



**Abbas & Templecombe
Church School**

KS2 History Concept and Curriculum Map



Empire	Economy	Invasion	Society	Civilization	Conflict	Culture	Religion	Democracy
A group of countries or people under one ruler	People can freely buy and trade goods and services for money.	An act of an army that invades for conquest or revenge.	What life was like for others in different times of history	People living together peacefully in communities . The society, culture and way of life of a particular area or time period.	A disagreement or argument about something important – a fight, battle or war .	A pattern of behaviour shared by a society or group of people.	A set of beliefs held by a group of people	When the Government listens to the views of the people living in that country.
Anning Class					Zephaniah Class			
Curriculum Content <ul style="list-style-type: none"> Stone Age – changes in Britain from the Stone Age to the Iron Age Ancient Greece – A study of Greek life and achievements and their influence on the western world Roman Empire – The Roman Empire and its impact on Britain 					Curriculum Content <ul style="list-style-type: none"> Viking and Anglo-Saxons and Scots- the struggle of for the Kingdom of England to the time of Edward the confessor. Ancient Egypt Local History Study Beyond 1066 (WW2) 			
Skill Progression Chronological understanding <ul style="list-style-type: none"> Place events from period studied on time line Know and sequence key events of time studied Use terms related to the period and begin to date events Understand more complex terms eg BC/AD Range and depth of historical knowledge <ul style="list-style-type: none"> Use evidence to reconstruct life in time studied Identify key features and events of time studied Look for links and effects in time studied Offer a reasonable explanation for some events Compare an aspect of life with the same aspect in another period Interpretations of history					Skill Progression Chronological understanding <ul style="list-style-type: none"> Place current study on time line in relation to other studies Use relevant dates and terms and period labels Make comparisons between different times in the past Sequence up to 10 events on a time line Range and depth of historical knowledge <ul style="list-style-type: none"> Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings Compare beliefs and behaviour with another time studied Compare life in early and late 'times' studied Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation 			

<ul style="list-style-type: none"> • Look at the evidence available • Begin to evaluate the usefulness of different sources • Use text books and historical knowledge <p>Historical enquiry</p> <ul style="list-style-type: none"> • Begin to identify primary and secondary sources • Use evidence to build up a picture of a past event • Choose relevant material to present a picture of one aspect of life in time past • Ask a variety of questions • Use the library and internet for research • Compare accounts of events from different sources – fact or fiction <p>Organisation and communication</p> <ul style="list-style-type: none"> • Recall, select and organise historical information • Communicate their knowledge and understanding. 	<ul style="list-style-type: none"> • Know key dates, characters and events of time studied <p>Interpretations of history</p> <ul style="list-style-type: none"> • Link sources and work out how conclusions were arrived at • Consider ways of checking the accuracy of interpretations – fact or fiction and opinion • Be aware that different evidence will lead to different conclusions • Offer some reasons for different versions of events • Confidently use the library and internet for research <p>Historical enquiry</p> <ul style="list-style-type: none"> • Recognise primary and secondary sources • Select relevant sections of information • Use a range of sources to find out about an aspect of time past • Suggest omissions and the means of finding out • Bring knowledge gathered from several sources together in a fluent account <p>Organisation and communication</p> <ul style="list-style-type: none"> • Select and organise information to produce structured work, making appropriate use of dates and terms.
---	---