







# History Overview LKS2

	Year 3	Year 4				
NC	<p><i>Pupils should be taught:</i></p> <p><b>British History</b></p> <ul style="list-style-type: none"> <li>changes in Britain from the Stone Age to the Iron Age.</li> <li>the Roman Empire and its impact on Britain Examples.</li> <li>Britain’s settlement by Anglo-Saxons and Scots Examples.</li> </ul> <p><b>Local History</b></p> <ul style="list-style-type: none"> <li>a local history study</li> <li>a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)</li> <li>a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.</li> <li>a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066</li> </ul> <p><b>Civilisations (world history)</b></p> <ul style="list-style-type: none"> <li>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</li> <li>Ancient Greece – a study of Greek life and achievements and their influence on the western world</li> <li>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</li> </ul>					
Theme Link	Stone age to Iron Age 	Comparing ancient civilisations 	The Romans 	WW2 and The Blitz 	Ancient Egyptians 	Anglo Saxon invasion and settlement 
Historical concepts	<ul style="list-style-type: none"> <li><b>Movement and settlement</b></li> <li><b>Achievements and legacy</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Movement and settlement</b></li> <li><b>Economy and agriculture</b></li> <li><b>Society and governance</b></li> <li><b>Achievement and legacy</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Society and governance</b></li> <li><b>Conflict</b></li> <li><b>Achievement and legacy</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Society and governance</b></li> <li><b>Achievements and legacy</b></li> <li><b>Conflict</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Economy and agriculture</b></li> <li><b>Society and governance</b></li> <li><b>Achievements and legacy</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Movement and settlement</b></li> <li><b>Economy and agriculture</b></li> <li><b>Society and governance</b></li> </ul>
Sequencing	Year 2 – Monarchy (Castles and chronology) KS1 – BC and AD	Year 2 – Neil Armstrong achievements and legacy  Year 2 – Florence Nightingale (medicine)	Year 2 – Monarchy  Year 1 - Transport	Year 2 British Monarchy  Year 3 – Invasion and settlement of Britain	KS1 – Technology  Year 3 – Comparing civilisations	Year 1 – Transport  Year 2 – Monarchy
Key question	How did Britain change from the Stone age to the Iron age?	What do ancient civilisations have in common?	How Roman was Roman Britain?	What was it like to be a child during World War 2?	What was ancient Egyptian society like?	Why did the Anglo Saxons come to Britain?
Enquiry	<ul style="list-style-type: none"> <li>What was ‘new’ about the New Stone Age?</li> <li>Which was better, bronze or iron?</li> <li>If you were Julius Caesar, would you have invaded Britain in 55BC?</li> <li>When do you think it was better to live – Stone Age, Bronze Age or Iron Age?</li> <li>What Iron Age sites are there near Leyland?</li> </ul>	<ul style="list-style-type: none"> <li>Was everyone an ancient Egyptian?</li> <li>What else was happening in the world at the time of the Ancient Egyptians?</li> <li>What would the ancient civilisations need to have in order to create a society?</li> <li>Which civilisation was the most successful?</li> <li>What was the greatest achievement of each civilisation?</li> </ul>	<ul style="list-style-type: none"> <li>Why did the Romans invade?</li> <li>Why do we remember Boudicca?</li> <li>How did you become a Roman soldier?</li> <li>Why was the Roman military so successful?</li> <li>Why was Hadrian’s wall built?</li> <li>What else did the Romans leave behind?</li> <li>Why did the Romans leave?</li> </ul>	<ul style="list-style-type: none"> <li>How significant was the Blitz?</li> <li>World War 2: Whose War?</li> <li>What was the impact of World War 2 on people in our locality?</li> <li>How well does a fictional story tell us what it was like to be an evacuee?</li> <li>Is evacuation all we need to know about children in World War 2?</li> <li>How significant was the impact of World War 2 on women?</li> <li>What did men do in the War? Did all men have to fight?</li> </ul>	<ul style="list-style-type: none"> <li><i>When was the ‘Ancient Egyptians’ era? (recap Year 3)</i></li> <li>Why was the River Nile so important?</li> <li>What beliefs did the ancient Egyptians have?</li> <li>Why did the Egyptians build pyramids and who built them?</li> <li>Who was the final Pharaoh?</li> <li>What legacy did the ancient Egyptians leave behind?</li> </ul>	<ul style="list-style-type: none"> <li>Where did the Angles, Saxons, Jutes, Frisians come from and where did they settle?</li> <li>Why did the Angles, Jutes and Saxons come to Britain and move away from where they were born?</li> <li>What kind of people were the Anglo Saxons?</li> <li>What challenges did the Angles and Saxons face in establishing settlement?</li> <li>Was Alfred truly the greatest Monarch?</li> </ul>

				<ul style="list-style-type: none"> <li>When was the most dangerous time to live? How different was the Blitz?</li> </ul>		
Core Vocabulary						
Specific Theme Vocabulary	<p>isolation, gatherer, short spear, tribe, club, arrow, community, Neanderthal, hand axe, fire, village, throwing stone, Homo sapiens, cave painting, hammerstone, Neolithic, spear, stone, grain, flint, dog, evolve, hunter, mammoth, tools, axe, antler, jewellery, canoe, weapons, Palaeolithic, house. Farmer, sheep, pottery, woman, thatched roof, axe, chief, bronze, warrior, metalworker, Stonehenge, hillforts, arrow heads, farming, roundhouses,</p>	<p>Civilisation, chronology, ancient, era, BC, AD, settlement, burial, religion, society, community, tribe, monument, worship, technology, invention, Dynasty, Hu, Acupuncture, Bamboo, Buddhism, Pagoda, Confucius, Oracle bones, Ding, Terracotta, Peasant, Artisan, Diviner, Sacrifice, Ancestor, Millet, Rural, Yellow River, Ritual Bronze</p>	<p>Possibly, probably, perhaps, might, could, maybe, not sure, fairly sure, certain, my hypothesis is, I'd like to know, I wonder if, I'm beginning to think that, Romans, British, resistance, Boudica, withdrawal, western, empire, sequence, dates, periods, soldier, armour, helmet, emperor, woman, chariot, roads, toga, colosseum, Romulus and Remus, aqueduct, gladiators, coin, Roman tortoise, Pantheon, mosaic, shield.</p>	<p>Air raid, Air raid siren, Adolf Hitler, Winston Churchill, Air raid Shelter, Allies, Allotment, Battle of Britain, Blackout, Blitz, Billets, Conscript, Coupons, Evacuee, Evacuation, Gas mask, Host family, Jerry, Locomotive, Luftwaffe, Morse Code, Navy, Rationing, Ration book, Royal air force, Shillings, Spitfire, Propaganda, Telegram, Warden</p>	<p>ship, slave, pyramid, Gods, jewellery, papyrus, hieroglyphs, pottery, queen, scribe, camel, Cleopatra, scarab beetle, Egypt, ankh, River Nile, mummification, canopic jars, Tutankhamun, afterlife, sarcophagus, Egyptologist, The Sphinx, goddess, king, tomb, temple, mummy, Giza, Sphinx, Howard Carter, pharaoh, archaeology, archaeologist, Valley of the Kings, Valley of the Queens, evidence.</p>	<p>Complex, explanation, historical, ordering, terms, connections, events, Anglo-Saxons, Scots, coins, thatched, house, pot, brooch, runes, Sutton Hoo, helmet, sword, axe, shield, Alfred the Great, tapestry, mast, shield, travel, conquer, spices, merchant, cloak, Danelaw, helmet, settlement, craftsmen, explorer, trade, blacksmith, sailing, colonise, sword, brooch, invader, Danegeld, myths, raid, journey, feast, Denmark, merchant, tunic, treasure.</p>
Substantive Knowledge	<ul style="list-style-type: none"> <li>Early stone age people were 'nomadic' and moved homes dependent on the seasons and food supply.</li> <li>The stone age had 3 main periods (Paleolithic, Mesolithic and Neolithic) and how people lived changed a little over this time.</li> <li>Cresswell Crags is an Ice Age site, showing life from 55,000 to 10,000 years ago.</li> <li>Immigrants brought new animals and crops to Britain when they settled here.</li> <li>Most of our evidence for the Stone Age comes from archaeologists, who sometimes disagree with each other.</li> <li>Cheddar Man is the oldest skeleton found in Britain.</li> <li>Scara Brae is an example of an early stone age settlement and shows us they began to live in family groups/communities.</li> <li>Howick House, in Northumberland, has changed our views of hunter-gatherers and how they supported their own survival.</li> <li>The bronze age is named after the discovery of bronze meant tools and weapons began to be made from this metal (a mix of copper and tin)</li> <li>The discovery of iron and bronze tools shows us that people created permanent settlements and are beginning to move forwards with their technology.</li> </ul>	<ul style="list-style-type: none"> <li>That there are 4 civilisations which are believed to be the earliest: Ancient Egypt, Indus valley, Sumer (Mesopotamia Modern Iraq) and the Shang dynasty China.</li> <li>These civilisations are all on the same line of latitude (NOT the Equator – but along the line approx. 30 degrees north.)</li> <li>They all grew up along a river which gave their civilisation advantages that helped them grow and develop (E.g. water for irrigating farmland to grow crops, for fishing for food, for washing, for hygienic ways of dealing with sewerage/ waste disposal, for an easier form of transport, for trade, for religious reasons etc.)</li> </ul> <p><i>The further substantive knowledge for this unit is based around the daily life, culture and religions of the civilisations, focussing mainly on the Shang Dynasty. See HA Resource for additional teacher knowledge.</i></p>	<ul style="list-style-type: none"> <li>The first Romans lived in Italy nearly 3000 years ago. They founded the city of Rome in 753 BC and, over the centuries, conquered many lands to create a huge empire.</li> <li>The Roman army are famous for building long, straight roads. Special engineers planned these roads and they criss-crossed the whole Roman Empire.</li> <li>Roads boosted trade, communication with the Emperor and helped the legions to keep control of all the different provinces.</li> <li>The Romans built new towns all over Britain. Each one had a marketplace, town hall, shops, temples and homes; larger towns had an amphitheatre.</li> <li>Bath houses were elaborately designed and were popular places to relax and meet friends.</li> <li>Wealthy Romans and some Celts built large homes in the countryside called villas. The land attached to these homes was used for farming as agriculture was an important business for the Romans.</li> <li>Countryside villa complexes included a main house, bath house, workshops and gardens.</li> <li>The Romans seized the land and wealth of the Iceni tribe after King Prasutagus died.</li> <li>Queen Boudicca objected and she led a rebellion against the Romans in</li> </ul>	<ul style="list-style-type: none"> <li>WW2 began in 1939 and ended in 1945</li> <li>War was declared on September 3rd 1939 by the allies.</li> <li>The allies were – GB France USA (after pearl harbour) Australia Canada South Africa.</li> <li>The Axis powers were – Germany, Italy, Japan.</li> <li>Royal Ordnance Factory Chorley stood where Buckshaw Village is now, and it produced weapons and ammunition during World War.</li> <li>Propaganda was produced by both sides of the war to try and keep their people onside. The Battle of Britain in 1940 was Germany's first major defeat in WW2</li> <li>Children became evacuees when they were made to leave their cities for safety and travel to foster families in the countryside.</li> <li>Anne Frank was a Jewish child who lived in Germany during the war, she wrote a diary of her experiences.</li> <li>Rationing was introduced to stop the country running out of important supplies and food.</li> <li>Women took the roles that men left behind such as farming, producing ammunition and working in factories.</li> <li>The suffragette movement happened shortly after WW2 as women began to argue that they deserved the same rights as men.</li> </ul>	<ul style="list-style-type: none"> <li>The ancient Egyptian civilisation began 5,000 years ago when people started building villages next to the River Nile in north-east Africa.</li> <li>It lasted for around 3,000 years.</li> <li>The history of Ancient Egypt is usually broken into three periods of time, or three kingdoms: the Old, Middle and New kingdoms.</li> <li>During these three kingdoms, the lands were ruled by a sequence of Pharaohs, including several who we know a great deal about.</li> <li>The objects retrieved from the pyramids by archaeologists mean that we have lots of evidence about the lives of rich and powerful people, as well as some about the poorer sections of Egyptian life.</li> <li>Hatshepsut was the first and longest-reigning female Pharaoh</li> <li>Howard Carter was an archaeologist and Egyptologist who discovered the tomb of Tutankhamun.</li> <li>Khufu was a pharaoh responsible for the building of the Great Pyramid at Giza.</li> <li>farming was based around the annual flooding of the River Nile.</li> <li>The three seasons: Akhet, Peret and Shemu.</li> <li>Farming methods – basin irrigation and invention of tools like the shaduf ( a tool for supplying water to crops)</li> </ul>	<ul style="list-style-type: none"> <li>By c. AD 410, the last of the Romans had left Britain. This made Britain vulnerable to invasion.</li> <li>The Angles, Jutes and Saxons had unsuccessfully tried to invade Britain a number of times but had been driven back by the Romans.</li> <li>In 450 AD, the Angles Jutes and Saxons invaded and settled in Britain. Some were invited as mercenaries by the Southern Britons, some left due to flooding and poverty in their homelands and some left due to conflict and war.</li> <li>The Angles, Jutes and Saxons were different groups of people but eventually the warriors that invaded became known as the first Anglo-Saxons.</li> <li>Most of Britain was divided into seven Anglo Saxon kingdoms.</li> <li>The Picts and Scots were a constant threat without Roman support.</li> <li>The Romans preferred living in towns but the Anglo-Saxons preferred to live in small villages.</li> <li>Anglo Saxons built their settlements near to rivers to help with farming, transport and fishing.</li> <li>They built their villages on top of hills (Hil forts) which were protected with large fences to keep out invading picts/scots or other Anglo Saxon vilages.</li> </ul>

	<ul style="list-style-type: none"> <li>Life in an iron age village was vastly different from ours because (To name some areas that differ)</li> <li>The iron age ended when the Romans came to Britain in 55BC.</li> </ul>		<p>AD 60/61. At first, her army was very successful but in the Battle of Watling Street, the Roman army finally defeated Boudicca and the Celts.</p> <ul style="list-style-type: none"> <li>Emperor Hadrian gave an order to build a wall in the north of the country.</li> <li>Hadrian's Wall took around six years to build and it was 73 miles long.</li> <li>Around 15,000 troops lived at Hadrian's Wall so they could defend this northern border of the Roman Empire. Roman</li> </ul>	<ul style="list-style-type: none"> <li>The war ended in Europe on 7th May 1945</li> </ul>		<ul style="list-style-type: none"> <li>Kings (Thanes) were at the top of the social structure and serfs (slaves) were at the bottom.</li> <li>Women were not allowed to eat in the great halls, although more important noble women were allowed to serve the men in the halls.</li> <li>Alfred the great was known as the first king of Britain and he made very important changes such as the navy, schools and translations from Latin</li> </ul>
<b>Disciplinary Knowledge</b>						
<b>Chronological Understanding</b>	<ul style="list-style-type: none"> <li>Explore trends and changes over time – using a timeline</li> <li>Demonstrate awareness that the past can be divided into different periods of time.</li> </ul>	<ul style="list-style-type: none"> <li>Identify where people and events fit into a chronological framework.</li> <li>Explore links and contrasts within and across different periods of time.</li> <li>Understand and use more complex historical terms – e.g – BC/AD</li> </ul>	<ul style="list-style-type: none"> <li>Use some dates and historical terms when sequencing events and objects.</li> </ul>	<ul style="list-style-type: none"> <li>Use dates and historical terms when ordering events and objects on a timeline.</li> </ul>	<ul style="list-style-type: none"> <li>Identify where people and events fit into a chronological framework.</li> <li>Explore links and contrasts within and across different periods of time.</li> <li>Understand and use more complex historical terms – e.g – BC/AD</li> </ul>	<ul style="list-style-type: none"> <li>Identify where people and events fit into a chronological framework.</li> <li>Explore links and contrasts within and across different periods of time.</li> <li>Understand and use more complex hist</li> </ul>
<b>People, Events and Changes</b>	<ul style="list-style-type: none"> <li>Describe and give reasons for some historical changes</li> </ul>	<ul style="list-style-type: none"> <li>Describe and compare some of the characteristic features and achievements of the earliest civilisations including where and when they appeared.</li> </ul>	<ul style="list-style-type: none"> <li>Find out and compare everyday lives and how those contrasts to our lives today</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate knowledge of an aspect or theme in history that extends their chronological knowledge beyond 1066.</li> <li>Offer a reasonable explanation for some events.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate more in-depth knowledge of one specific civilisation e.g. Ancient Egypt.</li> <li>Describe key aspects of a non-European society</li> </ul>	<ul style="list-style-type: none"> <li>Describe and compare some of the characteristic features and achievements of the earliest civilisations including where and when they appeared.</li> </ul>
<b>Interpretation, Enquiry and using Sources</b>	<ul style="list-style-type: none"> <li>Recognise that different versions of past events may exist.</li> <li>Recognise that our knowledge of the past is constructed of different sources.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise how sources of evidence are used to make historical claims.</li> </ul>	<ul style="list-style-type: none"> <li>Describe and explore some of the ways the past can be represented – pictures, letters, artefacts etc.</li> <li>Use sources to address historically valid questions.</li> </ul>	<ul style="list-style-type: none"> <li>Identify historically significant people and events in different situations</li> <li>Recognise why some events happened and what happened as a result.</li> </ul>	<ul style="list-style-type: none"> <li>Use sources to address historically valid questions and hypotheses</li> </ul>	<ul style="list-style-type: none"> <li>Recognise how sources of evidence are used to make historical claims.</li> </ul>
<b>Communication</b>	<ul style="list-style-type: none"> <li>Discuss some historical events, issues, connections and changes.</li> <li>Select and organise historical information to present in a range of ways.</li> </ul>	<ul style="list-style-type: none"> <li>Discuss significant aspects of, and connections between, different historical events.</li> <li>Begin to evaluate the usefulness of different sources.</li> <li>Use relevant and appropriate historical terms and vocabulary linked to chronology</li> </ul>	<ul style="list-style-type: none"> <li>Select and organise historical information to present in a range of ways.</li> <li>Use relevant historical terms and vocabulary linked to chronology.</li> <li>Distinguish different sources e.g compare different versions of the same event.</li> </ul>	<ul style="list-style-type: none"> <li>Select and organise relevant historical information to present in a range of ways.</li> </ul>	<ul style="list-style-type: none"> <li>Select and organise historical information to present in a range of ways.</li> </ul>	<ul style="list-style-type: none"> <li>Discuss significant aspects of, and connections between, different historical events.</li> <li>Begin to evaluate the usefulness of different sources.</li> <li>Use relevant and appropriate historical terms and vocabulary linked to chronology</li> </ul>