

LEYS FARM JUNIOR SCHOOL			
KS2 History Coverage Cycle A 2021/2022 and Cycle B 2022/2023			
Y3/4 - 2021/2022	Y3/4 - 2022/2023	Y5/6 - 2021/2022	Y5/6 - 2022/2023
Stone Age/Iron Age - Animals	When in Rome	Tudor Tales	Bombs and Blackberries
<p>Changes in Britain from the Stone Age to the Iron Age: Late Neolithic hunter-gatherers and early farmers, for example, Skara Brae -Bronze Age religion, technology and travel, for example, Stonehenge -Iron Age hill forts: tribal kingdoms, farming, art and culture with a focus on: hunter-gatherers and early farmers, technology, farming, art and culture. Visit – Creswell Craggs</p>	<p>Roman Empire and its impact on Britain Julius Caesar’s attempted invasion in 55-54 BC -the Roman Empire by AD 42 and the power of its army -successful invasion by Claudius and conquest, including Hadrian’s Wall - British resistance, for example, Boudica ‘Romanisation’ of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity. Visit – Lincoln Castle</p>	<p>A study of an aspect or theme in British history that extends beyond 1066: e.g. Crime and Punishment/entertainment Visit – Gainsborough Old Hall</p>	<p>A study of an aspect or theme in British history that extends beyond 1066: A significant turning point in British history e.g. Battle of Britain, World Wars Visit – Murton Park</p>
Villainous or Valliant	Under the Canopy	Children of the Revolution	
<p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor, including: -Viking raids and invasion -Resistance by Alfred the Great and Athelstan, first king of England - Comparing and contrasting life at the beginning and end. Life for children. Visit – Murton Park</p>	<p>The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study: Ancient Maya</p>	<p>A study of an aspect or theme in British history that extends beyond 1066: The changing power of monarchs e.g. John and Victoria Changes in an aspect of social history e.g. Crime and Punishment/entertainment – Victorians Visit - Normanby Park</p>	

Lower KS2 National Curriculum Coverage:

Pupils should continue to develop a chronologically secure knowledge and understanding of British history. They should note connections and contrasts over time and develop the appropriate use of historical terms. They should address and sometimes devise historically valid questions about change, cause, similarity and difference and significance. They should understand how our knowledge of the past is constructed from a range of sources.

Year 3/4 - 2021/2022	Y3/4 - 2022/2023
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<p>Pupils should be taught about: Changes in Britain from the Stone Age to the Iron Age. This may include:</p> <ul style="list-style-type: none"> • Late Neolithic hunter-gatherers and early farmers • Bronze Age religion, technology and Travel • Iron Age hill forts: tribal kingdoms, farming, art and culture <p>This may include:</p> <ul style="list-style-type: none"> • Anglo-Saxon invasion, settlements and kingdoms: place names and village life. • Anglo-Saxon art and culture 	<p>Pupils should be taught about: The Roman Empire and its impact on Britain This may include:</p> <ul style="list-style-type: none"> • Julius Caesar’s attempted invasion in 55-54BC. • The Roman Empire by AD42 and the power of its army. • Successful invasion by Claudius and conquest, including Hadrian’s Wall. • British resistance e.g. Boudica <p>‘Romanisation’ of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity.</p>
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Upper KS2 National Curriculum Coverage:

Upper Key stage 2 Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

Y5/6 - 2021/2022 2022/2021	Y5/6 - 2021/2022 2022/2021
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<p>Pupils should be taught about:</p> <p>A local history study.</p> <ul style="list-style-type: none">• A study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066) <p>A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality</p>	<p>A study of an aspect in British history that extends pupils' chronological knowledge beyond 1066.</p> <p>This may include:</p> <ul style="list-style-type: none">• Changes in an aspect of social history from the Anglo-Saxons to the present. <p>A significant turning point in British history.</p>
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