History at Key Stage 2 Aims of the History National Curriculum: Subject content - Key stage 2 The children in Key Stage 2 at St John's know and understand the history of these islands Primary will learn about: Pupils should continue to develop a chronologically as a coherent, chronological narrative, from the secure knowledge and understanding of British, earliest times to the present day: how people's lives • Changes in Britain from the Stone Age to local and world history, establishing clear narratives have shaped this nation and how Britain has the Iron Age within and across the periods they study. influenced and been influenced by the wider world; • The Roman Empire and its impact on know and understand significant aspects of the Britain They should: history of the wider world: the nature of ancient Britain's settlement by Anglo-Saxons and • note connections, contrasts and trends over civilisations; the expansion and dissolution of time and develop the appropriate use of Scots empires; characteristic features of past non-European societies; achievements and follies of historical terms. • The Viking and Anglo-Saxon struggle for regularly address and sometimes devise mankind: the Kingdom of England to the time of historically valid questions about change, cause, gain and deploy a historically grounded Edward the Confessor similarity and difference, and significance. understanding of abstract terms such as 'empire', • The achievements of the early Islamic and • construct informed responses that involve 'civilisation', 'parliament' and 'peasantry'; Greek civilizations thoughtful selection and organisation of understand historical concepts such as continuity Ancient Egypt relevant historical information. and change, cause and consequence, similarity, • understand how our knowledge of the past is • The Tudors difference and significance, and use them to make constructed from a range of sources. connections, draw contrasts, analyse trends, frame World War II historically-valid guestions 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; sain 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.