

**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\***

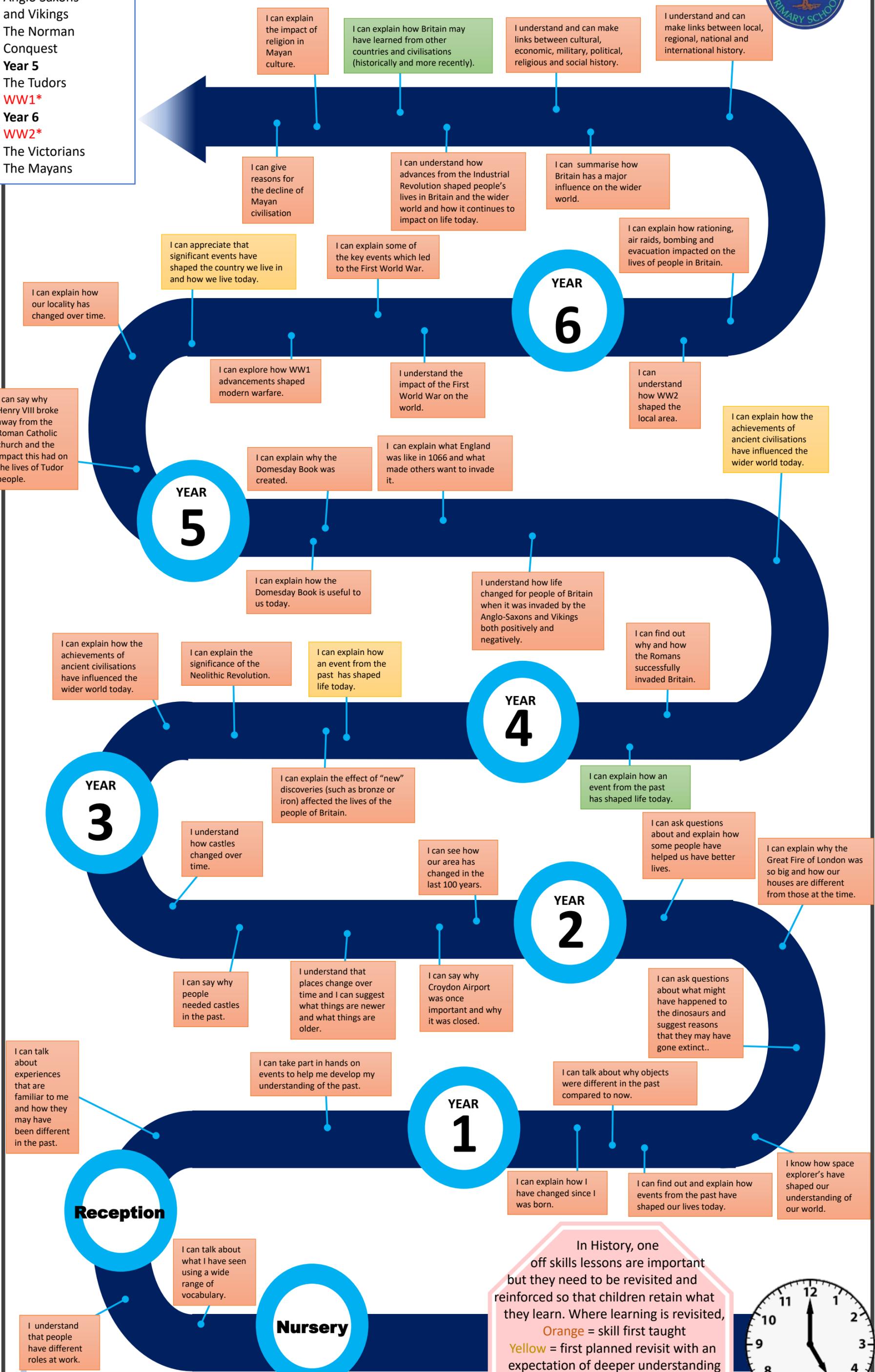
**Year 6**

**WW2\***

The Victorians  
The Mayans

# Barrow Hedges History Journey

## Reason and Results (Cause and effect)



I understand that people have different roles at work.

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.

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.

