



KS2 History Concept and Curriculum Map



Change	Comparison	Chronology	Civilization	Conflict	Culture
Historical change is the changing of events over the course of time . Historical change takes place through the process of cause and effect .	To compare two or more historical people, events or time periods systematically with reference to similarities and differences .	A method of placing events and time periods in the sequence in which they occurred.	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.
Ruby Class		Sapphire Class		Topaz Class	
<p>Curriculum Content</p> <ul style="list-style-type: none"> Stone Age – changes in Britain from the Stone Age to the Iron Age (change, comparison, chronology, civilization) Ancient Greece – A study of Greek life and achievements and their influence on the western world (comparison, chronology, civilization, culture) Roman Empire – The Roman Empire and its impact on Britain (change, chronology, civilization, conflict) 		<p>Curriculum Content</p> <ul style="list-style-type: none"> Ancient Egypt (chronology, civilization, culture) Benin (comparison, chronology, civilization) Anglo-Saxons and Scots – Britain’s settlement (change, comparison, chronology, conflict) 		<p>Curriculum Content</p> <ul style="list-style-type: none"> Viking and Anglo-Saxons- the struggle of for the Kingdom of England to the time of Edward the confessor. (change, comparison, chronology, conflict) Local History Study (change, comparison, chronology, civilization) Beyond 1066 (WW2) (change, comparison conflict, culture) 	
<p>Skill Progression</p> <p>Chronological understanding</p> <ul style="list-style-type: none"> Place events from period studied on time line Use terms related to the period and begin to date events Understand more complex terms eg BC/AD <p>Range and depth of historical knowledge</p> <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 <p>Interpretations of history</p> <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"> 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 		<p>Skill Progression</p> <p>Chronological understanding</p> <ul style="list-style-type: none"> Know and sequence key events of time studied Use relevant terms and period labels Make comparisons between different times in the past <p>Range and depth of historical knowledge</p> <ul style="list-style-type: none"> Study different aspects of different people - differences between men and women Examine causes and results of great events and the impact on people Compare life in early and late 'times' studied Compare an aspect of life with the same aspect in another period <p>Interpretations of history</p> <ul style="list-style-type: none"> Compare accounts of events from different sources – fact or fiction Offer some reasons for different versions of events 		<p>Skill Progression</p> <p>Chronological understanding</p> <ul style="list-style-type: none"> Place current study on time line in relation to other studies Use relevant dates and terms Sequence up to 10 events on a time line <p>Range and depth of historical knowledge</p> <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 Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation 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 Confidently use the library and internet for research 	

<p>Organisation and communication</p> <ul style="list-style-type: none"> • Recall, select and organise historical information • Communicate their knowledge and understanding. 	<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 • Select relevant sections of information • Use the library and internet for research with increasing confidence <p>Organisation and communication</p> <ul style="list-style-type: none"> • Recall, select and organise historical information • Communicate their knowledge and understanding. 	<p>Historical enquiry</p> <ul style="list-style-type: none"> • Recognise primary and secondary sources • 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.
---	---	---