

King’s Court First School – KS2 History Curriculum Map 2026-2027						
KS2 History	Term 1- All About Us / Our Community 1B- History		Term 2 – Culture 2B- History		Term 3 – The Arts 3B- History	
Milestone 2	Investigate and interpret the past <i>This concept involves understanding that our understanding of the past comes from an interpretation of the available evidence.</i>		• Use evidence to ask questions and find answers to questions about the past. • Suggest suitable sources of evidence for historical enquiries. • Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. • Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. • Suggest causes and consequences of some of the main events and changes in history.			
	Build an overview of world history <i>This concept involves an appreciation of the characteristic features of the past and an understanding that life is different for different sections of society.</i>		• Describe changes that have happened in the locality of the school throughout history. • Give a broad overview of life in Britain from ancient until medieval times. • Compare some of the times studied with those of other areas of interest around the world. • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.			
	Understand chronology <i>This concept involves an understanding of how to chart the passing of time and how some aspects of history studied were happening at similar times in different places.</i>		• Place events, artefacts and historical figures on a time line using dates. • Understand the concept of change over time, representing this, along with evidence, on a time line. • Use dates and terms to describe events.			
	Communicate historically <i>This concept involves using historical vocabulary and techniques to convey information about the past.</i>		• Use appropriate historical vocabulary to communicate, including: • dates • time period • era • change • chronology. • Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.			
	Ancient Egypt <i>Who were the ancient Egyptians and what was life like for them?</i>		Roman Empire <i>What was the Roman Empire and what was its impact on Britain?</i>		British Monarchs <i>Which monarch was the greatest leader and which left the greatest legacy?</i>	
Year 3	As Historians we will....		As Historians we will....		As Historians we will....	
	Investigate and interpret the past: ...use evidence to ask questions and find answers to questions about the past. ...suggest suitable sources of evidence for historical enquiries. ...use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. ...describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. ...suggest causes and consequences of some of the main events and changes in history. Build an overview of world history: ...compare some of the times studied with those of other areas of interest around the world. ...describe the social, ethnic, cultural or religious diversity of past society. ...describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. Understand chronology: ...place events, artefacts and historical figures on a time line using dates. ...understand the concept of change over time, representing this, along with evidence, on a time line. ...use dates and terms to describe events. Communicate historically ...use appropriate historical vocabulary to communicate, including: • dates • time period • era • change • chronology. ...use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.	<u>Add to class timeline with key events in ancient Egyptian period.</u> <u>Overview of ancient civilisations</u> <u>Sources of evidence</u> <u>Egyptian builders</u> <u>Tutankhamun</u> <u>Beliefs</u> <u>Burials and afterlife</u> <u>*Eton Museum visit*</u>	Investigate and interpret the past: ...use evidence to ask questions and find answers to questions about the past. ...suggest suitable sources of evidence for historical enquiries. ...use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. ...describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. ...suggest causes and consequences of some of the main events and changes in history. Build an overview of world history: ...give a broad overview of life in Britain from ancient until medieval times. ...compare some of the times studied with those of other areas of interest around the world. ...describe the social, ethnic, cultural or religious diversity of past society. ...describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. Understand chronology: ...place events, artefacts and historical figures on a time line using dates. ...understand the concept of change over time, representing this, along with evidence, on a time line. ...use dates and terms to describe events. Communicate historically ...use appropriate historical vocabulary to communicate, including: • dates • time period • era • change • chronology. ...use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.	<u>Add to class timeline with key events in Roman period.</u> <u>From a small village to a giant empire.</u> <u>Emperors</u> <u>Roman Army</u> <u>Romans in Britain</u> <u>Sources of evidence</u> <u>*Roman Day Worksho</u>	Investigate and interpret the past: ...use evidence to ask questions and find answers to questions about the past. ...suggest suitable sources of evidence for historical enquiries. ...use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. ...describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. ...suggest causes and consequences of some of the main events and changes in history. Build an overview of world history: ...describe changes that have happened in the locality of the school throughout history ...describe the social, ethnic, cultural or religious diversity of past society. ...describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. Understand chronology: ...place events, artefacts and historical figures on a time line using dates. ...understand the concept of change over time, representing this, along with evidence, on a time line. ...use dates and terms to describe events. Communicate historically ...use appropriate historical vocabulary to communicate, including: • dates • time period • era • change • chronology. ...use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.	
Knowledge Webs <i>(Select Advancing & Deep POP tasks from these webs)</i>	Ancient Egypt Egyptian clues from the past Egyptian pyramids and obelisks Egyptian beliefs and burials		The Roman Empire Romans around the World Roman Britain Roman – clues from the past		No CQ webs available for this topic. Refer to and build on these webs from Milestone 1: Queen Victoria Queen Elizabeth II Use other resources to support planning. (King Henry VIII, Queen Anne & Queen Victoria I can be substituted for other monarchs).	
Breadth of Study	• Early Civilizations achievements and an in-depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty.		• The Roman Empire and its Impact on Britain.		•• A local history study. • A study of a theme in British history. • History of interest to pupils* * Items marked * are not statutory.	
Continuous Provision:	Through building a class timeline, referring and contributing to it with each new topic, children will secure their understanding of chronology and be clear about when the period and events they are learning about happened in history. (Timeline will at like a working wall). Today in History: Display throughout the year key events that happened on this day in history.					
Deliberate choices:	Ancient Egypt: Builds on children’s understanding of legacy and power from KS1. Links well with Term 2 driver. Fits chronologically with Terms 2&3. The Roman Empire: Follows on chronologically from Ancient Egypt, offering also a comparative civilisation from that of the Ancient Egyptian Empire for the children to consider. Builds on children’s understanding of legacy and power from KS1 and from Spring unit. British Monarchs: This unit builds on the local history unit in KS1. It also ties in with the ‘Our Community’ curriculum driver through reference to our current monarch, William the Conqueror and the building of Windsor Castle and King John and the signing of the Magna Carta at Runnymede. Includes monarchs from time periods already studied. Victorian empire offers alternative empire to compare with Roman & Egyptian empires studied in previous term. Prehistoric Britain: Stone Age to Iron Age: Links made to local area. Prehistoric study works well chronologically to have in Term 1. Anglo Saxons: Follows on chronologically from Term 1. Allows for a review and comparison of previously studied civilizations. Term 1 and 2 are chronological. Crime and punishment: Gives opportunity for children to finish their historical studies at King’s Court with an overview of different time periods previously studied and how this focus varied over time.					

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	Prehistoric Britain: Stone Age to Iron Age <i>How did Britain change during pre-history?</i>		Anglo Saxons <i>How did England change after the Anglo-Saxon settlement? How were Roman & Saxon England different?</i>		Crime and Punishment <i>Have crimes always fitted the punishment?</i>	
Year 4	As Historians we will.... Investigate and interpret the past: ...use evidence to ask questions and find answers to questions about the past. ...suggest suitable sources of evidence for historical enquiries. ...use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. ...suggest causes and consequences of some of the main events and changes in history. Build an overview of world history: ...describe changes that have happened in the locality of the school throughout history ...give a broad overview of life in Britain from ancient until medieval times. ...describe the social, ethnic, cultural or religious diversity of past society. ...describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. Understand chronology: ...place events, artefacts and historical figures on a time line using dates. ...understand the concept of change over time, representing this, along with evidence, on a time line. ...use dates and terms to describe events. Communicate historically ...use appropriate historical vocabulary to communicate, including: • dates • time period • era • change • chronology. ...use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.	<u>Build a class timeline of key events</u> <u>Evidence of pre-historic times in our local area.</u> <u>The Stone Age</u> <u>The Bronze Age</u> <u>The Iron Age</u> <u>Clues from the past</u> <u>Compare and contrast</u> <u>*Eton Museum visit*</u>	As Historians we will.... Investigate and interpret the past: ...use evidence to ask questions and find answers to questions about the past. ...suggest suitable sources of evidence for historical enquiries. ...use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. ...describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. ...suggest causes and consequences of some of the main events and changes in history. 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Communicate historically ...use appropriate historical vocabulary to communicate, including: • dates • time period • era • change • chronology. ...use literacy, numeracy and computing skills to a good standard in order to communicate information about the past	<u>Add to class timeline with key events in Anglo-Saxon period.</u> <u>History workshop: Anglo Saxons</u> <u>Invasions</u> <u>Kingdoms</u> <u>Characteristics of Anglo Saxon Britain</u> <u>Beliefs</u> <u>*Anglo-Saxon Day Workshop*</u>	As Historians we will.... 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Knowledge Webs <i>(Select Advancing & Deep POP tasks from these webs)</i>	The Stone Age Stone Age tools and weapons Stone Age hunter-gatherers Stone Age – clues from the past The Bronze Age The Bronze Age around the world Bronze Age – clues from the past The Iron Age Iron Age tools and weapons Iron Age forts and farming		The Anglo-Saxons Anglo-Saxon kingdoms and conquest Anglo-Saxon beliefs and burials		No CQ webs available for this topic. Refer to and build on these webs from Milestone 1: Queen Victoria Queen Elizabeth II Use other resources to support planning. (King Henry VIII, Queen Anne & Queen Victoria I can be substituted for other monarchs).	
Breadth of Study	• Changes in Britain from the Stone Age to the Iron Age.		• Britain’s settlement by Anglo Saxons and Scots. • The Viking and Anglo Saxon struggle for the Kingdom of England.		• A study of a theme in British history. • History of interest to pupils* * Items marked * are not statutory.	
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