

Barnes Primary School Subject Map – History KS2

	Autumn Term	Spring Term	Summer Term
Year 3	Deer, Walls and Parks	Pre-history: The Stone Age and Beyond	The Romans
	<p>Learning Theme: Deer, Walls and Parks</p> <p>History focus: research and order the history of Richmond Park from Charles I through to 2012.</p> <p>Link to National Curriculum: - Local history – a local study</p>	<p>Learning Theme: Stone Age, Bronze Age and Iron Age</p> <p>Enquiries: Is it true to say that Stone Age people were just simple hunter-gatherers? What was new about the New Stone Age? Who was the Amesbury Archer? (Bronze Age) Comparison between copper, bronze and iron. The Iron Age: what changed? What stayed the same?</p> <p>Content: significant changes from the Palaeolithic through to the Iron Age (including the Mesolithic, Neolithic and Bronze Ages). Focus upon changes in technology and the impact upon lifestyle.</p> <p>Key skills developed: asking questions about the past; fitting both BC and AD dates into a chronological framework; understanding how knowledge of the past is constructed from a range of sources; understanding concepts of continuity and change.</p> <p>Trips/workshops:</p> <ul style="list-style-type: none"> • Trip to the British Museum – prehistory and the Romans • Trip to Butser Ancient Farm – prehistory • Stone Age workshop <p>Link to National Curriculum: - changes in Britain from the Stone Age to the Iron Age</p>	<p>Learning Theme: The Romans</p> <p>Enquiries: Who were the Romans? What was the impact of the Roman Empire on Britain? Why was the Roman army so powerful?</p> <p>Content: the expansion of the Roman Empire; reasons for the Roman invasion of Britain; Roman technology and lifestyle; how Romans cooked and dined.</p> <p>Key skills developed: asking questions about the past, fitting both BC and AD dates into a chronological framework; understanding how knowledge of the past is constructed from a range of sources.</p> <p>Trip/workshop: Whole day Roman workshop in school</p> <p>Link to National Curriculum: -The Roman Empire and its impact on Britain</p>

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Year 4	Conflict	Civilisations	Change
	<p>Learning theme: Conflict</p> <p>Britain at War – A Significant Turning Point in British History</p> <p>Enquiries: What was the impact of World War 2 on the lives of children (locally, nationally and internationally)?</p> <p>Content: the causes of the Second World War and the impact of the war on people locally, nationally and internationally. The Blitz, rationing, the Battle of Britain and evacuation.</p> <p>Key skills developed: interpreting primary and secondary sources (objects, documents, maps, posters, photographs, film clips, audio recordings, buildings in the local area, interviewing of ‘real evacuees’); identifying bias in photographs; chronology of twentieth century.</p> <p>Trips:</p> <ul style="list-style-type: none"> - HMS Belfast - Imperial War Museum - Theme Day (dressed as evacuees) <p>Link to National Curriculum: - a significant turning point in British history that extends pupils’ chronological knowledge beyond 1066.</p>	<p>Learning theme: Civilisation</p> <p>Content: Ancient Greece and its legacy on the western world</p> <p>Enquiry: What was the legacy of Ancient Greece?</p> <p>Key skills developed: What does Ancient Greek pottery tell us about their civilisation? Children to interpret primary and secondary sources. Improve understanding of chronology, researching the city states of Ancient Greece. Investigate famous Greek achievements and their influence on the western world</p> <p>Trip: The British Museum</p> <p>Link to National Curriculum:</p> <p>– Ancient Greece: a study of Greek life and achievements and their influence on the western world</p>	
LKS2 as a whole	Assemblies: changes within living memory – used to reveal aspects of change in national life		

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	Autumn Term	Spring Term	Summer Term
Year 5	Space	India	Exploration and journeys
	<p>Topic: Barnes: from past to present</p> <p>Enquiries:</p> <ul style="list-style-type: none"> - When was the area around the school built? - How has it changed since 1745? - What caused the change? <p>Content and key skills developed: In this unit the children investigate how the local area changed during the Victorian era, due to the industrial revolution. Children will go on a local history walk to spot historic features (such as Flemish brick bonding) and compare it with old photographs. They will build on their map reading skills, using historic maps, to source information. This will allow them to answer ‘When was this area [Westfields] built?’ and ‘How did land use change over time?’ They will use primary and secondary sources to investigate the main cause of these changes, exploring these ideas through role play, and will discover the significance of the railway that was built through the area.</p> <p>Link to National Curriculum:</p> <ul style="list-style-type: none"> - A local history study (KS2) <p>Topic: Space</p> <p>Enquiry: How have our ideas about space developed over time?</p> <p>Content / key skills developed:</p> <p>What were the similarities and differences between the ideas of Ptolemy, Copernicus and Galileo?</p> <p>What was the Space race?</p> <p>Link to National Curriculum:</p> <ul style="list-style-type: none"> - Lives of significant individuals in the past who have contributed to national and international achievements. 		<p>Topic: Journeys: Vikings and Anglo-Saxons</p> <p>Journeys: Vikings and Anglo-Saxons</p> <p>Enquiries:</p> <ul style="list-style-type: none"> Who were the Vikings? How did people live in Viking Britain? Who were the Anglo Saxons? How did people live in Anglo- Saxon Britain. <p>Link to National Curriculum:</p> <p>Viking and Anglo-Saxon struggle for the kingdom of England to the time of Edward the Confessor.</p>

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	Autumn Term	Spring Term	Summer Term
Year 6	Dangerous Earth	The Maya	Ancient Egyptians
		<p>Topic: The Maya</p> <p>Enquiry Who were the Maya and what caused the urban decline of the 9th Century.</p> <p>Content: A range of activities designed are undertaken to build an understanding of the Maya's place in history, their way of life and the causes of the demographic changes that occurred in the 9th century CE. Links are drawn between other ancient civilisations, both contemporary and not.</p> <p>Key skills developed: children use a chronological framework to order historical periods; children establish a narrative across the Classic Period and investigate a trend over time; in doing this, they address valid historical questions about change, cause and significance.</p> <p>Link to National Curriculum:</p> <ul style="list-style-type: none"> - Non-European society that contrasts with British history (Maya civilisation c. 900 AD) 	<p>Topic: Ancient Egyptians</p> <p>Enquiry: What can we find out about the Egyptians from what has survived?</p> <p>Content: constructing a timeline, observing photographs and making careful sketches of artefacts, looking at photos and video material of the River Nile, using art work from Nebuman's tomb to understand his way of life</p> <p>Key skills developed: to use a chronological framework to order historical periods; to make inferences and deductions about the past and their way of life based on surviving artefacts, looking at photos and video material of the River Nile; to use secondary sources to extract evidence about a family living in Ancient Egyptian times.</p> <p>Trip: British Museum</p> <p>Link to National Curriculum:</p> <ul style="list-style-type: none"> - The achievements of the earliest civilizations (Sumer, Indus Valley, Egypt, Shang Dynasty); depth study of Egypt.
UKS2 as a whole	Assemblies: changes within living memory – used to reveal aspects of change in national life		