



Lower KS2

History

Historical Enquiry



### 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.

*(Please tie these into your topic focus e.g. the Roman Empire could be taught with the topic Buildings and Structures.)*

### Pupils should be taught to:

- recognise the part that archaeologists have had in helping us understand more about what happened in the past
- use various sources of evidence to answer questions and piece together information about a period in history
- research and write about specific events from the past
- identify similarities and differences between given periods in history
- research two versions of an event and say how they differ
- give reasons to support an historical argument
- communicate knowledge and understanding orally and in writing
- offer points of view based upon what they have found out.



### 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 construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.