



KS2 goals (From National Curriculum)

- Changes in Britain from the Stone Age to the Iron Age
- The Roman Empire and its impact on Britain
- Britain's settlement by Anglo-Saxons and Scots
- The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- A local history study
- A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China
- Ancient Greece – a study of Greek life and achievements and their influence on the western world
- A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.

	TERM 2	TERM 4	TERM 6
YEAR 3	<p>The Stone Age</p> <p>What was new about the Stone Age?</p> <ol style="list-style-type: none"> 1- Why is it called the 'Stone Age'? 2 What was life like in the Old and Middle Stone Ages? 3 How much change happened in the New Stone Age? 4 What can the village of Skara Brae tell us about life in Neolithic times? 5 Why did the Neolithic people build monuments? 6 Was great progress made in the Stone Age? <p><i>(Perform a play depicting the changes in the Stone Age)</i></p>	<p>The Bronze Age and the Iron Age</p> <p>Which was more impressive – the Bronze Age or the Iron Age?</p> <ol style="list-style-type: none"> 1 What difference did bronze make? 2 How does the Amesbury Archer help us know more about the Bronze Age? 3 Do we agree that not much happened in the Iron Age? 4 Was home life much better in the Iron Age than the Bronze Age? 5 Do you think this was a dangerous time for people to live? 6 Which was more impressive – the Bronze Age or the Iron Age? <p><i>(Hold your very own debate on the greatest development in this period)</i></p>	<p>Our Local Area</p> <p>Why is local history important?</p> <ol style="list-style-type: none"> 1 What makes a building/site special? 2 Should all listed buildings be preserved? 3 Can we find a listed building of the future? 4 Can we plan a campaign to save our building? 5 Can we plan a campaign to save our building? 6 Why should we preserve our locality? <p><i>(Create a campaign to preserve a local treasure)</i></p>
TRIPS/VISITS	Discover: Stone Age to Iron Age workshop - Bristol Museum	UWE History Day	Open top bus trip to see listed buildings in and around Bristol? Mshed - local history of buildings?
RESOURCES	Information books about Stone Age? Stone Age Boy book How to Wash a Woolly Mammoth	Information books?	
CROSS CURRICULAR LINKS	English - 'Stone Age Boy' (narrative) and 'How to Wash a Woolly Mammoth' (instructions). Art - cave art		



	TERM 1	TERM 3	TERM 6
YEAR 4	<p>Roman Britain</p> <p>Was the Roman invasion good or bad for Britain?</p> <ol style="list-style-type: none"> 1 Why did the Romans invade Britain? 2 How easy was it for the Romans to take over Britain? 3 Was life hard for a Roman soldier on Hadrian's Wall? 4 Were the Roman roads a positive development for everyone? 5 What did the Romans leave behind that is still of significance today? 6 What happened when the Romans came to Britain? <p><i>(Stage a Roman army experience)</i></p>	<p>Crime and Punishment</p> <p>How has crime and punishment changed over time?</p> <ol style="list-style-type: none"> 1 Do laws and punishments change over time? 2 What is a crime? 3 How has the police force changed over time? 4 What were punishments in the past meant to achieve? 5 How and why have attitudes changed towards the suffragettes? 6 How has Crime and Punishment changed over time? <p><i>(Create a display of the changes in crime and punishment)</i></p>	<p>The Ancient Egyptians</p> <p>How much did the Ancient Egyptians achieve?</p> <ol style="list-style-type: none"> 1 Why were people able to prosper in the desert land of Ancient Egypt? 2 Why do we know so much about the Ancient Egyptians and their achievements? 3 How did different groups of people contribute to the achievements of Ancient Egyptian society? 4 What can we learn about the Ancient Egyptians from the Great Pyramid? 5 Are you surprised by Ancient Egyptian religion? 6 How much did the Ancient Egyptians achieve? <p><i>(Create an Ancient Egyptian time capsule)</i></p>
TRIPS/VISITS	Caerleon	UWE History Day	Egyptian Day
RESOURCES	<p>Roman Day</p> <ul style="list-style-type: none"> - Shields - Helmets Scrapstore Card Tape Split pins Paint Coloured card - Mosaics 		<p>Egyptian Day</p> <ul style="list-style-type: none"> - Clay Canopic Jars - Glass jars- scrapstore - Card- pyramids - Making a tomb
CROSS CURRICULAR LINKS	<p>English - Escape from Pompeii</p> <p>Maths - Roman Numerals</p> <p>Geography - Volcanoes</p> <p>Art - Mosaics</p> <p>RE - Roman Harvest traditions - Gods</p>	History - Roman Society/ Law	<p>English - Letter writing, Newspaper reports</p> <p>Geography - Rivers- importance of the Nile.</p> <p>Art/DT -</p> <p>Maths - shape/ nets of pyramids</p> <p>RE - Egyptian Creation story and Gods</p>



HISTORICAL KNOWLEDGE	YEAR 3	YEAR 4	Exceeding Lower KS2 Expectations
<p>Constructing the past</p> <p>Develop chronologically secure knowledge and understanding of British, local and world history.</p> <p>Establish clear narratives within and across the periods they study.</p> <p>Understand overview and depth.</p>	<p>Identify details from several themes, societies, events and significant people covered in local, national and global history.</p> <p><i>E.g. Identify some of the achievements made by Ancient Egyptians.</i></p>	<p>Identify details from local, national and global history to demonstrate some overall awareness of themes, societies, events and people.</p> <p><i>E.g. Recall a number of details about the Ancient Egyptians and their achievements.</i></p>	<p>Describe the main context of particular themes, societies, people and events including some explanation.</p> <p><i>E.g. Identify and describe a range of people, events and developments throughout the Ancient Egyptian period.</i></p>
<p>Sequencing the past</p> <p>Develop chronologically secure knowledge and understanding of British, local and world history.</p>	<p>Sequence some events, objects, themes, periods and people from topics covered, by providing a few dates and/or period labels and terms.</p> <p><i>E.g. Group a few events, structures and artefacts belonging to the Bronze and Iron Ages.</i></p>	<p>Sequence a number of the most significant events, objects, themes, societies, periods and people in Lower Key Stage 2 topics using some dates, period labels and terms.</p> <p><i>E.g. Sequence many of the main features of the Bronze and Iron Ages.</i></p>	<p>Sequence accurately the key events, objects, themes, societies, periods and people within and across topics confidently using key dates, period labels and terms.</p> <p><i>E.g. Sequence and offer some comment why a range of events, structures and artefacts belong either to the Bronze or Iron Ages.</i></p>

HISTORICAL CONCEPTS	YEAR 3	YEAR 4	Exceeding Lower KS2 Expectations
<p>Change and Development</p> <p>Address and devise historically valid questions about change, similarity and difference.</p> <p>Note connections, contrasts and trends over time.</p>	<p>Describe some similarities, differences and changes occurring within Lower Key Stage 2 topics.</p> <p><i>E.g. Describe some similarities and differences between the Earlier and New Stone Ages.</i></p>	<p>Make valid statements about the main similarities, differences and changes occurring within topics.</p> <p><i>E.g. Categorise changes into the different periods of the Stone Age.</i></p>	<p>Explain why certain changes and developments were of particular significance within topics and across time periods.</p> <p><i>E.g. Explain why some changes within the Stone Age were of particular importance.</i></p>
<p>Cause and effect</p> <p>Address and devise historically valid questions about cause.</p> <p>contributed to national and international achievements.</p>	<p>Describe some relevant causes for, and effects on, some of the key events and developments covered.</p> <p><i>E.g. Describe some reasons why conditions for children changed over time.</i></p>	<p>Comment on the importance of causes and effects for some of the key events and developments within topics.</p> <p><i>E.g. Explain why some reasons were important in changing the nature of childhood during different historical periods.</i></p>	<p>Explain with confidence the significance of particular causes and effects for many of the key events and developments.</p> <p><i>E.g. Explain and justify their decisions about the priority of different causes and effects affecting childhood over time.</i></p>
<p>Significance and interpretations</p> <p>Address and devise historically valid questions about significance.</p>	<p>Select what is most significant in a historical account.</p> <p><i>E.g. Describe in some detail some of the most significant features of Roman Britain.</i></p>	<p>Explain why some aspects of historical accounts, themes or periods are significant.</p> <p><i>E.g. Explain why Roman achievements were significant.</i></p>	<p>Explain independently why a historical topic, event or person was distinctive or significant.</p> <p><i>E.g. Explain what made the Roman period distinctive.</i></p>
<p>Significance and interpretations</p> <p>Understand how our knowledge of the past is constructed from a range of sources.</p>	<p>Provide a reason why two accounts of the same event might differ.</p> <p><i>E.g. Recognise and provide a reason why different people might have different views about the Romans.</i></p>	<p>Comment on a range of possible reasons for differences in a number of accounts.</p> <p><i>E.g. Explain how and why there were different viewpoints about Boudica.</i></p>	<p>Explain historical situations, events, developments and individuals from more than one viewpoint.</p> <p><i>E.g. Explain how and why different people might have interpreted the benefits of Roman rule in Britain.</i></p>



HISTORICAL ENQUIRY	YEAR 3	YEAR 4	Exceeding Lower KS2 Expectations
<p>Planning and carrying out a historical enquiry</p> <p>Construct informed responses that involve thoughtful selection and organisation.</p> <p>Develop appropriate use of historical terms.</p>	<p>Ask valid questions for enquiries and answer using a number of sources.</p> <p><i>E.g. Produce a plan for investigating a local Victorian and use a few different sources to produce a biography.</i></p>	<p>Devise independently a range of historically valid questions for a series of different types of enquiry and answer them with substantiated responses.</p> <p><i>E.g. Plan a script for a radio play about the importance of a local Victorian celebrity and produce the script based on several different sources.</i></p>	<p>Devise independently significant historical enquiries to produce substantiated and focused responses.</p> <p><i>E.g. Plan for and debate why a particular local Victorian deserves a statue by presenting a case based on a range of evidence from a range of sources.</i></p>
<p>Using sources as evidence</p> <p>Understand how our knowledge of the past is constructed from a range of sources.</p>	<p>Understand how sources can be used to answer a range of historical questions.</p> <p><i>E.g. Describe how particular sources help provide evidence about different periods of childhood.</i></p>	<p>Recognise possible uses of a range of sources for answering historical enquiries.</p> <p><i>E.g. Use a range of different sources to reconstruct aspects of children's lives in different historical periods.</i></p>	<p>Comment on the usefulness and reliability of a range of sources for particular enquiries.</p> <p><i>E.g. Show some discrimination in using a range of sources in explaining features of children's lives in different periods.</i></p>