



Lower KS2

History

Knowledge and Interpretation



Key Vocabulary

- chronological order
- BC, AD, decade
- ancient, century
- impact, effects
- consequences, change
- infer
- historian, archaeologist
- archaeology, museum
- first hand evidence, second hand evidence
- sources

Pupils should be taught about:

- the Roman Empire and its impact on Britain
- a local history study
- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- Ancient Greece – a study of Greek life and achievements and their influence on the western world.

Pupils should be taught to:

- make comparisons
- picture what life would have been like for the early settlers
- suggest why certain events happened as they did in history
- explain how events from the past have helped shape our lives
- suggest why certain events happened as they did in history
- appreciate how items found belonging to the past are helping us to build an accurate picture of how people lived in the past
- begin to evaluate the usefulness and reliability of different sources
- make comparisons between historical periods: explaining things that have changed and things which have stayed the same.

Forest School



Use the area for a mock archaeological dig.

Sequence artefacts found.

Therapy (SALT/OT)

Using PODD books or communication aids during sessions

Learning key Makaton signs

Fine motor activities, e.g. digging for artefacts



Websites or Apps

BBC Bitesize KS2 History

Discovery Education -augmented reality

Horrible Histories

Purple Mash

Outcomes (from the DfE History Programme of Study)

Pupils should note connections, contrasts and trends over time and develop the appropriate use of historical terms.

They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.