KS2 History Program of Study

**Hi2/1.1    Pre-Roman Britain**

Pupils should be taught about changes in Britain from the Stone Age to the Iron Age

*This could include:*

1. *late Neolithic hunter-gatherers and early farmers, for example, Skara Brae*
2. *Bronze Age religion, technology and travel, for example, Stonehenge*
3. *Iron Age hill forts: tribal kingdoms, farming, art and culture*

**Hi2/1.2    Roman Britain**

Pupils should be taught about the Roman empire and its impact on Britain

*This could include:*

1. *Julius Caesar’s attempted invasion in 55-54 BC*
2. *the Roman Empire by AD 42 and the power of its army*
3. *successful invasion by Claudius and conquest, including Hadrian’s Wall*
4. *British resistance, for example, Boudica*
5. *"Romanisation" of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity*

**Hi2/1.3    Anglo-Saxons & Scots**

Pupils should be taught about Britain’s settlement by Anglo-Saxons and Scots

*This could include:*

1. *Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire*
2. *Scots invasions from Ireland to north Britain (now Scotland)*
3. *Anglo-Saxon invasions, settlements and kingdoms: place names and village life*
4. *Anglo-Saxon art and culture*
5. *Christian conversion – Canterbury, Iona and Lindisfarne*

**Hi2/1.4    Anglo-Saxons & Vikings**

Pupils should be taught about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor

*This could include:*

1. *Viking raids and invasion*
2. *resistance by Alfred the Great and Athelstan, first king of England*
3. *further Viking invasions and Danegeld*
4. *Anglo-Saxon laws and justice*
5. *Edward the Confessor and his death in 1066*

**Hi2/2.1    Local History**

Pupils should be taught about an aspect of local history

*For example:*

1. *a depth study linked to one of the British areas of study listed above*
2. *a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)*
3. *a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.*

**Hi2/2.2    Extended chronological study**

Pupils should be taught a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066

*For example:*

1. *the changing power of monarchs using case studies such as John, Anne and Victoria*
2. *changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century*
3. *the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day*
4. *a significant turning point in British history, for example, the first railways or the Battle of Britain*

**Hi2/2.3    Ancient Civilizations**

Pupils should be taught about the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following:

1. Ancient Sumer;
2. The Indus Valley;
3. Ancient Egypt; or
4. The Shang Dynasty of Ancient China

**Hi2/2.4    Ancient Greece**

Pupils should be taught a study of Greek life and achievements and their influence on the western world

**Hi2/2.5    Non-European Study**

Pupils should be taught about a non-European society that provides contrasts with British history - one study chosen from:

1. early Islamic civilization, including a study of Baghdad c. AD 900;
2. Mayan civilization c. AD 900; or
3. Benin (West Africa) c. AD 900-1300