

Year 2 History – Britain’s settlement by Anglo-Saxons		Autumn Term B
Topic Question: Who were the Anglo-Saxons and what were their links to Christianity?		
National Curriculum Link: Britain’s settlement by Anglo-Saxons and Scots		
Enrichment: Visiting sites of Anglo-Saxon areas around school and how they have changed over time		
Prior Learning: Church, conflict, monarchy and settlements Taught through Changes within Living memory and Significant People and Historical Events (Guy Fawkes, Grace Darling and Mary Anning)		
Key Essential Skills and knowledge: <ul style="list-style-type: none"> • Use books and the internet to find out more information about the past and know that there are different types of evidence sources • Compare versions of a past event and distinguish between fact and fiction • Choose sources and select evidence to say how it can be used to find out about the past • Use words and phrases like: past, present, earliest, latest, future, century, newest, oldest, modern • Sequence dates, pictures, artefacts and events • Recount the life of someone famous from the past • Explain what a famous person in the past did to make the world a better place • Recognise some similarities and differences between the past and the present • Use historical vocabulary to write about the past • Communicate knowledge about the past in a variety of ways 		
Sticky Knowledge for topic: <ul style="list-style-type: none"> • The Anglo-Saxons were made up of three tribes: the Angles; Saxons; and Jutes • The name ‘Angles’ eventually became ‘English’ and their land ‘Angle-land’, became England • The Anglo-Saxons were fierce people who fought many battles (and each other!) • The Anglo-Saxon period ended when the Normans conquered Britain in 1066 		
Generic Vocabulary: Research, Evidence, Historians, Archaeologists, Artefacts, diary, Primary sources, Opinion. Why? What? Where? When? How?		Topic Vocabulary: Settlement, Long ships Scots, King Arthur Invasion, Raiding Wessex Kingdoms/Shires Kent
Sequence: <ul style="list-style-type: none"> • Anglo-Saxons were made up of three tribes: the Angles, Saxons and, Jutes. • Invasions from Ireland to north Britain (now Scotland) • How they settled looking at place names and village life. • Children will also discuss how the Anglo-Saxons brought law and order to Britain. 		
Thinking Deeper: Would Britain look different today if the Anglo Saxons hadn’t invaded?		
Possible books/resources: <ul style="list-style-type: none"> • Anglo-Saxon Boy by Tony Bradman 		

- Beowulf by Micheal Morpergo
- Sir Gawain and the Green Knight by Michael Morpurgo
- The Sword in the Stone T. H . White

Links:

Subject Specific links – Geography – Looking at the different kingdoms of England and similarities and differences to today's, RE – Paganism, Gods and Goddesses, conversion to Christianity and links to modern day Christianity; English – Narrative writing (Beowulf)

Personal development/independence – Importance of religion in people's lives

SMSC – Impact of Anglo-Saxons on modern day Christianity and how this is the main religion of our country

Cultural Capital – Development of churches and parishes that exist still today

Careers – Archaeologist, historian, archivist, curator, conservator, museum education officer

British Values – Knowing how Anglo-Saxons times have shaped our country and our religion today

Equality-

Community/outdoor learning- Visiting sites of Anglo-Saxon areas around school and how they have changed over time

Topic Question:

Who were the Anglo-Saxons and what were their links to Christianity?

National Curriculum Link:

Britain’s settlement by Anglo-Saxons and Scots

Enrichment:

Visiting sites of Anglo-Saxon areas around school and how they have changed over time

Prior Learning:

Church, conflict, monarchy and settlements

Taught through Changes within Living memory and Significant People and Historical Events and Year A History plan.

Key Essential Skills and knowledge:

- Investigate different accounts of historical events and explain why they might be different
- Research what it was like in a given period of history and present my findings to an audience
- Use research in order to find similarities and differences between two or more periods of history
- Plot events on a timeline using centuries
- Use a timeline, including when dates are further apart, related to the unit being studied and passing of time
- Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini)
- Identify key changes over a period of time and give reasons for those changes
- Explain how historic events and artefacts can be used to help build up a picture of life in the past
- Explain how an event from the past has shaped our life today
- Start to present ideas based on my own research about a period studied
- Present, communicate and organise ideas about the past using different genres of writing

Sticky Knowledge for topic:

- The Anglo-Saxons were made up of three tribes: the Angles; Saxons; and Jutes
- The name ‘Angles’ eventually became ‘English’ and their land ‘Angle-land’, became England
- They came to Britain across the North Sea in the middle of the 5th century
- The Anglo-Saxons were fierce people who fought many battles (and each other!)
- Law and order brought in by the Anglo-Saxons
- The Anglo-Saxon period ended when the Normans conquered Britain in 1066

Generic Vocabulary:

Chronological order, Era, period,
BCE, CE, BC, AD, Millennium,
Thousands of years, Prehistory
Legacy, Archaeology,
Sources, Significance, Change, continuity,
First hand evidence, Second hand evidence, Oral
history, Myths and legends, museum

Topic Vocabulary:

Settlement, Long ships
Scots, King Arthur
Invasion, Raiding
Wessex
Kingdoms/Shires
Kent
Gaelic, Invasion, Conquest
Thane, Sutton, Mercia
East – Anglia Northumbria

Sequence:

- Anglo-Saxons were made up of three tribes: the Angles, Saxons and, Jutes.
- Invasions from Ireland to north Britain (now Scotland)
- How they settled looking at place names and village life.
- Children will also discuss how the Anglo-Saxons brought law and order to Britain.

Thinking Deeper:

Would Britain look different today if the Anglo Saxons hadn't invaded?

Possible books/resources:

- Anglo-Saxon Boy by Tony Bradman
- Beowulf by Micheal Morpergo
- Sir Gawain and the Green Knight by Michael Morpurgo
- The Sword in the Stone T. H . White

Links:

Subject Specific links – Geography – Looking at the different kingdoms of England and similarities and differences to today's, RE – Paganism, Gods and Goddesses, conversion to Christianity and links to modern day Christianity; English – Narrative writing (Beowulf)

Personal development/independence – Importance of religion in people's lives

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Cultural Capital – Development of churches and parishes that exist still today

Careers – Archaeologist, historian, archivist, curator, conservator, museum education officer

British Values – Knowing how Anglo-Saxons times have shaped our country and our religion today

Equality-

Community/outdoor learning- Visiting sites of Anglo-Saxon areas around school and how they have changed over time

Topic Question:

Who were the Romans and what did we learn from them?

National Curriculum Link:

The Roman Empire and its impact on Britain

Enrichment:

Malton Museum to do Roman themed day at school

Prior Learning:

Church, conflict, monarchy and settlements

Taught through Changes within Living memory and Significant People and Historical Events (Guy Fawkes, Grace Darling and Mary Anning)

Key Essential Skills and knowledge:

- Use books and the internet to find out more information about the past and know that there are different types of evidence sources
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- Use words and phrases like: past, present, earliest, latest, future, century, newest, oldest, modern
- Sequence dates, pictures, artefacts and events
- Recount the life of someone famous from the past
- Explain what a famous person in the past did to make the world a better place
- Recognise some similarities and differences between the past and the present
- Use historical vocabulary to write about the past
- Communicate knowledge about the past in a variety of ways

Sticky Knowledge for topic:

- The Roman invasion coincided with the Iron Age
- Who Julius Ceasar was
- Who was Boudicca
- The people who lived in Britain before the Roman invasion were called Celts, they lived in small villages or on farms in round houses with cone shaped roofs
- The Romans brought many developments and ideas to Britain which we still use today

Generic Vocabulary:

Research, Evidence, Historians, Archaeologists, Artefacts, diary, Primary sources, Opinion. Why? What? Where? When? How?

Topic Vocabulary:

Rise, Fall
Julius Caesar, Coliseum
Emperor
Chariot, Rome

Sequence:

- Julius Ceaser's attempted invasion in 55-54BC
- Romans invaded Britain
- Romanisation of Britain, such as the building of Roman roads and bathhouses.
- Boudicca
- Hadrian's wall - the reason it was built.

Thinking Deeper:

What might Britain look like today if the Romans had never invaded?

Possible books/resources:

- Roman Soldiers Handbook, You wouldn't want to be a Roman Soldier
- Roman Invasion by Jim Edridge
- The Thieves of Ostia by Caroline Lawrence
- So you think you've got it bad? A kids life in Ancient Rome by Chae Strathie

Links:

Subject Specific links – non-chronological reports, geography – mapping the rise and expansion of the Roman Empire across the world and areas of settlement within the UK

Personal development/independence –

SMSC – Discussing the impacts of the Roman invasion. Was it a good outcome for this country?

Cultural Capital – Roman art and architectural influences continue to this day.

Careers – Archaeologist, Historian, Museum Learning Team Member

British Values – Shared norms and values, belonging, first welfare systems introduced by Romans to feed the poor

Equality- Slavery in full force at this time.

Community/outdoor learning- Forest school activities such as roman numerals and creating famous buildings with natural resources

Topic Question:

Who were the Romans and what did we learn from them?

National Curriculum Link:

The Roman Empire and its impact on Britain

Enrichment:

Malton Museum to do Roman themed day at school

Prior Learning:

Church, conflict, monarchy and settlements

Taught through Changes within Living memory and Significant People and Historical Events and Year B history plan.

Key Essential Skills and knowledge:

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- Use a timeline, including when dates are further apart, related to the unit being studied and passing of time
- Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini)
- Identify key changes over a period of time and give reasons for those changes
- Explain how historic events and artefacts can be used to help build up a picture of life in the past
- Explain how an event from the past has shaped our life today
- Start to present ideas based on my own research about a period studied
- Present, communicate and organise ideas about the past using different genres of writing

Sticky Knowledge for topic:

- The Roman invasion coincided with the Iron Age
- Julius Ceasar led the first (unsuccessful) Roman invasion on Britain in 55BC
- Emperor Claudius arrived in Britain in AD43. It took many years to gain control of Britain as many tribes fought back
- The Iceni tribe (led by Boudica) resisted Roman rule
- The people who lived in Britain before the Roman invasion were called Celts, they lived in small villages or on farms in round houses with cone shaped roofs
- The Romans brought many developments and ideas to Britain which we still use today

Generic Vocabulary:

Chronological order, Era, period,
BCE, CE, BC, AD, Millennium,
Thousands of years, Prehistory
Legacy, Archaeology,
Sources, Significance, Change, continuity,
First hand evidence, Second hand evidence, Oral
history, Myths and legends, museum

Topic Vocabulary:

Rise, Fall
Julius Caesar, Coliseum
Emperor
Chariot, Rome
Achievement, Invasion
Barbarian, Emperor
Gladiator
Hadrian's Wall
Boudica

Sequence:

- Julius Ceaser's attempted invasion in 55-54BC
- Romans invaded Britain
- Romanisation of Britain, such as the building of Roman roads and bathhouses.
- Boudicca
- Hadrian's wall - the reason it was built.

Thinking Deeper:

What might Britain look like today if the Romans had never invaded?

Possible books/resources:

- Roman Soldiers Handbook, You wouldn't want to be a Roman Soldier
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Links:

Subject Specific links – non-chronological reports, geography – mapping the rise and expansion of the Roman Empire across the world and areas of settlement within the UK

Personal development/independence –

SMSC – Discussing the impacts of the Roman invasion. Was it a good outcome for this country?

Cultural Capital – Roman art and architectural influences continue to this day.

Careers – Archaeologist, Historian, Museum Learning Team Member

British Values – Shared norms and values, belonging, first welfare systems introduced by Romans to feed the poor

Equality- Slavery in full force at this time.

Community/outdoor learning- Forest school activities such as roman numerals and creating famous buildings with natural resources

Year 2 History – Stone Age to Iron Age		Summer Term B
Topic Question: Who first lived in Britain?		
National Curriculum Link: Changes in Britain from the Stone Age to the Iron Age		
Prior Learning: Church, conflict, monarchy and settlements Taught through Changes within Living memory and Significant People and Historical Events (Guy Fawkes, Grace Darling and Mary Anning)		
Key Essential Skills and knowledge: <ul style="list-style-type: none"> • Use books and the internet to find out more information about the past and know that there are different types of evidence sources • Compare versions of a past event and distinguish between fact and fiction • Choose sources and select evidence to say how it can be used to find out about the past • Use words and phrases like: past, present, earliest, latest, future, century, newest, oldest, modern • Sequence dates, pictures, artefacts and events • Recount the life of someone famous from the past • Explain what a famous person in the past did to make the world a better place • Recognise some similarities and differences between the past and the present • Use historical vocabulary to write about the past • Communicate knowledge about the past in a variety of ways 		
Sticky Knowledge for topic: <ul style="list-style-type: none"> • There were very few Britons in the Stone Age. They were hunter gatherers who were often nomadic meaning they travelled from place to place to find food. • In the Bronze Age, Britons built monuments such as Stone Henge and barrows (burial mounds) • Bronze Age Britons farmed the land and began to grow crops in fields 		
Generic Vocabulary: Research, Evidence, Historians, Archaeologists, Artefacts, diary, Primary sources, Opinion. Why? What? Where? When? How?		Topic Vocabulary: Ancestors ,Neolithic, Palaeolithic Settlement Britons Druid Tribe , Tribal, Hunter gatherers Bronze/iron/stone age, Skara Brae Hillfort Conquest, Briton, Emperor Hadrian Stonehenge
Sequence: <ul style="list-style-type: none"> • Who first lived in Britain and how they lived • Farming • They may also study Bronze Age religion, technology and travel or the Iron Age hill forts: tribal kingdoms, farming, art and culture. Children will look at Stonehenge and Skae Brae (links to science: Rocks and Soil). They could look at how Stone Age people survived. 		
Thinking Deeper: What is Stonehenge and why is it so important?		
Possible books/resources: <ul style="list-style-type: none"> • Stone Age Boy by Satoshi Kitamura 		

- Ug: Boy Genius of the Stone Age by Raymond Briggs
- Stig of the Dump by Clive King
- The First Drawing by Mordicai Gerstein

Links:

Subject Specific links – Geography – discoveries of artefacts and evidence from around the world and within the UK

Personal development/independence –

SMSC – RE – early forms of religion and rituals

Cultural Capital – raising aspiration: understanding the origins of farming and its importance for society still today

Careers – importance of farming and food production

British Values – understanding how society has developed over time

Topic Question:

Who first lived in Britain?

National Curriculum Link:

Changes in Britain from the Stone Age to the Iron Age

Prior Learning:

Church, conflict, monarchy and settlements

Taught through Changes within Living memory and Significant People and Historical Events and Year B history plan.

Key Essential Skills and knowledge:

- Investigate different accounts of historical events and explain why they might be different
- Research what it was like in a given period of history and present my findings to an audience
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- Plot events on a timeline using centuries
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- Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini)
- Identify key changes over a period of time and give reasons for those changes
- Explain how historic events and artefacts can be used to help build up a picture of life in the past
- Explain how an event from the past has shaped our life today
- Start to present ideas based on my own research about a period studied
- Present, communicate and organise ideas about the past using different genres of writing

Sticky Knowledge for topic:

- There were very few Britons in the Stone Age. They were hunter gatherers who were often nomadic meaning they travelled from place to place to find food.
- In the Bronze Age, Britons built monuments such as Stone Henge and barrows (burial mounds)
- Bronze Age Britons farmed the land and began to grow crops in fields

Generic Vocabulary:

Chronological order, Era, period, BCE, CE, BC, AD, Millennium, Thousands of years, Prehistory, Legacy, Archaeology, Sources, Significance, Change, continuity, First hand evidence, Second hand evidence, Oral history, Myths and legends, museum

Topic Vocabulary:

Ancestors ,Neolithic, Palaeolithic Settlement
Britons Druid
Tribe , Tribal, Hunter gatherers
Bronze/iron/stone age, Skara Brae Hillfort
Conquest, Briton, Emperor Hadrian Stonehenge

Sequence:

This topic allows children to understand who first lived in Britain and how they lived. Children will explore how they farmed and how we know this. They may also study Bronze Age religion, technology and travel or the Iron Age hill forts: tribal kingdoms, farming, art and culture. Children will look at Stonehenge and Skae Brae (links to science: Rocks and Soil). They could look at how Stone Age people survived.

Thinking Deeper:

What is Stonehenge and why is it so important?

Possible books/resources:

- Stone Age Boy by Satoshi Kitamura
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Cultural Capital – raising aspiration: understanding the origins of farming and its importance for society still today

Careers – importance of farming and food production

British Values – understanding how society has developed over time