

Stukeley Federation History UKS2

Throughout the year the children will cover a variety of aspects of the history curriculum using enquiry-based skills in order to build on skills from KS1, LKS2 evaluate, critique, empathise and hypothesise about the outcomes of significant historical events and the actions of individuals who have contributed to shaping contemporary Britain.

Children will:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

Autumn 1	<p><u>Why did Britain have to go to war in 1939?</u> Through this enquiry the pupils will learn:</p>
Spring 1	<p><u>Why did the Ancient Maya change their way of life?</u> Through this enquiry the pupils will learn:</p> <ul style="list-style-type: none"> • The location of the countries and cities of the modern day region of Central America • The way of life of modern Maya people of Central America • The natural features of the environment and climate of Central America • Who the ancient Maya were and some of their achievements • The features and purpose of the structures of the ruined Maya city of Chichen Itza • The purpose of a range of ancient Maya artefacts from the city • The social and religious importance of the ball game pok-a-tok

	<ul style="list-style-type: none">• How the ancient Maya farmed using mountain terraces• The likely cause of the gradual abandonment of the ancient Maya jungle cities between AD 900-1100• How the way of life of the Maya compared with that of the Anglo Saxons living in Britain at the same time
Summer 1	<p><u>Ancient Greece:</u> The story of the Trojan Horse – fact, myth or legend?</p> <p>Through this enquiry the pupils will learn:</p> <ul style="list-style-type: none">• What the term ‘civilisation’ means• Why Greece 2500 years ago became one of the most important places in the ancient world• The area of the modern world that was once part of the empire of Ancient Greece• The major achievements of the Ancient Greece civilisation• What a city state is and why there were so many in Ancient Greece• Why the city of Sparta and Troy began a war that lasted ten years• Why Greek armies laid siege to Troy• What the so called ‘trojan horse’ was believed to have been• The story of the trojan horse• The difference between a myth and legend• Whether they feel the story of the trojan horse at the siege of Troy was factual or a myth or legend