

History at Key Stage 2 – Some possible models.

NB whichever model is selected or adapted, the learning will need to be planned through engaging, historical enquiries that develop all aspects of historical learning set out in the full programme of study. These are just outline plans.

MODEL A

A simple, chronological approach –

- the areas of study from the National Curriculum taught in discrete blocks
- taught in a broadly chronological order
- the local study and the “Beyond 1066” studies can be used to maintain teaching of existing units (at least for the time being)
- Can be used with two year rolling programme as British story is dealt with in Years 4 and 6, with world / local stories in 3 and 4

Year	Autumn term	Spring term	Summer term
3	Early civilizations – Egypt <i>c.3300 BC to 330BC (Peak c. 1500BC)</i>	Ancient Greece <i>Classical period c. 500BC to c. 330BC</i>	
4	Britain from the Stone Age to Iron Age <i>c. Stone Age to c. 2500 BC</i> <i>Bronze Age to c. 800BC</i> <i>Iron Age to AD 42</i>	The Roman Empire and its impact on Britain <i>c. AD 42 to AD 410</i>	Britain’s settlement by Anglo-Saxons and Scots <i>c. 400 - 789</i>
5	A contrasting world civilization: Baghdad and early Islamic civilization <i>c. 900 AD (Or other from list)</i>		A local historical study that investigates a site. This may maintain existing work eg a Tudor or Victorian site <i>NB Can be from any locality not just the school’s immediate area.</i>
6	The Viking and Anglo-Saxon struggle for England 789 - 1066	A study beyond 1066 – <i>Kept from the existing curriculum eg Tudors, Victorians or Britain since 1930s OR something new, including a thematic study (see Model D).</i>	

MODEL B

A mainly chronological approach as in Model A, but with separate studies of The Roman Empire and Romans in Britain

- the areas of study from the National Curriculum are taught in discrete blocks (apart from the Romans)
- taught in a broadly chronological order
- the local study and the “Beyond 1066” studies can be used to maintain teaching of existing units (at least for the time being)
- Can be used with two year rolling programme as British story is dealt with in Years 4 and 6, with world / local stories in 3 and 4

Year	Autumn term	Spring term	Summer term
3	Early civilizations – Egypt <i>c.3300 BC to 330BC (Peak c. 1500BC)</i>	Ancient Greece <i>Classical period c. 500BC to c. 330BC</i>	Rome builds its empire c.753 BC to 27AD (ie NOT yet studying Romans in Britain)
4	Britain from the Stone Age to Iron Age <i>c. Stone Age to c. 2500 BC</i> <i>Bronze Age to c. 800BC Iron Age to AD 42</i>	The Romans’ impact on Britain <i>c. AD 42 to AD 410</i>	Britain’s settlement by Anglo-Saxons and Scots <i>c. 400 - 789</i>
5	A contrasting world civilization: Baghdad and early Islamic civilization <i>c. 900 AD (Or other from list)</i>		A local historical study that investigates a site. This may maintain existing work eg a Tudor or Victorian site <i>NB Can be from any locality not just the school’s immediate area.</i>
6	The Viking and Anglo-Saxon struggle for England 789-1066	A study beyond 1066 – Kept from the existing curriculum eg Tudors, Victorians or Britain since 1930s OR something new, including a thematic study (see Model D).	

MODEL C

A modified, but still mainly chronological approach –

- the areas of study from the National Curriculum taught in discrete blocks
- taught in a broadly chronological order
- an extra “timeline” study is included to reinforce KS1 work and chronology before starting rest of programme
- the local study and the “Beyond 1066” studies can be used to maintain teaching of existing units (at least for the time being)
- Not suitable for a two year rolling programme without losing the coherent, broadly chronological story line from Year 4

Year	Autumn term	Spring term	Summer term
3	Our timeline (or “A time traveller’s guide to history”) <i>Starting with work done in KS1, build a class timeline of people and events and places they know a bit about already. It should touch down at points from ancient times to the present day. Add some more people, events etc using ideas suggested for KS1 that have not been used so far.</i>	Early civilizations – Egypt <i>c.3300 BC to 330BC (Peak c. 1500BC)</i>	Ancient Greece <i>Classical period c. 500BC to c. 330BC</i>
4		Britain from the Stone Age to Iron Age <i>c. Stone Age to c. 2500 BC</i> <i>Bronze Age to c. 800BC</i> <i>Iron Age to AD 42</i>	The Roman Empire and its impact on Britain <i>c. AD 42 to AD 410</i>
5	Britain’s settlement by Anglo-Saxons and Scots <i>c. 400 - 789</i>	A contrasting world civilization: Baghdad and early Islamic civilization <i>c. 900 AD (Or other from list)</i>	
6	The Viking and Anglo-Saxon struggle for England <i>789 -1066</i>	A study beyond 1066 – Kept from the existing curriculum eg Tudors, Victorians or Britain since 1930s OR something new, including a thematic study (see Model D).	A local historical study that investigates a site. This may maintain existing work eg a Tudor or Victorian site <i>NB Can be from any locality not just the school’s immediate area.</i>

MODEL D

The sequential, chronological approach is delayed until part way through Year 4. Work in Year 3 moves them gently back towards the more distant past

- there are two “Beyond 1066” studies.: one is based on current work on Britain since 1930s or the Victorians.; the other follows a theme or uses several case studies to compare different periods in history.
- taught in a broadly chronological order
- the local study and the “Beyond 1066” studies are used to maintain teaching of existing units (at least for the time being)
- Not ideal for a two year rolling programme as the rationale is lost if Year 3 does not always do the more recent history.

Year	Autumn term	Spring term	Summer term
3	A study beyond 1066 – Kept from the existing curriculum: Victorians or Britain since 1930s		A local historical study that investigates a site that may maintain existing work: a Victorian or Tudor site <i>NB Can be from any locality not just the school's immediate area.</i>
4	A study beyond 1066 – Following a theme eg <i>“People on the move” to drop down at different points in time to see how people lived, why they moved and how. Aims to give a sense of period before starting steady study of history from Stone Age to 1066.</i>	Britain from the Stone Age to Iron Age <i>c. Stone Age to c. 2500 BC Bronze Age to c. 800BC Iron Age to AD 42</i>	Early civilizations – Egypt <i>c.3300 BC to 330BC (Peak c. 1500BC)</i>
5	Ancient Greece <i>Classical period c. 500BC to c. 330BC</i>	The Romans’ impact on Britain <i>c. AD 42 to AD 410</i>	Britain’s settlement by Anglo-Saxons and Scots <i>c. 400 – 789</i>
6	A contrasting world civilization: eg Baghdad and early Islamic civilization <i>c. 900 AD (Or other from list)</i>	The Viking and Anglo-Saxon struggle for England <i>789 -1066</i>	

MODEL E

You are completely free to teach the required history in any order, either as discrete “units” or by breaking/ mixing them up and adding to them as you wish.

BUT – you must be sure that you are making every effort to meet all the learning developments set out in the Aims and in the preamble paragraph for Key Stage 2, including its very strong emphasis on helping children to develop a “**chronologically secure knowledge and understanding of British, local and world history**”

Year	Autumn term	Spring term	Summer term
3	Any studies may appear in any sequence and may be broken into themes so long as the children emerge with a clear, informed coherent understanding of –		
4	<ul style="list-style-type: none"> • The achievements of the earliest civilizations (One from the list in depth) • Changes in Britain from the Stone Age to the Iron Age • Ancient Greece – life, achievements and influence on the western world • The Roman Empire and its impact on Britain 		
5	<ul style="list-style-type: none"> • Britain’s settlement by Anglo-Saxons and Scots • The Viking and Anglo-Saxon struggle for the kingdom of England to the time of Edward the Confessor • A non-European society that contrasts with British history – (One from the list) 		
6	<ul style="list-style-type: none"> • A local study • A study of an aspect or theme in British history that extends pupils’ knowledge beyond 1066. 		