation myth and ritual bloodletting. Historians' explanations for what happened to the Maya civilisation.</p> <p>Disciplinary focus: evidential thinking</p> <p>How do historians know about the Maya?</p>	<p><u>Medieval African kingdoms</u> This half-term's unit will focus on (i) material culture, society, government and technology in the medieval kingdom of Benin and (ii) material culture, society, government and technology in Ethiopia. This builds on pupils' earlier knowledge of East African worlds gained in Year 4 work on the empire of Aksum.</p> <p>Disciplinary focus: similarities and differences</p> <p>How similar and different were medieval Ethiopia and Benin?</p>	<p><u>Cities in time 1</u> <u>Shock cities</u> The story of 19th century industrial Manchester told through the life of Abel Heywood, who first arrived in the slums of Manchester in 1819 and rose to oversee numerous city improvements become mayor and build the new town hall. Recurring characteristics of cities beginning with ancient Mesopotamia (revisited from Year 3).</p> <p>Disciplinary focus: causation</p> <p>Why did Manchester change so rapidly in the 19th century?</p>	<p><u>Cities in time 2</u> Greek and Roman Pompeii Viking and medieval London 10th to 16th century Samarqand Independent study: a city near you</p> <p>Disciplinary focus: similarity and difference</p> <p>How typical of urban history is the history of my city / the city of xxx?</p>	<p><u>Britain in the era of the Second World War</u> This unit will include the impact of war and post-war developments. It will include evacuation, the impact of WW2 on cities, towns and rural areas, and on diverse people, impact on small towns; the involvement of diverse peoples in a global war; the causes and effect of post-war migration to Britain, including Windrush; the causes and effects of the establishment of the NHS and mass secondary schooling.</p>	<p><u>Local history study</u> <u>Deeper look at Windrush - TBC</u></p>
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