Alderwood Academy – KS2 Haven History Programme of Study 2025/26

KEY STAGE 2 History - PROGRAMME OF STUDY	
Prior learning (KS1)	Y1 • Elizabeth II: what was her life like? • Photographs from history: what can they tell us about Britain's recent past? • Traditional stories: what do they tell us about the distant past? • Significant explorers: How has seafaring changed over time? Y2 • Significant rulers from the past: what can their stories tell us? • Queen Victoria: how did Britain change during her lifetime? • Significant individuals who changed Britain: how did they fight for change?
KS2 Purpose and Aims	This curriculum inspires curiosity about the past and develops pupils' understanding of history as a discipline. We provide a comprehensive narrative of British history situated within wider world developments. Our curriculum helps pupils understand historical concepts, methods of enquiry, and how different aspects of the past have been interpreted. We equip students to ask historical questions and make connections across different time periods

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Year 3						
Curriculum Area of study	Stone Age Britain: what do archaeologists think they know about it?	Bronze and Iron Age Britain: how did life change during this time?	Ancient Egypt: what stayed the same across 3,000 years?	Sumer and other early civilisations: what made them similar?	The earliest civilisations: the Indus and the Shang	Iron Age Britain: what have historians learnt about Iron Age Britain?
Key concepts	• Invasion, migration and settlement	• Invasion, migration and settlement	• Power, government and religion	• Invasion, migration and settlement	• Invasion, migration and settlement	• Invasion, migration and settlement
Year 3	This unit examines the archaeological record that exists for Stone Age Britain and introduces pupils to the way in which archaeologists make claims based on this evidence. As the first unit in KS2, it covers the settlement of humans in Britain during the Paleolithic,	This unit analyses how life changed in Britain between the Bronze and Iron Ages. It examines how the use of bronze changed life in Britain and how agriculture, settlement, and trade changed further in the Iron Age. Life in the two periods is compared and contrasted.	This unit evaluates the degree of change and continuity over 3,000 years. It also introduces pupils to the key features of ancient Egyptian civilisation, such as its location, religion, writing, burial practices and rulers.	This unit analyses the similarities and differences between early civilisations. Pupils learn about Mesopotamia as a 'cradle of civilisation' and compare it to other civilisations, such as the Shang and the Indus Valley civilisations.	These units analyse the way in which archaeologists have found out about the Indus Valley Civilisation and the Shang dynasty. Whichever unit is chosen, pupils examine the archaeological record of an early civilisation and develop their knowledge of what claims are based on these remains.	In this unit, pupils develop their understanding of sources and evidence by examining the artefacts that remain from Iron Age Britain. They will learn about Celtic art, Iron Age women, and Iron Age Britain's connections to the wider world.

	Mesolithic and Neolithic eras.					

Year 4						
Curriculum Area of study	Ancient Greek civilisation: what do we know about ancient Greece?	Ancient Greek civilisation: what is its most significant legacy?	Ancient Greek civilisation: why is Alexander called 'The Great'?	The Romans: what did it mean to be a Roman?	The Romans: what impact did the Romans have on Britain?	The Romans: what is the story of Christianity's rise?
Key concepts	• Power, government and religion	• Power, government and religion	• Empire, persecution and resistance	• Empire, persecution and resistance	• Empire, persecution and resistance	• Trade, ideas and communication
Year 4	In this unit, pupils establish broad knowledge of ancient Greek civilisation. They learn about the geography and location of the ancient Greek city-states, Athens and Sparta's rivalry, and evaluate what ancient Greek myths can tell us about	In this unit, pupils develop their understanding of historical significance whilst examining the legacy of ancient Greek civilisation. They build knowledge of various facets of ancient Greek civilisation: its philosophers, the Olympics, Athenian	In this unit, pupils learn about the historical conflict between the Greek city-states and Persia. They then broaden their knowledge of this rivalry by learning about Alexander the Great's life. They end the unit by considering the reasons why Alexander has	In this unit, pupils examine the changing nature of the state that became the Roman Empire. They learn about its origins and kings, its period as a republic and its imperial history, ending with its division and decline. Throughout, pupils analyse	In this unit, pupils learn how and why Claudius invaded Britain, Boudica's resistance to Roman rule, and how far various aspects of life in Britain changed under Roman rule. The unit is focused on the second-order concepts of	In this unit, pupils learn about the history of early Christianity's changing fortunes: from a persecuted faith to the official religion of the Roman Empire. They also learn about three great centres of this religion: Western Europe, the Byzantine Empire,

	Ancient Greek culture.	democracy, its language and architecture.	been called 'The Great'.	how the idea of 'being a Roman' changed over time.	change and continuity.	and the East African kingdom of Aksum.

Year 5						
Curriculum Area of study	Britain after the Romans: how did Christianity survive in the British Isles?	Early Islamic civilisation: how did Baghdad become the 'City of Peace'?	Early Islamic civilisation: what connected Baghdad to the wider world?	Britain's settlement by Anglo-Saxons: what changed after the Romans left?	The Anglo-Saxons: how do we know about life in Anglo-Saxon England?	The Vikings: why did they come to the British Isles?
Key concepts	• Power, government and religion	• Trade, ideas and communication	• Trade, ideas and communication	• Trade, ideas and communication	• Trade, ideas and communication	• Invasion, migration and settlement
Year 5	In this unit, pupils develop their causal understanding by learning how Christianity survived in the British Isles following the departure of the Romans. They learn about how religion changed after the Romans left and the importance of	In this unit, pupils develop broad knowledge of Islam's rise. They study Muhammad's role and the early caliphates before focusing on the creation of Baghdad as a new capital for the Islamic Umayyad Caliphate. The unit focuses on the second-order concept of causation.	In this unit, pupils analyse the connections that 9th-century Islamic civilisation had to the wider world. They learn about its connections to the East and West and the importance of Baghdad as a centre of learning and knowledge.	In this unit, pupils focus on what changed in Britain after the Romans left. They learn about the coming of the Anglo-Saxons and the rise of Mercia. Pupils end the unit by analysing what had changed after the Romans left Britain.	In this unit, pupils develop their understanding of the link between sources and historical knowledge. They learn about some of the main historical sources that exist for the Anglo-Saxon period and how historians have used these to present arguments about life in Anglo-Saxon	In this unit, pupils learn about the period in which Viking invaders first came to Britain. They learn about the Vikings themselves and the conflict that emerged between them and the Anglo-Saxon kingdoms of England. Pupils also learn about the roles of Aethelred and Alfred the

	Irish Christianity in this period.					Great in this period.

Year 6						
Curriculum Area of study	The Great War: how did the Great War affect local people and their communities?	The Vikings: how do we know so much about Viking York?	The Vikings: how did Viking settlement change Britain?	Non-European societies: Benin or the Maya	Significant turning points: how did experiences differ during WWII?	Significant turning points: in what ways did Britain change after WWII?
Key concepts	• Warfare and conflict	• Invasion, migration and settlement	• Invasion, migration and settlement	• Power, government and religion	• Warfare and conflict	• Trade, ideas and communication
Year 6	In this unit, pupils learn about the Great War and how it is commemorated. By looking at several specific local studies, pupils gain knowledge of how this war affected local people and their communities. This unit can be adapted to suit pupils' local contexts	In this unit, pupils learn about the archaeological discoveries made at Coppergate in York. They find out how archaeologists and historians have used artefacts to build a picture of what Viking York would have been like.	In this unit, pupils learn about how Viking settlement and the Anglo-Saxon response to it led to the making of England. They learn about the roles of Aethelflaed, Aethelred, Edward, and Athelstan and also examine how Aethelflaed's story has only recently received more scholarly attention.	If pupils study Benin, they learn about Benin's culture and society and how its looted artworks have caused modern controversy. If they study the Maya, they build knowledge of this civilisation to analyse what made them so distinctive.	In this unit, pupils learn about the outbreak of the Second World War and examine different wartime experiences from across Britain and her empire. They also develop their understanding of the second-order concepts of similarity and difference.	In this unit, pupils analyse the ways in which Britain changed after the Second World War. They learn about the creation of the NHS, the experiences of the Windrush generation and the technological and social changes that took place in the 1960s.

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Subsequent learning (KS3)	**Key stage 3**
	
	• The development of Church, state and society in Medieval Britain 1066-1509:
	  • The Norman Conquest
	  • The Empress Matilda
	  • England under Henry II
	  • King John, Magna Carta and early parliaments
	  • Edward I's attempts to conquer Wales and Scotland
	  • The Peasants' Revolt
	  • The Wars of the Roses
	• The development of Church, state and society in Britain 1509-1745:
	  • Henry VIII and the Reformation
	  • The reign of Elizabeth I
	  • Life in Tudor England
	  • The English Civil War
	  • The Commonwealth and Restoration
	  • The Glorious Revolution
	  • Robert Walpole and cabinet government
	• Ideas, political power, industry and empire: Britain, 1745-1901:
	  • The East India Company
	  • The Enlightenment
	  • The Industrial Revolution
	  • Widening the franchise in the 19th century
	  • The transformation of the British Empire in the mid-nineteenth century
	  • Interpretations of the British Empire
	• Challenges for Britain, Europe and the wider world 1901 to the present day:

	• Women's suffrage • The imperial nature of the Great War • The Bolshevik Revolution in Russia • The turning points of the Second World War • The Holocaust • Decolonisation in the British Empire • Post-war Britain • A local history study: • Medieval lives in Norwich • The study of an aspect or theme in British history that consolidates and extends pupils' chronological knowledge from before 1066: • The role of women in British society • A study of a significant society or issue in world history and its interconnections with other world developments: • Christian and Islamic worlds in the 11th century • The First Crusade • Medieval West Africa • The Black Death and the Silk Roads • The Renaissance • The European conquest of the Americas • The impact of the Transatlantic Slave Trade on West African societies • The Mughal Empire • The Haitian Revolution and the abolition of the slave trade • The European response to the French Revolution