




Lower KS2

History
Chronological Understanding



- 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:**
- describe events from the past using dates and historical language
 - use a timeline within a specific time in history to set out the order things may have happened
 - sequence several events or artefacts
 - use mathematical knowledge to work out how long ago events in recent and local history would have happened
 - begin to recognise and quantify the different time periods that exists between different groups that invaded Britain
 - place periods of history on a timeline
 - use dates and historical language in their work
 - begin to build up a picture of what main events happened in Britain/ the world

 **Forest School**
Use the area for a mock archaeological dig.
Sequence artefacts found.

 **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 continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.

Therapy (SALT/OT)
Using PODD books or communication aids during sessions
Learning key Makaton signs
Fine motor activities, e.g. digging for artefacts