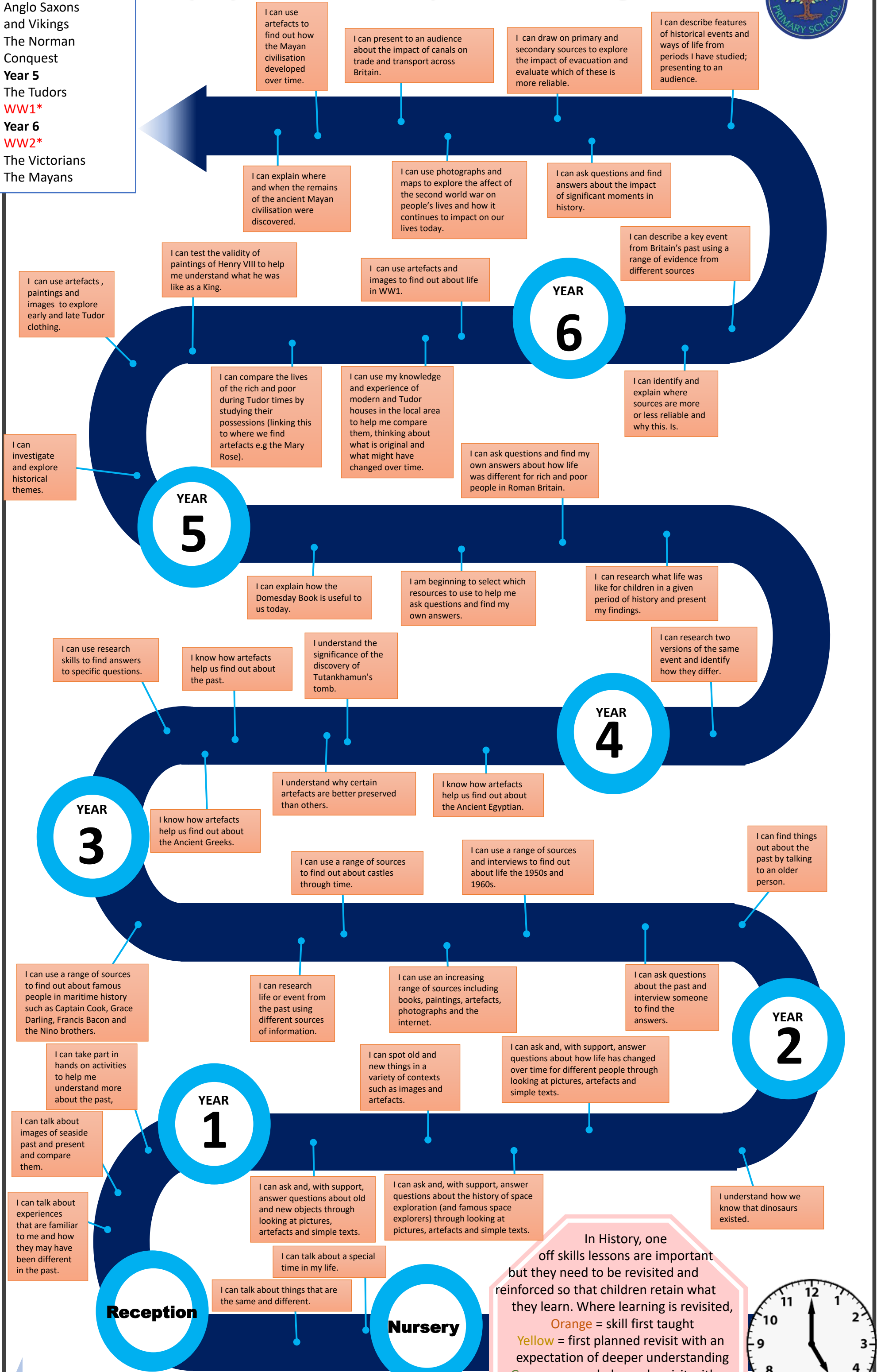


KS2 units of work

- 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

Enquiry: Evidence, Interpretation and Significance



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.



As children move through the school, they are increasingly encouraged to make their own deductions in history, based on a range of evidence. In order to make reasoned judgements around reliability and significance, pupils will need to understand where learning fits into the wider context of local, British and global history. In EYFS and KS1, History is taught thematically starting with a child's personal history and recent events, but chronology lessons will still be key to the beginning of each unit of work. 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.