

At KS2 pupils note connections, contrasts, and trends over time, developing the appropriate use of historical terms.

Autumn (1) Year 3 National Curriculum Subject Content

- **An overview of the achievements of the earliest civilizations: Ancient Sumer, The Indus Valley, The Shang Dynasty of Ancient China**

Curriculum Links: Locational geography

Position and significance of the Equator and Tropic of Cancer (Northern Tropic)

Rivers, coasts and cities

Land-use

Prior Learning: cities, rivers, coast lines

Enquiry: Why were the Ancient Sumer, The Indus Valley and The Shang Dynasty of Ancient China successful early civilizations?

Assessment: Blank map of Asia, identifying Equator and Tropic of Cancer What do you know about this part of the world? Three things I would like to know...

Focus 1: Where are the the civilizations and modern-day counterparts? Locate rivers and coast lines.

Focus 2: What is the significance of the Ancient Sumer? What was the duration? Timeline achievements (introduce BC/BCE).

Focus 3: What is the significance of the Indus Valley? What was the duration? Timeline achievements.

Focus 4: What is the significance of the Shang Dynasty? What was the duration? Timeline achievements.

Assessment: Blank map of Asia and North Africa, identifying Equator and Tropic of Cancer. Locate and label the civilisations.

Teaching ideas:

Draw character from each civilization: speech bubble, identifying at least one achievement.

Place characters on a scaled timeline.

Substantive Concepts in context:

Archaeology

Cities

Farming

Society

Religion

Technology

Trade & Travel

Sources:

Visuals: BBC Bitesize; mapping, including digital mapping; artefacts (British Museum; British Library; Google Arts and Culture)

Teacher Knowledge: *TTS Teaching Atlas (UKS2); Collins World in Maps, Google Arts and Culture
Historical Association Primary Resources, Hipswell Knowledge Organisers: Ancient Sumer, Indus Valley, Shang Dynasty*

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Autumn (2) Year 3 National Curriculum Subject Content

- **Depth study: Ancient Egypt**

Curriculum Links: Locational geography

Position and significance of the Equator and Tropic of Cancer (Northern Tropic)

Rivers, Coasts and cities

Land-use

Prior Learning: as above; BC/BCE

Enquiry: Why was Ancient Egypt successful?

Assessment: Blank map of North Africa, showing River Nile. Image from tomb painting. *What do you know about this part of the world?* What do you know about this picture? *Three things I would like to know...*

Focus 1: *What was the duration of Ancient Egypt 3,100 BC to 332 BC? Scaled timeline.*

Focus 2: *What was the significance of the River Nile*

Focus 3: *What was society like in Ancient Egypt?*

Focus 4: *What was religion like in Ancient Egypt?*

Focus 5: *How do we know about these early civilizations?*

Assessment: Blank map of North Africa, showing River Nile. Image from tomb painting. *What do you now know about this part of the world?* What does the picture tell you about Ancient Egypt?

KS2 Detailed Long Term Planning

Write six questions (and answers) for a podcast featuring an Egyptologist.

Substantive Concepts in context:

As Autumn 1

Sources:

As above.

Egyptian Cinderella – Mediterranean links

Egyptian myths

Teacher Knowledge

As above.

Hipswell Knowledge Organiser: Ancient Egypt

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Summer Y3 National Curriculum Subject Content

- **A Local History Study; Extending pupils' chronological knowledge beyond 1066**

Curriculum Links: Securing a sense of place (physical and human geography)

Local historical mapping, including digital mapping (historical, OS and aerial)

Prior Learning: Hipswell Hall (Y2, 2023/24)

Enquiry: How has my route to school changed since 1823? (*Amend date annually*)

Assessment: Describe route, including transport, to school.

Focus 1: What is my route to school in 2023?

Map quickest route to school, using Digimap. (Pupils will need postcodes)

Map actual route to school in 2023 digitally, using Digimap: OS and aerial mapping.

Identify one route to school within a 5km buffer zone, mark school. Save map for class enquiry.

Colour in map on *Colouring Map* overlay. Identify buildings, including school, church, hall

Describe route, identifying buildings, including school. Compare routes, including transport, and buildings.

Focus 2: What was my route to school in the 1950s?

Introduce historical mapping facility (Digimap). Using saved class map, investigate 1950s Hipswell. What do you recognise within buffer zone? Differences?

KS2 Detailed Long Term Planning

Mark fixed points: Hipswell Hall, school, garrison landmarks within buffer zone. (Post Office, Garrison HQ, barracks?).

Where is school?

Record pupil observations about changes from 1950s to 2023.

Focus 3: What was my route to school in the 1940s?

Role of Hipswell Hall during WW2.

Role of St John's Church. Significance of Commonwealth Graves (headstones).

Focus 4: What was my route to school in the 1890s?

Using saved class map, investigate 1890s Hipswell. What do you recognise within buffer zone? Hall and Church. Differences? Inn, mill, smithy (comparison with Colburn).

Where is school? Where is the garrison?

What is a mill, smithy, inn?

Role of the census: Who was in Hipswell on census dates, 1881 and 1891?

Village Communities (Hipswell and Colburn): Role of the church, hall, smithy, mill, inn. Why smithy, mill and inn no longer required?

Focus 5: Field trip to identify and record changes around school on the ground. Can we find the smithy? What does it look like now?

Focus 6: Record findings for display & timeline

Assessment: How would I have arrived at school in 1823? Why might this have changed?

Describe and map changes (digitally) along route to school, since 1823.

Substantive Concepts in context:

Transport

Childhood

Memory: Opportunities for oral history – Focus 1 – 3, 1940s, 1950s and recent changes.

Society

Technology

Archaeology

Sources:

Visuals: Photographs, pictures, mapping, census returns and directories (Baine's Yorkshire)

Oral history: carefully identified expert witnesses

Teacher Knowledge: Digimap learning resources: Map a Walk; Quickest way to school?

Archives: Census and directory information

Previous local history studies

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Autumn Y4 National Curriculum Subject Content

- **Changes in Britain from the Stone Age to the Iron Age**

Curriculum Links: Securing a sense of place (geography)

OS mapping to identify locations and physical features

Local history

Prior Learning: Ancient Civilizations

Enquiry: How and why did lives change across pre-history?

Assessment: pictures of Stonehenge, Skara Brae, Maiden Castle – What can you tell me about these photos?

Focus 1: When was pre-history in Britain and what was happening in the rest of the world? Timeline & position on map

Focus 2: Is it true to say that Stone Age man was just a simple hunter gatherer only interested in food and shelter?

Focus 3: How much did life change when man learned how to farm?

Focus 4: What can we learn about life in the Stone Age from a study of Skara Brae?

Focus 5: Why did they build Stonehenge?

Focus 6: How should we remember the Bronze Age?

Focus 7: What was life like in the Iron Age and how do we know?

Focus 8: Who killed the 52 dead bodies at Maiden Castle?

Assessment: pictures of Stonehenge, Skara Brae, Maiden Castle – What can you tell me about these photos? Timeline – Palaeolithic, Mesolithic, Neolithic, Bronze Age, Iron Age

Substantive Concepts in context:

Technology

Land use

Sources:

KeyStageHistory

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Spring Y4 National Curriculum Subject Content

- **Ancient Greece. A study of Greek life and achievements and their influence on the western world.**

Curriculum Links: Locational geography

Physical and human geography

Digital mapping

Local history: Impact of Greek architecture in Richmond

Prior Learning: Ancient Egypt

Enquiry: What would life be like if I was born in Ancient Greece?

Assessment: Evaluate and ask questions about the video : <https://www.bbc.co.uk/bitesize/topics/z87tn39/articles/z8q8wmn>

Focus 1: When were the Ancient Greeks? Compared to the Early Civilisations? Compared to pre-history in Britain? Timeline & position on map

Focus 2: How can we possibly know so much about the Ancient Greeks who lived over 2,500 years ago?

Focus 3: What can we work out about everyday life in Ancient Athens?

Focus 4: What was life like for women in Ancient Greece?

Focus 5: Why was Athens able to be so strong in the 5th and 6th century BC?

Focus 6: What was Greek democracy like?

Focus 7: What can we tell about the Ancient Greeks from a study of their Olympics?

Assessment: Evaluate and ask questions about the video : <https://www.bbc.co.uk/bitesize/topics/z87tn39/articles/z8q8wmn>. Give presentation about main enquiry question.

Substantive Concepts in context:

Change and Continuity

Land use

Role of women

Legacy

Ideas, beliefs and attitudes

Sources:

KeyStageHistory

Y4 Autumn 2...

Autumn (2) Y4 National Curriculum Subject Content

- **The Roman Empire and its impact on Britain**

Curriculum Links: Locational geography

Physical and human geography

Digital mapping

Local history

Prior Learning: Ancient Egypt and Ancient Greece

Iron Age Britain (Mineral wealth and trading networks)

Enquiry: Why did the Romans want to invade Britain?

Assessment: What do you know about the Romans? Can you draw one? Where did the Romans live?

Focus 1: When were the Roman invasions and which one was successful? Compare to Early Civilisations, Pre-History, Ancient Greece periods. Timeline & position on map

Focus 2: Why did the Romans invade Britain?

Focus 3: Should the Celts take on the Romans? A reconstruction relay.

Focus 4: What image do we have of Boudica today?

Assessment: What do you know about the Romans? Can you draw one? Where did the Romans live? What is the impact of the Roman invasion on Britain today?

Substantive Concepts in context:

Trade and travel

Religious change

Empire

Invasion

Sources:

KeyStageHistory

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Autumn Y5 National Curriculum Subject Content

- **Britain's settlement by Anglo-Saxons and Scots**

Curriculum Links: Locational geography

Physical and human geography

Digital mapping

Local history

Prior Learning: Roman Empire

Trade and travel across the Roman Empire

Enquiry: What happened to Britain when most of the Romans left?

Assessment: Were Saxon times really 'Dark' Ages? Why do you think it's called the 'Dark' Age?

Focus 1: (Recap) Why did the Romans leave Britain? When did this happen? Timeline and place on map compared to Early Civilisations, Pre-History, Ancient Greece.

Focus 2: Why did the Saxons invade? Push or pull?

Focus 3: What was the mystery of the empty Saxon grave.

Focus 4: How did people's lives change when Christianity came to Britain and how can we be sure?

Focus 5: How did the Vikings try to take over the country and how close did they get?

Focus 6: Alfred the Great. How great was he?

Focus 7: How effective was Anglo-Saxon justice?

Assessment: Were Saxon times really 'Dark' Ages? Why do you think it's called the 'Dark' Age? Presentation

Substantive concepts in context:

Trade and travel

Religious Change

Invasion

Change and Continuity

Interpretations

Sources:
KeyStageHistory

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Summer Y5 National Curriculum Subject Content

- **The Viking and Anglo-Saxon struggle for the kingdom of England to the time of Edward the Confessor**

Curriculum Links: Locational geography

Physical and human geography

Digital mapping

Local history

Prior Learning: Anglo-Saxon settlement and kingdoms

Trade and travel

Return of Christianity to Britain

Enquiry: Where did the Vikings come from and why?

Assessment: Draw and annotate a picture of a Viking.

Focus 1: What image do we have of the Vikings?

Focus 2: What are reasons for Vikings' bad reputation

Focus 3: (Recap) How did the Vikings try to take over the country and how close did they get?

Focus 4: How have recent excavations changed our view of the Vikings?

Focus 5: What can we learn about Viking settlement from a study of place-name endings?

Focus 6: Raiders or settlers: how should we remember the Vikings?

Assessment: Draw and annotate a picture of a Viking. How should we remember the Vikings? Drama activity.

Substantive concepts in context:

KS2 Detailed Long Term Planning

Trade and travel
Religious Change
Invasion
Change and Continuity
Interpretations
Raids

Sources:

KeyStageHistory

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Autumn Y6 National Curriculum Subject Content

- **A local history study**

Curriculum Links: Locational geography

Physical and human geography

Digital mapping

Prior Learning:

Life in Hipswell, circa 1890s

St John's Church, Hipswell (Commonwealth Graves)

Role of the census

Catterick Garrison

Enquiry: What was the impact of WW1 on our local area?

Assessment: Ask and answer questions about the clip: <https://www.bbc.co.uk/programmes/p02rkygt>

Focus 1: Why did Britain need a new military base in 1914 and who recommended Catterick Garrison? Timeline & map

Focus 2: What were the causes of World War 1?

Focus 3: How were the people of Catterick Garrison affected by the outbreak of war?

Focus 4: What local landmarks do we have to remember the sacrifice made by local people in WW1?

Focus 5: What happened to Catterick Garrison after World War 1?

Assessment: Ask and answer questions about the clip: <https://www.bbc.co.uk/programmes/p02rkygt> .

Substantive concepts in context:

Trade and travel

War

Invasion

Change and Continuity

Interpretations

Sources:

<https://richmondshirepropertyblog.wordpress.com/2019/02/01/the-history-of-catterick-garrison/>

<https://www.helenjohnsonyorkshirewriter.co.uk/2014/11/catterick-garrison-one-hundred-years-duty-dalesman-nov-2014/>

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Spring Y6 National Curriculum Subject Content

- **A non-European society that provides contrasts with British history.**
Chosen study: Maya c. AD900

Curriculum Links: Locational geography

KS2 Detailed Long Term Planning

Physical and human geography

Digital mapping

Prior Learning:

Life in Britain c AD 900

Enquiry: Circa AD1100 were societies the same across the world?

Assessment: Place all the periods of history we have studied since Year 3 on a timeline and tell me where the Mayans would be placed.

Focus 1: Why do we study the Maya in history at KS2?

Focus 2: When so much of the land they lived in was mountain and jungle, how did the Maya manage to become so important?

Focus 3: What was everyday life in Mayan civilization? How different was it for rich and poor?

Focus 4: How can we possibly know what was life like for the Mayan people 1,000 years ago?

Focus 5: If the Maya were so civilized why then did they carry out human sacrifice?

Focus 6: Why did the Mayan empire decline? How can we solve the riddle of why the Mayan empire ended so quickly?

Assessment: Place all the periods of history we have studied since Year 3 on a timeline, tell me where the Mayans would be placed and tell me why they were significant. Presentation : characteristic features of the Mayan society and compare it with the state of Britain at the same time i.e., about AD1100.

Substantive concepts in context:

Change and Continuity

Comparison

Society

Religion

Trade and travel

Sources:

KeyStageHistory

Extending vocabulary across KS2

AD/CE BC/BCE	agriculture	anachronism	ancestor	archaeology archaeologist
cause causation consequence effect	change continuity	city town village	climate climate change	colony
communication	culture	democracy	difference similarity	diversity
DNA	empires	era	excavate excavations	immigration
invader invasion	kingdoms	migration	religion	resources
settlement settler	significance significant	society hierarchy social class slavery	sources primary secondary interpret	trade trade network trade route