



## History KS2 Curriculum Overview

### The Romans

Pupils will learn about:

- The impact the Roman Empire had on life in Britain. They will learn about the spread of the Roman Empire, the invasion of Britain and the eventual conquest. The children will also look in detail at some aspects of the Romanisation of Britain, such as the building of Roman roads and bath houses. In addition to this they will have the opportunity to learn about the British resistance of Boudicca and will act in role to look at the events of Boudicca's rebellion from different perspectives.
- The children will also investigate Hadrian's Wall, examining how, where and why it was built. They will learn about the different features of the wall and use maps to determine its location. A lesson on gods and Roman religion will help the children to understand more about the culture and beliefs of Roman people, and they will play and design games to consolidate their knowledge about the different Roman gods and goddesses.

### The Invasions

- develop a chronologically secure knowledge and understanding of British and world history, establishing clear narratives within and across the periods they study by learning about the attempted invasion by Julius Caesar and the successful invasion and conquest by Claudius.

### Roman Roads

- Construct informed responses that involve thoughtful selection and organisation of historical information by learning about Roman roads.

### Boudicca's Rebellion

- Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference and significance by learning about the the resistance of Queen Boudicca and understanding different perspectives.

### **Hadrian's Wall**

- Construct informed responses that involve thoughtful selection and organisation of historical information by knowing when, how and why Hadrian's Wall was built.

### **Gods and Goddesses**

- Construct informed responses that involve thoughtful selection and organisation of historical information by learning about the religious beliefs and the gods and goddesses the Romans worshipped.

### **Roman Baths**

- Construct informed responses that involve thoughtful selection and organisation of historical knowledge by learning about Roman Baths.

## **Vikings and Anglo Saxon**

Pupils will learn about:

- About the raids and invasions by Vikings in Anglo-Saxon Britain. The children will learn who the Vikings were as well as when and where they raided and settled. They will learn about significant events from the period and order these chronologically on a timeline.
- The children will find out about the Anglo-Saxon kings who ruled during the 'Viking Age' and examine their influence and significance in British history. In addition to this, they will learn about the Anglo-Saxon justice system and compare and contrast crimes, punishments and laws with their modern day equivalents. The children will also have the opportunity to learn about different aspects of everyday Viking life.
- They will explore the types of houses that the Vikings lived in, what clothes they wore and even what types of food they ate.



### **Viking Raiders and Invaders**

- Develop a chronologically secure knowledge and understanding of British and world history, establishing clear narratives within and across the periods they study by knowing who the Vikings were and when and why they raided and invaded Britain.

### **Anglo-Saxon Kings**

- address and sometimes devise historically valid questions about change, cause, similarity and difference and significance by learning about some Anglo-Saxon kings, how they influenced Britain and how they fought against the Vikings.

### **Danegeld**

- construct informed responses that involve thoughtful selection and organisation of relevant historical information by learning about the later Viking raids, the actions of King Ethelred II and the introduction of Danegeld.

### **Viking Life**

- construct informed responses that involve thoughtful selection and organisation of relevant historical information by learning about and organising information about Viking life.

### **Laws and Justice**

- address historically valid questions about change, cause, similarity and difference and significance by learning about the Anglo-Saxon legal system and how it is similar and different to the modern legal system in Britain.

### **The Last Anglo-Saxon Kings**

- Develop a chronologically secure knowledge and understanding of British and world history, establishing clear narratives within and across the periods they study by learning about the last Anglo-Saxon Kings of England and what happened in Britain during their reign.



## The Railways

Pupils will learn about:

- the development of the Railways in Great Britain giving them the opportunity to find out about the history of the railways and significant early locomotives. They will also investigate some important historical events, such as the opening of the first passenger carrying railway lines and the Rainhill Trials and they will learn about some of the key people who were influential in the development of the railways.
- The development of locomotive technology and examine the differences between steam, diesel and electric locomotives.
- the growth and development of the railway network in Great Britain and use their geographical skills to map out some key routes.
- They will also use their speaking and listening skills to debate the positive and negative effects of the railways on different aspects of society.

### The Earliest Railways and Locomotives

- develop a chronologically secure knowledge and understanding of British history, establishing clear narratives within and across the periods they study by learning about the first trains and railways

### The Wonder of Steam Locomotives

- Address and sometime devise historically valid questions about change, cause, similarity and difference and significance by learning about some of the most iconic steam trains of Britain.

### The Growth of Britain's Railway Lines

Note connections, contrasts and trends over time and develop the appropriate use of historical terms by learning how the railway network in Britain grew and spread over time.



### **Railway Art**

- Understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this by studying examples of railway art and considering what the pictures tell us about the railways of the past and present.

### **The Impact of the Railways**

- Construct informed responses that involved thoughtful selection and organisation of relevant historical data by investigating the impact of the first railways on existing industries, the environment and people in society.

### **Locomotive Technology**

- Note connections, contrasts and trends over time and develop the appropriate use of historical terms by learning how and why locomotives have changed over time.

## **Riotous Royalty**

Pupils will learn about:

William the Conqueror's reign from 1066 onwards, how King John made himself very unpopular as monarch and why King Henry VIII married so many times. This unit also teaches who Queen Anne was, what Queen Victoria achieved during her reign and look at the role of the British monarchy today.

### **William the Conqueror**

- devise historically valid questions about change, cause, similarity and difference, and significance by learning about the arrival of King William and the Normans in 1066.

### **King John**

- develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study by learning about the significance of the Magna Carta in English history.



### **Henry VIII**

- develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study by learning about the significance of a royal heir in securing the power of a monarchy.

### **Queen Anne**

- Note connections, contrasts and trends over time and develop the appropriate use of historical terms by learning about how Queen Anne helped to create Great Britain as a country.

### **Queen Victoria**

- Thoughtful selection and organisation of relevant historical information by finding out about Queen Victoria's quest for empire.

### **The Modern Royal Family**

- Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance by learning about the modern royal family in Britain.