



Giles Junior KS2 History Annual Curriculum Overview

Year 3 Ancient Egypt			
Session	Focus	Knowledge	Vocabulary
1	Artefacts and what they tell us.	Children to look at different artefacts and look at what information they can get from them.	artefact hierarchy
2	Where Egypt is and what it was like.	Looking at Egypt on a map and discussing climate etc. Looking at the different roles of people. Focussing on the hierarchy and jobs.	slave pyramid monument
3	Role of slaves	Looking at life as a slave in Ancient Egypt (focus on children) and the role they had in building the pyramids.	temple
4	The Pyramids	Looking at how the pyramids were built and where they were built. Discussing the purpose of a pyramid.	mummification gods
5	Royalty	Having looked at pyramids, link this to the people that would be in them. Focus on Tutankhamun and look at mummification.	pharaoh
6	Gods	Children will now have an understanding of royalty moving to the afterlife and taking objects etc. They are therefore ready to look at the Gods and where they would go next.	
Year 3 Stone and Iron Age			
1	What is pre-history and how do archaeologists find out about the past?	Children will need to understand what the word pre-history means and what we are referring to when we talk about something being in the past.	Neolithic Palaeolithic Mesolithic
2	Exploring Cave Men (Paleolithic Period)	Children will need to understand how long ago this period of time was to be able to compare between life then and now.	archaeology pre-History
3	How life progressed to the Mesolithic Period	Children will need to know what the difference in time is between the two periods and what the main differences were.	sources invasion
4	How life progressed to the Neolithic Period	Similar to the previous lesson. Children need to gain an understanding of how life changed between the two periods.	period (of time) past
5	Life in the Bronze Age	Comparing the whole of the Stone Age to the Bronze Age. Looking at why different periods of time are called "Stone Age" and "Bronze Age".	
6	Investigating life in the Iron Age	Looking at how the Bronze Age progressed into the Iron Age.	



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Year 4 Roman Empire			
Session	Focus	Knowledge	Vocabulary
1	Roman Invasion of Britain at the end of the Iron Age. Geography of the Roman Empire.	Recap with children the end of the Iron Age happening with the Roman Invasion of Britain. Then take children onto look at how the Roman Empire was around at the same time as the Iron Age. Roman empire beginning in 753 BC. Explain that both of these events were happening at the same time. Show the Roman Empire on a map and explain where it is in relation to Britain.	Empire Conquer Aqueduct Citizen Emperor Gladiator Legion Senate Republic
2	Different types of people in Ancient Rome.	Look at soldiers, slaves, rulers and emperors etc. Make comparisons to Ancient Egypt and modern day. End focus should be on soldiers to link to next lesson.	
3	Roman Empire Armies.	Look at the life of soldiers and then the army as a whole. Look at how their tactics allowed them to be very successful across the world.	
4	Roman Empire conquering Europe.	Look at how the Roman Empire expanded. This is a perfect time to link back to the Roman invasion of Great Britain. Build towards the Roman Empire invading Ancient Greece.	
5	Roman Invasion of Ancient Greece.	Focus on how the Roman Empire conquered Ancient Greece. This will allow children to see the link between the two in the next unit. Make it clear to children though that the Ancient Greek period had begun before.	
6	Fall of the Roman Empire.	Look at how the Roman Empire ended and discuss some of the key events from the timeline of the Empire.	
Year 4 Ancient Greece			
1	Geography surrounding Ancient Greece.	Taught through Geography.	Temple Olympian Assembly Titans Worship Tyrant Myth Legends Democracy
2	Greek Gods and how this affected the people of Ancient Greece.	Discussion of Gods, Temples and how this affected the people. Link this to the Roman Gods. All key vocabulary such as temples must be discussed throughout. Children should understand how important the Gods were to the people and how this affected their lives.	
3	Olympic Games	Look at the Olympic games. The link must be made that the games were originally to celebrate the Gods and were a tribute. Look at some of the events and how everyone attended them.	
4	Life for the people of Ancient Greece.	Look at life for the people in Ancient Greece with events such as the Olympics. Look at the different types of people. Then link to life in Ancient Rome and compare similarities and differences.	
5	How the Greek Empire changed over time	Focussing on how the Greek empire changed looking at different rulers such as Alexander the Great.	
6	Roman invasion of Ancient Greece and Geography.	How the Ancient Greek period ended when the Roman Empire invaded.	



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Year 5 Anglo Saxons and Vikings			
Session/v	Focus	Knowledge	Vocabulary
1	Linking Anglo Saxons to the Roman Empire. Geography of Anglo Saxons.	Children need to understand how the Roman Empire was in Britain before the Anglo Saxons and how the two are connected. Then look at what Britain looked like at the beginning of the Anglo Saxon period.	Anglo Saxon Viking Nordic
2	Anglo Saxon life	What life was like in Anglo Saxon times for the people. How this was affected by the Iron Age. Also look at the different types of people and buildings. This links to the trip to West Stow.	monastery primary Source secondary Source
3	The invasion of the Vikings.	Look at the Geography of where the Vikings came from and how this affected where they landed in the North. Look at the invasion of Lindisfarne. The key is why they targeted here.	raid Pagan Mercia
4	How life for the people changed during the Viking period.	Comparing life under Viking rule compared to the Anglo Saxon period. Look at all of the areas you focussed on in lesson 2 and draw comparisons between them.	
5	Key events of the Viking rule.	Looking at the timeline of the Viking period and how it came to an end. It is also worth looking at what else was going on in the world at this time.	
6	What came between the Viking period and WW1.	Looking at the key periods of History in Great Britain and Europe between the Viking period and WW1. This will allow children to have a chronological understanding of how far apart they are.	
Year 5 Word War I			
1	Map of Europe pre-war. Looking at the causes of WW1.	Looking at the Geography of Europe pre-war and the different countries. Looking at the build up to WW1 and the main causes of the war starting. Children should evaluate which cause was the most significant.	trench warfare
2	Early stages of the war.	Looking at the German advance through Belgium and the allied resistance to this. This will lead into looking at trench warfare.	gas front
3	Trench warfare and what life was like on the Western Front.	What life was like in the trenches for soldiers. Why trench warfare became necessary. What it was and where it happened. How it was different from types of warfare prior to this.	battalion Commanders
4	Weaponry and animals in the war	Types of weapons, such as mustard gas, used in WW1. Also looking at how animals were used in the war.	Triple Entente bayonet
5	Key events of WW1.	Children looking at the key events of WW1 from what they have already studied and what came after it. They should use logical reasoning to sequence up to 10 events using cause and effect.	
6	End of the war.	Looking at how the war ended and the sanctions that were put in place on Germany. Children to discuss how fair they felt this was. This is essential to lead into the unit on WW2.	



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Year 6 WWII (local history)			
Session	Focus	Knowledge	Vocabulary
1	Causes of WW2	Recapping on the end of WW1 and how the Treaty of Versailles led to the German economy being damaged. Look at the Geography of Europe after WW1 to show how much land Germany lost.	evacuation lightning warfare Blitz Führer D-Day Nazi Home Guard axis allies
2	German advance through Europe	Looking at how Germany invaded Europe quickly using Blitzkrieg and comparing this to the slow warfare in WW1. This lesson will also look at key events in the early parts of the war and getting children to order them without dates by reasoning using cause and effect.	
3	The Blitz	Looking at how Germany tried to invade Britain but ultimately failed. This led to the Blitz as a way of Germany trying to deplete morale and win this way. This would be a good time for the trip to Duxford.	
4	Evacuation	Looking at how the Blitz meant many children from cities were evacuated to the countryside.	
5	End of the war	Looking at the end of the war and the effect that the Blitz had on cities. This meant new towns were needed which led to the formation of new towns. Link into Stevenage.	
6	Stevenage as a new town	Looking at the local history of Stevenage after the war as a new town. Link this to the Blitz.	
Year 4 Ancient Greece			
1	How Europeans encountered Mayan civilization.	Looking at what was going on in the rest of the world at the time of the Mayan civilization. Thinking about world history and where this period sits in the context of other periods of history studied.	Cenote codex glyph Yucatan Peninsula Ahau Classic period Haab Itzamna
2	Artefact study: How we know about the Mayan civilization.	Children will need to have a secure understanding of the different types of sources and how they can provide us with different information.	
3	How the Mayan society was organised.	Reflecting on the hierarchy of Mayan culture and comparing this to other civilizations such as the Greeks and the Romans.	
4	Religion and Belief in Mayan Culture	Comparison and reflection on different civilizations already covered.	
5	Source interpretation for what life was like.	How to interpret a variety of sources and assess them for how reliable they are.	
6	Investigating the reasons behind the decline of the Mayan civilization.	Children will investigate the end of the Mayan period and how this ties in with world history. They will need to have a secure understanding of how to investigate and select appropriate sources.	