

# Lower Key Stage 2 History Curriculum Overview 2021 - 2022



## Children should be taught about:

- 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.

Year 3			
<p><b>Stone, Bronze and Iron Age Britain:</b> Prior to this unit pupils will have studied objects and places that are familiar to them such as toys, transport and travel and the seaside as well as significant people in the British Monarchy from 1066 to the present day and the significant event, the Great Fire of London, to develop an understanding the past. This is the first history unit of KS2 and the first unit of British history. The unit begins approximately 3000 years ago, before written records began.</p> <p>Following this unit, pupils will continue to study British history in chronological order until 1066: The Roman Empire, Anglo-Saxons and Scots, Vikings and Anglo-Saxons.</p> <p><b>Ancient Greeks:</b> This is the first unit where pupils will study another civilisation. Pupils will be able to make contrasts between this unit and prehistoric Britain. This unit has been placed before the Romans as the Romans were heavily influenced by the Greeks. This unit is also placed after the study of Europe, so pupils have some contextual understanding of where Greece is.</p> <p>Following this unit pupils will go on to study other world civilisations and peoples: The Maya, Baghdad in AD900 and the Ancient Egyptians.</p>			
Unit/Term	Autumn 1	Spring	Summer 2
	<p><b>Stone, Bronze and Iron Age Britain</b></p> <p><i>‘When do you think it was better to live – the Stone Age, Bronze Age or Iron Age?’</i></p> <p><b>Scope:</b> Pupils will study the changes in Britain from the Stone Age to the Iron Age to develop their chronological understanding of British history. Pupils will acquire historical knowledge whilst developing their use of historical concepts to build up a picture of Britain's past.</p>	<p>Units about world civilizations have been linked to the geographical studies of continents focussed on in each year group. Spring Geography Units: Europe enables pupils to have a contextual understanding of where Greece is for the History unit in Summer 2</p>	<p><b>Ancient Greeks</b></p> <p><i>Who were the ancient Greeks and how have they influenced our lives today?</i></p> <p><b>Scope:</b> Pupils will study the achievements of the Ancient Greek civilisation, identifying their influence on the western world. Pupils will study Ancient Greece in depth, acquiring historical knowledge whilst developing their use of historical concepts to draw comparison with other civilisations studied</p>

Historical Investigation	<b>Historical Enquiry -</b> asking/ answering key questions	<ul style="list-style-type: none"> <li>• What was life like in early Stone Age Britain?</li> <li>• How did life change within the Stone Age?</li> <li>• How did life change in Bronze Age Britain?</li> <li>• How did life change in Iron Age Britain?</li> <li>• What does Stonehenge tell us about prehistoric Britain?</li> <li>• How does prehistoric Britain compare to some of the earliest world civilizations?</li> </ul>		<ul style="list-style-type: none"> <li>• How do we know about first civilisations in ancient Greece?</li> <li>• How was ancient Greece organised?</li> <li>• What was the Golden Age of Greece?</li> <li>• How did Athens and Sparta become important city-states?</li> <li>• Who was Alexander the Great?</li> </ul> What were the lasting achievements of the ancient Greeks?
Chronological Understanding	<b>Chronology</b> — including duration/ interval/ Overlap	Compare duration of ages on a timeline		Plot key time periods, events and people on a timeline and World Map
Historical Knowledge and Historical Concepts	<b>Characteristic features</b> – of period/society studied	<b>Core Knowledge:</b> How Stone Age people lived and who the people were.  Farming and a study of Skara Brae		<b>Core Knowledge:</b> Learn about the first Greek civilizations – the Minoans and the Mycenae  Life in classical Greece.
	<b>Change/ Continuity</b> – Similarities and differences between ways of life at different times	Analysis of objects from Bronze Age and a comparison with the Stone Age  How Iron age people lived and comparison to Bronze Age		Learn that Ancient Greece was separated into different city-states – including Athens and Sparta.
	<b>Cause/ Consequence</b> – short and long term	Stonehenge – why it was built and how it was used		Learn about Greek democracy, the Olympics.
	<b>Significance</b> – short and long term Connections to local/national/ international Economy, politics, religion, military, social history	Identifying characteristics of a civilisation and comparing prehistoric Britain to Ancient Egypt, Shang Dynasty, Indus Valley and Ancient Sumer		Greek philosophers
	<b>Interpretation</b> – how and why			Consider the legacy of the Ancient Greeks on our lives today.

	contrasting views arise.			
Communicating and Presenting Historical Findings	Historical Vocabulary	<u>Chronological Vocabulary</u> Prehistory, Stone age, Bronze Age Iron Age, Paleolithic, Mesolithic, Neolithic Ice Age, Neolithic, BC		<u>Chronological Vocabulary</u> Dark Age, BC, Classical Period, Minoan, Mycenaean,
		<u>Key Topic Vocabulary</u> Flint, Doggerland, settlement, thatched Hunter gatherer, lowlands, flax , ploughing, wattle and daub, nomadic, farmer, Bronze, Copper, defend, hillfort, roundhouse, Celtic, Torc, Druids, sacrifice, Stonehenge, monument, Sarsens, Tonnes, Holy, burial, archaeological, Caerwent, site, sources, artefacts		<u>Key Topic Vocabulary</u> Gaul civilisation, Mycenae, tholos, city-state, empire, Athens, Sparta polis, acropolis, heir, monarchy, Alexander the Great, tyranny, oligarchy, democracy. Ekklesia, Boule, Dikasteria, Parthenon, triremes, alliances, conquest, diplomacy, Hippocratic oath, Socratic method, philosophy, Socrates, Plato, Aristototle, Hippocrates
		<u>Wider Topic Vocabulary</u> Records, Evidence, agriculture, tamed, raking, pottery, weave, metalworking, melted, alloy, tin, rare, precious, wealthy, trade, tribal, language, culture, Romans, festivals, significant, construction, Arches, mystery, theories, healing, calendar, reconstructions, remains		<u>Wider Topic Vocabulary</u> Excavated, fresco, labyrinth, architecture, revolted, allies, retaliated, surrendered, truce, integrate, fragmented, phalanx, dialogue, ethics, geometry, enquiry
		Year 3 Term 1	Year 3 Term 2	Year 3 Term 3
	Children above ARE			
	End of Year ARE (may need to refer to KS1 overview for Year 2 ARE)	Characteristic features <ul style="list-style-type: none"><li>• Can describe main features associated with the period/civilisation studied, mostly using period specific language</li></ul> Continuity/Change <ul style="list-style-type: none"><li>• Can describe some changes in history over time and identify some things which stayed the same</li></ul> Significance <ul style="list-style-type: none"><li>• Understands that events, people and developments are considered significant if they resulted in change (that had consequences for people at the time and/or over time)</li></ul> Enquiry <ul style="list-style-type: none"><li>• Can describe in simple terms how sources reveal important information about the past</li><li>• Recognises that the absence of certain types of sources can make it more difficult to draw conclusions.</li></ul>		Characteristic features <ul style="list-style-type: none"><li>• Can describe main features associated with the period/civilisation studied, mostly using period specific language</li></ul> Continuity/Change <ul style="list-style-type: none"><li>• Can describe some changes in history over time and identify some things which stayed the same</li></ul> Significance <ul style="list-style-type: none"><li>• Understands that events, people and developments are considered significant if they resulted in change (that had consequences for people at the time and/or over time)</li></ul> Enquiry <ul style="list-style-type: none"><li>• Can describe in simple terms how sources reveal important information about the past</li><li>• Recognises that the absence of certain types of sources can make it more difficult to draw conclusions.</li></ul>
	Children below ARE			

	<div>Year 4</div> <div><p><b>Roman Invasions:</b> Prior to this unit, pupils should already have a secure understanding of British history from the Stone Age to the Iron Age. This unit picks up from the end of the Iron Age and expands pupils’ knowledge of Britain by following the timeline of the Roman conquest of Britain from the failed attempts by Julius Caesar in 55BC and 54BC to the Roman withdrawal in 410AD. Following this unit, pupils will study Roman Britain in depth before continuing to study British History chronologically through the Anglo-Saxons and Vikings until 1066.</p><p><b>Roman Britain:</b> Prior to this unit, pupils should already have a secure understanding of British history from the Stone Age to the Roman withdrawal in 410AD. This unit is a depth study into Roman Britain. It looks specifically at how the Romans influenced Britain and the legacy they left behind. Following this unit, pupils will continue to study British History chronologically through the Anglo-Saxons and Vikings until 1066.</p><p><b>Maya Civilisation:</b> This unit provides the opportunity to study a civilisation from another continent and expands their knowledge of those previously studied. This unit falls between geographical studies of North and South America which provide pupils with additional context. The unit provides pupils with an insight into what life was once like before European invaders. Prior to this unit, pupils will also have studied The Ancient Greeks. They will then go on to study other world civilisations and peoples: Baghdad in AD900 and the Ancient Egyptians.</p></div>			
Unit/Term	<div>Autumn 1</div> <div>Roman Invasions</div> <div>55BC-410AD</div> <div>Why did the Romans invade Britain and how successful were they?</div> <div>Scope: Pupils will study the Roman Empire and its impact on Britain to develop their chronological understanding of British history. Pupils will acquire historical knowledge whilst developing their use of historical concepts to build up a picture of Britain’s past</div>	<div>Autumn 2</div> <div>Roman Britain</div> <div>How have the Romans influenced our country and culture today?’</div> <div>Scope: Pupils will study the ‘Romanisation’ of Britain in depth. This unit provides pupils with an opportunity to explore Roman Britain on a local and national scale. Pupils will acquire historical knowledge whilst developing their use of historical concepts to build up a picture of Britain’s past</div>	<div>Spring</div> <div>Units about world civilizations have been linked to the geographical studies of continents focussed on in each year group. In Spring pupils study the geographical unit on the Amazon prior to the Historical unit on the Maya Civilisation. The geographical knowledge gained will support them in accessing this historical unit. In Summer 1</div>	<div>Summer 1</div> <div>Maya Civilisation</div> <div>Who were the Ancient Maya and how successful was their civilization?</div> <div>Scope: Pupils will study a non-European society that provides contrasts with British history. Pupils will study the Mayan civilization in depth, acquiring historical knowledge whilst developing their use of historical concepts to draw comparison with other civilisations studied</div>

Historical Investigation	<b>Historical Enquiry</b> - asking/ answering key questions	<ul style="list-style-type: none"> <li>Who were the Romans and why did Caesar want to invade Britain?</li> <li>Who were the tribal Britons and what happened when Claudius invaded?</li> <li>Why were the Roman military so successful in expanding Empire?</li> <li>Who was Boudicca and how did she challenge the Roman occupation?</li> <li>How did the Romans attempt to defend the land they had invaded whilst still conquering more?</li> <li>What caused the decline and fall of Roman Britain?</li> </ul>	<ul style="list-style-type: none"> <li>Who lived in Roman Britain?</li> <li>What was life like in a Roman town and how were those towns connected?</li> <li>What did the Romans believe and did they bring their beliefs to Britain?</li> <li>How did the Romans link Britain to the rest of the Roman Empire?</li> <li>What influence have the Romans had on our words and numbers?</li> <li>What can we learn from investigating an archaeological site?</li> </ul>		<ul style="list-style-type: none"> <li>When and where did the Ancient Maya live?</li> <li>What do we know about the Ancient Maya people and their cities?</li> <li>What did the Ancient Maya believe?</li> <li>Which foods did the Ancient Maya eat?</li> <li>What challenges do humans face living in each biome?</li> <li>What happened to the Ancient Maya people?</li> </ul>
	<b>Chronologica</b> – including duration/ interval/ Overlap	Place key dates and significant individuals eg Emperors on a timeline			Place the duration of the Maya Civilisation on a class timeline and World Map
Historical Knowledge and Historical Concepts	<b>Characteristic features</b> – of period/society studied	<b>Core Knowledge:</b> What the Roman Empire was and what happened to Julius Caesar when he tried to invade Britannia?	<b>Core Knowledge:</b> Who lived in Roman Britain – analysis of human remains that indicate the diversity of people living in Roman Britain		<b>Core Knowledge:</b> The Mesoamerica region - climate and conditions at the time
	<b>Change/ Continuity</b> – Similarities and differences between ways of life at different times	Who the Celts were and what happened to Claudius when he invaded in 41AD  The strength of the Roman military	What life was like in a Roman town and how those towns were connected – Roman town buildings, Roman bathhouse, Roman roads		How people lived - structure of Maya society  Ancient Maya beliefs How they wrote, counted and told the time
	<b>Cause/ Consequence</b> – short and long term	The resistance from Boudicca and her tribe  The building of Roman forts and Hadrian's Wall	Roman beliefs – Gods and Goddesses and Christianity  How the Roman's linked Britain to the rest of the Empire – trade and slave trade		Daily life – food and drink  The decline of the Maya – many factors including the arrival of European invaders
	<b>Significance</b> – short and long term Connections to local/national/ international Economy, politics, religion, military, social history	The causes of decline of Roman rule in Britain	Influence of the Romans on our words and numbers – Latin and Roman Numerals  What we can learn about Roman Britain from investigating an archaeological site – Caerwent?  (Possible trip to Roman palace – Fishbourne)		Descendants of Maya people
	<b>Interpretation</b> – how and why contrasting views arise.				

Communicating and Presenting Historical Findings	Historical Vocabulary	<p><u>Chronological Vocabulary</u> BC, AD, 27BC 55BC, 41AD, Century, 112AD, 410AD</p> <p><u>Key Topic Vocabulary</u> Britannia, empire, Gaul, Julius Caesar, Augustus, Claudius, Emperor, invasion, Mediterranean, province, Roman, atrebates, Catuvellauni, conquer, centurion, galea gladius, legion, legionary, pilum, scutum, tunic. Boudicca, Colchester, Iceni, London, Watling Street, Hadrian, Hadian's Wall, Agricola, barracks, Caledonia, fort, granary, latrines, Britannia Inferior, Britannia Superior, Honorius, Septimus Severus, Saxons</p> <p><u>Wider Topic Vocabulary</u> Roundhouse, settlement tribe, armour, army, auxiliary, general, rebel, St Albans, construct, Germanic</p>	<p><u>Chronological Vocabulary</u> BC, AD</p> <p><u>Key Topic Vocabulary</u> Gaul civilisation, burial site, remains, archaeologist, archaeology, ancestry, insulae, forum, basilica, amphitheatre, domus, bathhouse, polytheism, Druids, papyrus, stylus, Latin, Julian calendar, numerals, Caerwent</p> <p><u>Wider Topic Vocabulary</u> DNA, skull, bones, teeth, milestone, God, Goddess, attribute, sacred, ritual, Christianity, persecuted, trade, import, export, origins, slaves, currency, site, evidence, sources, reconstruction,</p>		<p><u>Chronological Vocabulary</u> BC, AD, centuries,</p> <p><u>Key Topic Vocabulary</u> Hunter-gatherer, archaeologist, city-states, civilisation, regions, European invaders, theories, artefacts, excavation, social hierarchy, priests, nobles, merchants, craftsmen, peasants, slaves, farmers, ceremonies, festivals, ancestors, carvings, sacrifices, codices, corn, cacao, forage, slash and burn, irrigation, terraces, currency, blowpipes, pellets, dams, glyphs, decipher, base-20, drought, natural disaster, climate change, colonised</p> <p><u>Wider Topic Vocabulary</u> Permanent, settlements, thriving, abandoned, king/queen, religion, farm, hunt, environment, poison, bark, leather, invaders, calendar, decline, flourish, warfare, population, greed, abandonment, disease, immunity</p>
		Year 4 Term 1	Year 4 Term 1		Year 4 Term 3
	Children above ARE				
	End of Year ARE (may need to refer to KS1 overview for Year 2 ARE)	<p>Characteristic features</p> <ul style="list-style-type: none"> <li>• Can give simple explanations that not everyone in the past lived in the same way</li> <li>• Consistently uses period specific language in explanations</li> </ul> <p>Continuity/Change</p> <ul style="list-style-type: none"> <li>• Can describe and give some examples of a range of changes at particular points in history while some things remained the same.</li> </ul> <p>Significance</p> <ul style="list-style-type: none"> <li>• Can identify how 'significance' reveals something about history or contemporary life.</li> </ul> <p>Cause and Consequence</p> <ul style="list-style-type: none"> <li>• Can describe with simple examples, different types of causes seeing the events</li> </ul>	<p>Characteristic features</p> <ul style="list-style-type: none"> <li>• Can give simple explanations that not everyone in the past lived in the same way</li> <li>• Consistently uses period specific language in explanations</li> </ul> <p>Continuity/Change</p> <ul style="list-style-type: none"> <li>• Can describe and give some examples of a range of changes at particular points in history while some things remained the same.</li> </ul> <p>Significance</p> <ul style="list-style-type: none"> <li>• Can identify how 'significance' reveals something about history or contemporary life</li> </ul> <p>Enquiry</p> <ul style="list-style-type: none"> <li>• Can describe and question the origins and purposes of sources using knowledge of periods and civilisations</li> </ul>		<p>Characteristic features</p> <ul style="list-style-type: none"> <li>• Can give simple explanations that not everyone in the past lived in the same way</li> <li>• Consistently uses period specific language in explanations</li> </ul> <p>Continuity/Change</p> <ul style="list-style-type: none"> <li>• Can describe and give some examples of a range of changes at particular points in history while some things remained the same.</li> </ul> <p>Cause and Consequence</p> <ul style="list-style-type: none"> <li>• Can describe with simple examples, different types of causes seeing the events happen for different reasons not just human action</li> </ul> <p>Enquiry</p> <ul style="list-style-type: none"> <li>• Can describe and question the origins and purposes of sources using knowledge of periods and civilisations</li> <li>• Ask perceptive questions</li> </ul>

	happen for different reasons not just human action	<ul style="list-style-type: none"><li>• Ask perceptive questions</li><li>• Knows how to find, select and utilise suitable information and sources to formulate and investigate hypothesis</li></ul>		<ul style="list-style-type: none"><li>• Knows how to find, select and utilise suitable information and sources to formulate and investigate hypothesis</li></ul>
Children below ARE				