

KS2 units of work

Year 3

Ancient Greece
Ancient Egypt

Prehistory*

Year 4

Romans in Britain
Anglo Saxons
and Vikings
The Norman
Conquest

Year 5

The Tudors

WW1*

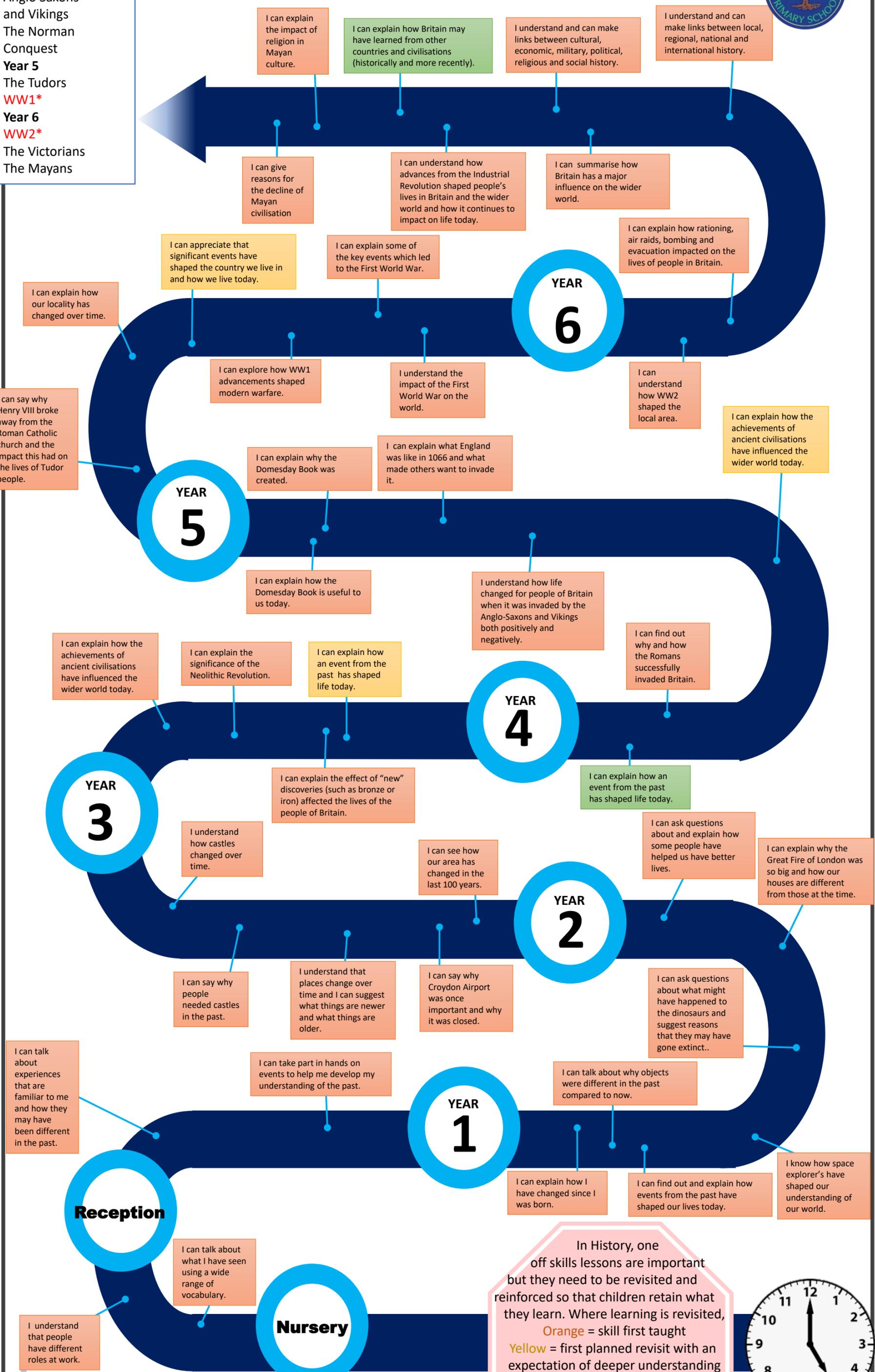
Year 6

WW2*

The Victorians
The Mayans

Barrow Hedges History Journey

Reason and Results (Cause and effect)



Year 3
Ancient Greece
Ancient Egypt
Prehistory*

Year 4
Romans in Britain
Anglo Saxons
and Vikings
The Norman
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Year 5
The Tudors
WW1*

Year 6
WW2*
The Victorians
The Mayans

I can explain how our locality has changed over time.

I can appreciate that significant events have shaped the country we live in and how we live today.

I can give reasons for the decline of Mayan civilisation

I can explain some of the key events which led to the First World War.

I can understand how advances from the Industrial Revolution shaped the people's lives in Britain and the wider world and how it continues to impact on life today.

I understand and can make links between cultural, economic, military, political, religious and social history.

I understand and can make links between local, regional, national and international history.

I can explain how rationing, air raids, bombing and evacuation impacted on the lives of people in Britain.

I can summarise how Britain has a major influence on the wider world.

YEAR 6

I can understand how WW2 shaped the local area.

I can explain how the achievements of ancient civilisations have influenced the wider world today.

I understand the impact of the First World War on the world.

I can explore how WW1 advancements shaped modern warfare.

I can explain what England was like in 1066 and what made others want to invade it.

I can explain why the Domesday Book was created.

YEAR 5

I can explain how the Domesday Book is useful to us today.

I understand how life changed for people of Britain when it was invaded by the Anglo-Saxons and Vikings both positively and negatively.

I can find out why and how the Romans successfully invaded Britain.

I can explain how an event from the past has shaped life today.

I can explain the significance of the Neolithic Revolution.

I can explain how the achievements of ancient civilisations have influenced the wider world today.

YEAR 4

I can explain how an event from the past has shaped life today.

I can explain why the Great Fire of London was so big and how our houses are different from those at the time.

I can ask questions about and explain how some people have helped us have better lives.

I can see how our area has changed in the last 100 years.

I can explain the effect of "new" discoveries (such as bronze or iron) affected the lives of the people of Britain.

I understand how castles changed over time.

YEAR 3

I can ask questions about what might have happened to the dinosaurs and suggest reasons that they may have gone extinct..

I can say why Croydon Airport was once important and why it was closed.

I understand that places change over time and I can suggest what things are newer and what things are older.

I can say why people needed castles in the past.

I can talk about why objects were different in the past compared to now.

I can take part in hands on events to help me develop my understanding of the past.

YEAR 2

I know how space explorer's have shaped our understanding of our world.

I can find out and explain how events from the past have shaped our lives today.

I can explain how I have changed since I was born.

Reception

I can talk about what I have seen using a wide range of vocabulary.

Nursery

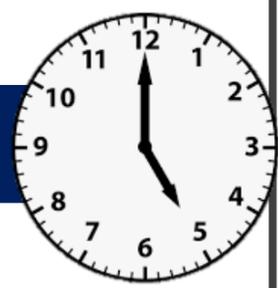
I understand that people have different roles at work.

In History, one off skills lessons are important but they need to be revisited and reinforced so that children retain what they learn. Where learning is revisited,

Orange = skill first taught

Yellow = first planned revisit with an expectation of deeper understanding

Green = second planned revisit with an expectation that skill will be applied in a more complex context.



Understanding causality is dependent on pupils understanding the order that events took place as they build up a "big picture" of the history of the local area, the UK and the wider world. From KS1, pupils will begin by looking at a timeline of the history of England to help them begin to make these links. In EYFS and KS1, History is taught thematically starting with a child's personal history and recent events. In KS2, most European history units are taught chronologically (based on start dates), except where opportunities for immersive and memorable learning, or pupil wellbeing make a change in this order more sensible. This is indicated by a red asterisk in the list at the top of the page.