



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 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 To define the 'Stone Age' and its different periods. 2 To use sources to identify distinctive features of the two time periods. 3 To compare change between the Neolithic period and earlier periods. 4 To know about life in Neolithic times from investigating historical and archaeological sources. 5 To provide valid reasons for the existence of monuments. 6 To perform a role play showing the extent of change during the Stone Age. 	<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 To understand the importance of improvements made by using bronze. 2 To use sources to find out more about life in the Bronze Age. 3 To reach a conclusion about the scale of the achievements made in the Iron Age. 4 To make a comparison between home life in the Bronze Age and the Iron Age. 5 To understand the dangers faced in Bronze and Iron Age Britain. 6 To reach an overall judgement comparing the Bronze Age to 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 To understand what makes a building special. 2 To understand that there are a diverse range of reasons why buildings are listed. 3 To reach a decision on whether a building is worth saving. 4 To campaign for an 'at risk' building. 5 To campaign for an 'at risk' building. 6 To produce a creative response to our campaign buildings to show at an exhibition. <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 the 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 2	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"> To understand the reasons why the Romans wanted to invade and settle in Britain. To understand why the Romans were able to defeat the Celts. To consider the life of a Roman soldier on Hadrian's Wall. To consider whether Roman roads were a positive development. Use evidence to find out about what life was like in a Roman town, Aqua Sulis - trip to Bath To use evidence to re-enact experiences of the Roman Army - Roman Day 	<p>Crime and Punishment</p> <p>How has crime and punishment changed over time?</p> <ol style="list-style-type: none"> To develop a timeline of the main periods in British history. To understand how and why laws and punishments change over time. To explain how attitudes to crime have changed over time. To understand how and why the police force has changed over time. To understand that views on what is a punishment have changed over time. To understand how and why attitudes to the suffragettes have changed over time. 	<p>The Ancient Egyptians</p> <p>How much did the Ancient Egyptians achieve?</p> <ol style="list-style-type: none"> To identify reasons why the ancient Egyptians are considered a successful civilisation. To understand types of evidence that can be used to reach conclusions about ancient Egyptian life. To understand how different groups of people contributed to Ancient Egyptian achievements. To reach conclusions about the Ancient Egyptian people through studying the pyramids. To understand ancient Egyptian beliefs about creation and the afterlife. To identify the most important achievements of the Ancient Egyptians - Egyptian Day <p><i>(Create an Ancient Egyptian time capsule)</i></p>
TRIPS/VISITS	Roman baths - Bath	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
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>