



LOWER KEY STAGE TWO



History


	Lower Key Stage Two SKILLS
Chronological understanding	<ul style="list-style-type: none"> → Make appropriate use of dates and chronological conventions such as BC, AD, century and decade → Create timelines and understand timelines can be divided into BC and AD → Sequence events or artefacts → Realise that the past can be divided into different periods of time → Use terms related to the period and begin to date events → Recognise some of the similarities and differences between periods
Knowledge and understanding of the past	<ul style="list-style-type: none"> → Describe main events, situations and changes within and across the different periods studied, making links where appropriate → Identify issues and problems facing a historical character or period → Explain why key events happened, why historical people acted as they did and the result of events and changes → Begin to understand how the past has affected life today.
Historical Interpretation	<ul style="list-style-type: none"> → Identify and give reasons for different ways in which the past is represented → Discuss different representations of the period → Question pictures as an interpretation of the past → Distinguish between different sources and evaluate their usefulness → Place problems in order of importance
Historical enquiry	<ul style="list-style-type: none"> → Understand the difference between primary and secondary sources of evidence → Suggest sources of evidence to use to help answer questions → Begin to use key words and phrases from the time period they are learning about; ancient, modern, BC, AD, century and decade → Use tables to record ideas in categories → Develop listening and note-taking skills → Communicate knowledge and understanding in a variety of ways
Organisation and communication	<ul style="list-style-type: none"> → Communicate knowledge and understanding in a variety of ways - discussion, pictures, writing, annotations, drama, models → Use appropriate terms, matching dates to people and events → Select data and organise it to answer historical questions → Discuss different ways of presenting information for different purposes
Vocabulary	era/period, BCE (Before Common Era), ACE (After Common Era), BC (Before Christ), CE (Common Era), AD (Anno Domini), archaeology, pre-history, biased, impact, consequences, continuity



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YEAR A

<p>TOPIC National Curriculum</p>	<p>Knowledge <i>What do we want the children to know? Personalised to our topics/local area</i></p>	<p>Enquiry</p>	<p>Vocabulary</p>	<p>Resources:</p>
<p>ROMANS <i>The Roman Empire and its impact on Britain</i></p>  <p>*Local Links - Bolter's Bridge near Alhampton Roman baths in Bath Somerton Roman burial: https://www.bbc.co.uk/news/uk-england-somerset-51018178#:~:text=The%20skeletal%20remains%20of%2050,such%20as%20pottery%20and%20brooches.</p>	<p>Chronological knowledge: c. 55-54 BC : Julius Caesar first invades Britain. c. 27 BC: Augustus became the first elected Emperor AD 43: The Romans conquer Britain. This marks the end of the Iron Age. AD 44: the Romans capture Colchester. It is the first fortress of Roman Britain AD 79 - Pompeii destroyed by Mount Vesuvius AD 100 - London grows to become an important location in Roman Britain. At the same time, the colosseum was erected in Rome. AD 122: Hadrian's Wall is built AD 212: Roman Britain - a plan was created to rule Britain. It is divided into two provinces AD 250: Picts from Scotland, Scots from Ireland, Angles, Saxons and Jutes from Germany and Scandinavia begin to threaten the Romans in Britain. AD 314: Christianity becomes legal in the Roman Empire. AD 410: Romans leave Britain to defend Rome which was under attack. Angles, Saxons and Jutes make their way from Germany and South Denmark.</p> <p>Content knowledge The Romans attempted to invade twice before they were successful on their third attempt. In AD 44, The Romans capture Colchester. It is the first fortress in Roman Britain and made the capital city in AD 49. In AD 61, Queen Boudica led a rebellion against the Romans. The Romans established themselves in Britain and developed: paved straight roads infrastructure (e.g. sewage) They also influenced the: written and spoken language measurement system way of life cities buildings (built out of bricks and stone) technology religion (e.g. Christianity) Roman Britain was a nation rather than a number of tribes.</p>	<p>When did the Romans invade and why? Did the native Britons welcome or resist them, and why? How did they influence the culture of the people already here?</p> <p>Why did the Romans invade Britain? What kind of men could join the Roman Army? How do we know about life on Hadrian's Wall? Who was Boudicca and why do we remember her? What did Boudicca really look like? How did Celtic people live? Why did the Romans build Hadrian's Wall in the north of England?</p>	<p>Calendar, worship, chronological order, timeline, conquer/conquest, law, myths, trade, economy, garrison, sacrifice, amulet, javelin, tunic, archaeologist, artefact, tablet, Boudicca, tribe, resistance, cavalry, Celts, centurion, dictatorship, gladiator, legion, republic, invasion, rebellion, gods, baths, citizen, empire, assassination, Latin, etymology, slave, toga</p>	<p>https://www.history.org.uk/primary/resource/9227</p> <p>https://www.bbc.co.uk/bitesize/topics/zqff34j</p> <p>https://school-learningzone.co.uk/key_stage_two/ks2_history/british_history/roman_britain/roman_britain.html</p> <p>https://www.romanbaths.co.uk/walkthrough</p> <p>https://swheritage.org.uk/subject/romans/?post_type=s=workshops</p>



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Anglo-Saxons, Vikings and Scot settlements

Britain's settlement by Anglo-Saxons and Scots



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Chronological knowledge

- AD 396 - 398: Picts, Scots and Saxons constantly raid Roman Britain
- AD 410: Romans leave Britain to defend Rome which was under attack. Angles, Saxons and Jutes make their way from Germany and South Denmark
- AD 450: The AngloSaxons began to settle alongside theBritons
- AD 500: By AD 500, the seven kingdoms had been created.
- AD 597: St Augustine helps missionaries spread the word about Christianity. King Ethelbert converts to Christianity
- AD 731: Bede completes the Ecclesiastical History of English Peoples
- AD 789: The Vikings begin to raid Britain

Content knowledge:

Saxons, Vikings and Scottish settlers came from a range of places and sometimes travelled long distances. They contributed greatly to the make-up of this country. The Saxons arrived before the Vikings and the whole of the Saxon and Viking settlement lasted over central centuries. Often they arrived to raid but gradually settled. They came from a range of reasons partly because of pressure in their homelands but also because of the wealth expected from the new lands. There is a range of evidence to help us piece together the lives of Saxons, Vikings and Scots but there are many gaps in this evidence. Although there were many conflicts, both societies organised themselves into organised communities. Over time, the country became more organised ruled by those with larger amounts of land. These societies consisted of many different groups – rich and poor, with different jobs and lifestyles. Both societies produced some impressive resources and artefacts. The success of the societies was not solely due to men. Some women also made notable contributions. This period saw the return of Christianity and its growth. The period produced some important individuals who made a key contribution to these societies and our knowledge of it including Alfred, Athelstan, Cnut and Bede. Both societies showed skills in areas such as technology and trade. Saxons and Vikings have left considerable evidence of their presence in the landscape and in the way we organise ourselves today. There were considerable differences as well as some similarities between Saxons and Vikings and between both groups and us today.

With so much rivalry between Saxons and Vikings – who was more successful?

Was there much difference in the lives led by Saxons and Vikings?

How important was religion to the Saxons and Vikings?

How much rivalry was there between Saxons and Vikings?

What was it like around this area in Saxon and Viking times?

How far can we trust surviving evidence about the Saxons and Vikings?

What did the Saxons and Vikings contribute to life at sea?

How much from Saxon and Viking times do we use today?

Angles, Jutes, Saxons, Celts, conquer, Danelaw, daub, Gaelic, invasion, longships, Mercia, ogham, Picts, raid, Scots, Vikings, wattle, Wessex



<https://www.history.org.uk/primary/categories/177/resource/6919>



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YEAR B

<p>SURVIVAL <i>Changes in Britain from the Stone Age to the Iron Age</i></p>  <p>Local links: Stonehenge Museum of Somerset - https://swheritage.org.uk/schools/workshops/stone-age-somerset/ Bury Castle, Selworthy South Cadbury Castle Stanton Drew stone circles Stoney Littleton Long Barrow, Wellow</p>	<p>Chronological knowledge: Stone Age - Mesolithic Life and Neolithic Life - 13,000BC - 3500BC Bronze Age - 4500BC - 800BC Iron Age - 800BC - AD43</p> <p>Content knowledge: Pupils should learn: What Britain was like after the last Ice Age, how few people lived in Britain at the time, how they fed and clothed themselves, why they were nomadic. Immigrants brought new animals and crops to Britain and how this impacted this had on settlements. Most of our evidence for the Stone Age comes from archaeologists. How bronze was made, where copper and tin come from, how bronze tools and weapons were made. Where does iron come from? How iron tools and weapons were made? Why did it take so long for iron to reach Britain? How the weapons and tools changed their lives. What do buried hoards tell us about Britain at the time? What do bog bodies tell us about life at the time? What do the written sources from the time tell us about Britain?</p> <p>Link to Romans unit: What did Roman people say about Britain? What did Romans trade with Britain? What did Britons think about Rome?</p>	<p>What was 'new' about the New Stone Age? Which was better, bronze or iron? If you were Julius Caesar, would you have invaded Britain in 55BC? When do you think it was better to live – Stone Age, Bronze Age or Iron Age? Who lived in Britain in the 'old' Stone Age? How did they survive? How do we know? What do they already know about the Stone Age? Does Fred Flintstone help us understand life 8,000 years ago? If we met an old stone age family what questions would we want to ask them?</p>	<p>Archaeologist, Artefact, Monument, Site Winter Solstice Summer Solstice Preserve, Tribes, Flint, Settlement, Homo Sapiens, Agriculture, Era / Period, Hill Fort, BC/AD Prehistory, prehistoric, palaeolithic, mesolithic, neolithic, hunter-gatherer, roundhouse.</p>	<p>https://www.history.org.uk/primary/resource/7537</p> <p>See scheme of work from HA for many resources</p>
<p>BRISTOL <i>A local history study</i></p> 	<p>Chronological knowledge: 1806 - Brunel was born 1831 - Brunel's drawings win competition for Clifton Suspension Bridge design. 1833 - Brunel appointed chief engineer for GWR 1837 - The Great Western 1843 - The Great Britain 1859 - Brunel dies 1866- Ada Vachell is born</p> <p>Content Knowledge: Bristol was originally a Anglo-Saxon port called Brig-stowe and was built around a bend in the river. Brunel introduced quicker transport by boat through the SS Great Britain Brunel supported the Great Western Railway which has lead to Bristol being</p>	<p>Who was Isambard Kingdom Brunel? What did he do? What impact did he have on Bristol/the UK/ the world? Why is he considered a significant figure? Who is Ada Vachell? How did she help the people of Bristol? What was the Bristol bus boycott? What is a boycott? Why did they boycott?</p>	<p>Bristol Great Western Railway, South Gloucestershire, Isambard Kingdom Brunel, Ada Vachell, docks, Clifton Suspension Bridge, SS Great Britain, disability, boycott, Victorians</p>	<p>https://www.bristolmuseum.org.uk/bristol-archives/learning/school-local-history-study/</p> <p>https://historyof.place/ada-vachell-a-life/</p> <p>https://www.younggreatwesterners.com/teacher</p>



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  	<p>connected to London and having greater access throughout the country. The build of Clifton Suspension Bridge and the access this provided over the River Avon.</p> <p>Ada Vachell helped disabled children in Bristol and set up a Guild and home to look after children with disabilities in London.</p> <p>The Great Western Railway (GWR) was a railway company in the United Kingdom, that was started in 1833. It was engineered by Isambard Kingdom Brunel. The first railway line built by the Great Western Railway opened in 1838. It started in London and ended in Maidenhead which was 22.5 miles (36.2 km) west. By 1841, the area of service had been made much longer and so their trains went farther west to the towns of Reading, Swindon, Bath and Bristol. By 1852, the railway line had become 305 miles (491 km) long and went to Penzance.</p> <p>*Bristol Bus Boycott of 1963 - The Bristol Bus Boycott of 1963 arose from the refusal of the Bristol Omnibus Company to employ black or Asian bus crews in the city of Bristol, England.</p> <p>Key historical figure: Isambard Kingdom Brunel, Ada Vachell</p>	<p>How has this helped the people of Bristol/ England today?</p>		<p>https://www.blackhistorymonth.org.uk/article/section/bhm-heroes/the-bristol-bus-boycott-of-1963/</p>
<p>ANCIENT EGYPT <i>The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study</i></p>  	<p>Chronological knowledge:</p> <p>3500BC - Early settlers in the Nile valley 3100BC - Hieroglyphic script developed. 2700BC - First stone pyramid built 2600BC - Pyramids of Giza built 2200BC - Various kings rule over Egypt 2055BC - Mentuhotep rules Egypt 2000BC - 1700BC - Agricultural development of Faiyum. Temple of Karnak building begins. 1600BC - Ahmose unified Egypt 1400BC - Tutankhamun becomes Pharaoh 1100BC - Upper and lower Egypt split 525BC - Persians conquer Egypt 332 BC- Greek Pharaohs installed by Alexander the Great 31BC- Cleopatra is defeated by a Roman leader Octavian 30 BC- Egypt becomes a province of the Roman empire.</p> <p>Content knowledge:</p> <p>The pharaoh and those that were linked to religion were the most powerful in society. Skilled workers made up the middle classes. Those at the bottom had</p>	<p>How did the civilization of Egypt wax and wane? Who built the Great Pyramid at Giza? Why did Hatshepsut send an expedition to Punt? What did Akhenaten do that made him so hated? What happened to Akhenaten's successors? Why do we remember Ramesses II? How did Ptolemy II contribute to trade? How did the civilisation of Egypt end?</p> <p>What did the Ancient Egyptians believe? How do we know? How</p>	<p>Ancient, Egypt, ancestor, architect, pyramid, Giza, Tutankhamun, Ramses, Alexander, civilisation, empire, fertile, irrigation, Pharaoh, agriculture, amulet, mummification</p>	<p>https://www.history.org.uk/primary/resource/7517</p> <p>https://www.history.org.uk/primary/categories/217/resource/6787</p> <p>https://www.k2history.com/pyramids-guide</p>



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	<p>no power and worked long hours for little return. The pharaoh made peasants farm on the fertile lands. The people of Egypt were able to grow things like wheat, barley, fruit, vegetables, figs and melons. The pyramids were built to bury Ancient Egyptian kings and queens. They were designed to be a comfortable place to enjoy the afterlife, and also acted as a display of power and wealth. They were built by peasant farmers who provided labour for the king in return for food, oil and cloth. The building work, which usually took place when farmland was flooded, was overseen by architects and the Vizier (the king's chief minister).</p> <p>Pharaohs were believed to be gods in human form, and so they had power over everything. Ramesses II is often considered as the greatest, most powerful Egyptian pharaoh of all – later Egyptians often called him 'The Great Ancestor.' He led the Egyptians into many battles (which were almost always won) and constructed many temples and buildings. His queen, Nefertari, was famed for her beauty.</p> <p>Hieroglyphics were pictures that Ancient Egyptians used to represent objects, actions, sounds, and ideas. In total, there were more than 700 different hieroglyphics. Some of the pictures stood for whole words. This was one of the first written languages. One of the greatest legacies of ancient Egypt was the invention of papyrus, reed paper.</p> <p>Doctors learned about the human body from mummy-makers. They set bones and made medicines. Their legacy helped others like the Ancient Greeks to understand the human body, Egyptians even created the first false teeth.</p> <p>Among the many inventions of the ancient Egyptians was the ox-drawn plough and improvements in irrigation. Egyptians also invented the calendar.</p> <p>Ancient Egyptian gods: Myth, Ra, Osiris, Isis, Horus</p> <p>Ancient Egypt was a complex and highly civilised society with complex belief systems. Their civilisation adapted to the needs of their way of life, centred around farming and the Nile. There is a range of evidence to help us piece together the lives of Ancient Egyptians but there are many gaps in this evidence.</p> <p>Key figures:</p> <p>Hatshepsut - Hatshepsut was the longest-reigning female pharaoh in Egypt, ruling for 20 years in the 15th century B.C. She is considered one of Egypt's most successful pharaohs.</p> <p>Akhenaten - Akhenaten came to power as the pharaoh of Egypt in either the year 1353 or 1351 BCE and reigned for roughly 17 years during the 18th dynasty of Egypt's New Kingdom. Akhenaten became best known to modern</p>	<p>different were beliefs in Ancient Egypt from today? How did religion affect life in Ancient Egypt? How did Civilisation adapt to the needs of Egyptian life?</p>		
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	<p>scholars for the new religion he created that centered on the Aten.</p> <p>Ramesses II - Ramses fought fierce battles to secure the borders of Egypt against the Hittites, Nubians, Libyans and Syrians. He continued to lead military campaigns that saw many victories, and he is remembered for his bravery and effective leadership over the Egyptian army.</p> <p>Ptolemy II Philadelphus - (Philadelphus in Greek: "Brother-Loving") (born 308 bce, Cos—died 246), king of Egypt (285–246 bce), second king of the Ptolemaic dynasty, who extended his power by skillful diplomacy, developed agriculture and commerce, and made Alexandria a leading centre of the arts and sciences.</p> <p>Cleopatra - Cleopatra actively influenced Roman politics at a crucial period and was especially known for her relationships with Julius Caesar and Mark Antony.</p>			
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