



History Phase Overview LKS2



Cycle A

Chronology and Causation	Interpretation and Significance	Historical Enquiry
C1 Begin to understand that the past is divided into different named periods of time	I1 Observe and use pictures, photographs and artefacts to find out about the past.	H1 Use a variety of sources to collect information about the past
C2 Be able to use dates to explain British, local and world history.	I2 Start to use stories or accounts to distinguish between fact and fiction.	H2 Suggest sources of evidence from a selection to help answer questions and say how it can be used to find out about the past
C3 Start using a timeline that identifies different centuries.	I3 Explain that there are different types of evidence and sources that can be used to help represent the past.	H3 Explain that there are different types of evidence and sources that can be used to help represent the past
C5 Put artefacts or information in chronological order from a long time ago	I4 Investigate different accounts of historical events and explain some of the reasons why the accounts may be different	H4 Use a range of sources to collect information about the past
C6 Understand that significant discoveries or inventions created much change the lives of people eg. the wheel or iron ore	I5 To begin to talk about the impact of a past action on our lives today	H5 Construct informed responses about one aspect of life
C7 Know how some historical events/periods occurred concurrently in different locations eg. Indus Valley and Ancient Egypt	I6 To be able to talk about similarities and differences between different times in the past according to the periods of history studied	



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Cycle A

<u>Autumn</u> <u>How did Britain change between the beginning of the Stone Age and the end of the Iron Age?</u>	<u>Spring</u> <u>How did Stafford grow to be a vital area of trade?</u>	<u>Summer</u> <u>Why was the Ancient Egyptian Civilisation ahead of its time?</u>
C1, C2, C3, C4, C5, C6, C7, I1, I2, I3, I4, I5, I6. H1, H2, H3, H4, H5	C1, C2, C3, C5, I1, I2, I3, I5, H1, H2, H3, H4, H5	C1, C2, C4, C5, C6, I1, I2, I3, I4, I5 I6, H1, H2, H3, H4, H5
Subject Specific Vocabulary		
Hunter-gatherers, settlement, Iron Age forts, Skara Brae, Stonehenge, archaeologists	Stafford, Staffordshire, trade, motorways, travel network, canals, rail network	Pharaohs, pyramid, hieroglyphs, vizier, sarcophagus, papyrus, River Nile
I will ...		
<ul style="list-style-type: none"> Know that Britain changed between the beginning of The Stone Age and the end of The Iron Age Recognise the importance of the invention of the wheel, the discovery of iron-ore and the creation of iron age hill forts Know what is meant by hunter-gatherer 	<ul style="list-style-type: none"> Know about the town of Stafford and its trading origins Know how transport links changed how Stafford was able to trade to other parts of the country and worldwide Know how Stafford became a key commuter town Know how trade and industry in Stafford has changed over time Know about people from Stafford that have influenced society 	<ul style="list-style-type: none"> Know that there were advanced civilizations 3,000 years ago and know that Britain was not one of them (Ancient Sumer, Indus Valley, Shang Dynasty of China, Ancient Egypt) Know about the link between Ancient Egyptians and slavery Know why the Pharaohs were so powerful Know why the pyramids were created Know about how the Ancient Egyptians were influenced by their Gods



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Cycle B

Chronology and Causation	Interpretation and Significance	Historical Enquiry
C1 Able to place events, people and changes of British, local and world history on a timeline	I1 Appreciate the difference between primary and secondary sources of evidence	H1 Recognise the impact that bias has on historical events
C2 Accurately set out different events onto a timeline	I2 Use a range of sources to collect information about the past	H2 Know that historical recounts are prone to exaggeration
C3 Appreciate that some major events in the past caused a major change to the British landscape eg. Roman occupation, industrial revolution	I3 Construct informed responses about one aspect of life	H3 Look at more than two versions of the same event or story in history and identify differences
C4 Sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart		H4 Investigate different accounts of historical events and explain some of the reasons why the accounts may be different
C5 Use a timeline in relation to the unit being studied		H5 Begin to talk about the impact of a past action on our lives today
C6 Use words and phrases eg. century, decade		H6 Talk about similarities and differences between different times in the past according to the periods of history studied

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<u>Autumn</u> <u>What lessons have we learnt from The Great Plague?</u>	<u>Spring</u> <u>How did the Roman Occupation change the future of Britain?</u>	<u>Summer</u> <u>When and why did we create the British Empire?</u>
C1, C2, C3, C4, C5, I1, I2, I3, H2, H3, H4, H5	C1, C2, C3, C4, C5, C6, I1, I2, I3, H1, H2, H5, H6	C1, C2, C3, C4, C5, C6, I1, I2, I3, H1, H3, H4, H5
<u>Subject Specific Vocabulary</u>		
Merchant ships, infection, plague pits, hygiene, plague doctor (the quack), Eyam, medicine	Centurian, Londinium, invade, aqueduct, senate	Empire, mother country, Commonwealth, colony, slavery, empire on which the sun never sets
<u>I will</u>		
<ul style="list-style-type: none"> • Know that The Plague was stopped by the Great Fire of London • Know how and where the plague spread • Know how people believed it could be cured • Know that the rich and poor were affected quite differently by the plague and why • Know the impact of the plague on London (and the wider society) • Know what we have learnt about infection and disease since the time of the plague 	<ul style="list-style-type: none"> • Know why the Romans came to Britain • Know what the Romans did to improve Britain • Know why many Britons were opposed to the Roman occupation • Know why the Romans left Britain 	<ul style="list-style-type: none"> • Know what we mean by the British Empire • Know many of the main countries that were part of the British Empire • Know how the British Empire came into being • Know about the positive and negative associated with the British empire