

## Danson Primary School - History KS2

	Year 3	Year 4	Year 5	Year 6
<b>Period of History:</b>	<b>Stone Age to Iron Age</b> <b>The Romans</b>	<b>Ancient Egypt</b> <b>Anglo Saxons &amp; Vikings</b>	<b>Ancient Maya</b> <b>Crime and Punishment</b>	<b>Ancient Greece</b> <b>World War II</b>
<b>Themes:</b>	Society and Community Exploration and Invasion Power	Society and Community Exploration and Invasion Power	Society and Community Exploration and Invasion Power Conflict and Disaster	Society and Community Exploration and Invasion Power Conflict and Disaster
<b>Substantive concepts:</b>	<b>Stone Age to Iron Age</b> Migration, Settlement, Trade, Civilisation, Industry <b>The Romans</b> Civilisation, Trade, Settlement, Empire, Monarchy, Rebellion	<b>Ancient Egypt</b> Civilisation, Trade, Settlement, Empire, Monarchy, Rebellion <b>Anglo Saxons and Vikings</b> Migration, Trade, Monarchy, Settlement, Rebellion	<b>Ancient Maya</b> Civilisation, Trade, Settlement, Empire, Monarchy <b>Crime and Punishment</b> Empire, Monarchy, Civilisation, Rebellion	<b>Ancient Greece</b> Civilisation, Trade, Settlement, Empire, Monarchy <b>World War II</b> Empire, Monarchy, Civilisation, Rebellion
<b>Overall Enquiry Question:</b>	How did daily life change in Britain from the Stone Age to the Iron Age?  How did the Roman Empire impact Britain?	What were the greatest achievements of Ancient Egypt?  How did England change during the settlement of the Anglo-Saxons and Vikings?	What similarities and differences are there between the Maya civilisation and England from the 8 <sup>th</sup> to the 10 <sup>th</sup> century?  How has crime and punishment changed over time in Britain?	What were the greatest achievements of Ancient Greece?  Why was the Battle of Britain a significant turning point for the United Kingdom in World War II?
<b>Substantive knowledge:</b>	<ul style="list-style-type: none"> <li>• I know the three key time periods of the Stone Age.</li> <li>• I know what life was like in the Palaeolithic and Mesolithic ages.</li> <li>• I know about the Neolithic age and the key changes that took place up to the Bronze Age.</li> <li>• I know who the beaker people were.</li> <li>• I know how the Bronze age developed into the Iron Age.</li> <li>• I know what roundhouses are.</li> <li>• I know what hillforts are.</li> <li>• I know how early Rome grew to become the Roman Empire.</li> <li>• I know who was in charge of the Roman Empire.</li> <li>• I know the events which led to Emperor Claudius invading Britain.</li> <li>• I know how Roman settlements compared to Celtic villages.</li> <li>• I know who Boudicca was and why she took revenge on the Romans.</li> </ul>	<ul style="list-style-type: none"> <li>• I know about the main ancient civilisations around the world such as the Ancient Egyptians, Shang Dynasty, Indus Valley and Ancient Sumer.</li> <li>• I know what life was like in early Egypt.</li> <li>• I know that hieroglyphics were an ancient writing system developed by the Egyptians.</li> <li>• I know about some key Ancient Egyptian gods.</li> <li>• I know what the Ancient Egyptians believed about the afterlife.</li> <li>• I know how and why the pyramids were built.</li> <li>• I know what changes took place from the Old Kingdom to the New Kingdom.</li> <li>• I know who Ramses II was.</li> <li>• I know how the Egyptian empire ended.</li> <li>• I know what life was like in England at the end of the 4<sup>th</sup> century.</li> <li>• I know how life changed following the fall of the Roman Empire.</li> <li>• I know why the Angles, Saxons and Jutes settled in Britain.</li> </ul>	<ul style="list-style-type: none"> <li>• I know where the Maya lived.</li> <li>• I know what made the Maya civilisation so successful.</li> <li>• I know what the Maya people were like and what their beliefs were.</li> <li>• I know how the Maya were ruled.</li> <li>• I know how Anglo-Saxon Britain was ruled and how this compared to the Maya.</li> <li>• I know about the Maya city-states and how they compared to Anglo-Saxon Kingdoms.</li> <li>• I know how the abandonment of the Southern Maya lowlands helped the Northern city-states survive.</li> <li>• I know who was involved in the power struggle in England between the 8<sup>th</sup> and 10<sup>th</sup> century and can make comparisons to what happened in the Maya region.</li> <li>• I know what crime and punishment is.</li> <li>• I know what crime and punishment was like in Roman Britain.</li> <li>• I know what crime and punishment was like in the Anglo-Saxon period.</li> </ul>	<ul style="list-style-type: none"> <li>• I know about the Ancient Greeks from around 3000 BCE to the death of their ruler, Alexander the Great, in around 330 BCE.</li> <li>• I know how archaeologists, including Sir Arthur Evans, were able to excavate and interpret evidence from Ancient Greek times.</li> <li>• I know about the Minoans and how they developed a system of trading.</li> <li>• I know what life was like in both Athens and Sparta and can describe similarities and differences.</li> <li>• I know about how the city-states overcame the Persian invasion and how life changed after the Persians retreated.</li> <li>• I know about life in Ancient Greece under the rule of King Phillip II and subsequently, Alexander the Great.</li> <li>• I know about some of the greatest achievements of the Ancient Greeks and how their legacy remains today.</li> </ul>

	<ul style="list-style-type: none"> <li>● I know how the Romans protected their land and how we know this.</li> <li>● I know what happened in the final years of the Roman Empire.</li> <li>● I know how the Roman Empire impacted Britain.</li> </ul>	<ul style="list-style-type: none"> <li>● I know how Anglo-Saxon Britain was ruled after the settlement of the Angles, Saxons and Jutes.</li> <li>● I know how the Anglo-Saxons kept control of their kingdoms.</li> <li>● I know who the Vikings were and why they carried out raids.</li> <li>● I know where the Vikings settled and how we know this.</li> <li>● I know how Anglo-Saxon life changed following the arrival of the Vikings.</li> </ul>	<ul style="list-style-type: none"> <li>● I know what crime and punishment was like in the Tudor period.</li> <li>● I know what crime and punishment was like in the Stuart period.</li> <li>● I know what crime and punishment was like in the Victorian period.</li> <li>● I know how the police force developed through the 20<sup>th</sup> century.</li> <li>● I know how crime and punishments today compare with the past.</li> </ul>	<ul style="list-style-type: none"> <li>● I know what life is like in modern Germany and what life was like in Nazi-Germany.</li> <li>● I know about Hitler and how he became leader of Germany.</li> <li>● I know how Europe was ruled prior to the start of World War II.</li> <li>● I know about Hitler expanding Germany and the events which led to the start of World War II.</li> <li>● I know how my local area was impacted by events in World War II.</li> <li>● I know how Britain secured victory in World War II.</li> </ul>
<b>Historical Skills – Disciplinary Knowledge</b>				
<b>Chronology</b>	<ul style="list-style-type: none"> <li>● I can place ages in order of time and understand the meaning of their names.</li> <li>● I can place artefacts within their correct age.</li> <li>● With support, I can use the terms BCE/BC and CE/AD.</li> <li>● I can place events, artefacts and historical figures on a timeline, using dates.</li> </ul>	<ul style="list-style-type: none"> <li>● I can use the terms BCE/BC and CE/AD with increasing confidence.</li> <li>● I can place events, artefacts and historical figures on a timeline using dates and time (BCE/BC and CE/AD)</li> <li>● I can discuss the main changes within a period of history using a timeline.</li> <li>● I can use timelines to compare what was happening in Britain during the time of Ancient Egypt.</li> </ul>	<ul style="list-style-type: none"> <li>● I can use dates accurately in describing events and people.</li> <li>● I can use terms, including BCE/BC and CE/AD, accurately in describing events and people.</li> <li>● I can describe the main changes across periods of history using a timeline.</li> </ul>	<ul style="list-style-type: none"> <li>● I can use dates and terms accurately in describing events, making connections with other periods of history I have learnt about.</li> <li>● I can create an accurate timeline using dates and terms accurately.</li> <li>● I can create an accurate timeline to describe the main changes in a period of history.</li> </ul>
<b>Evidence and Interpretation</b>	<ul style="list-style-type: none"> <li>● I can observe evidence to ask about the past and come to conclusions based on what I have seen.</li> <li>● I can explain how we find prehistoric evidence.</li> <li>● I can use archaeological evidence and talk about the limitations of what can and can't be excavated.</li> <li>● I can use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</li> <li>● I can begin to understand how to select sources that are able to answer questions we want to find the answer to.</li> </ul>	<ul style="list-style-type: none"> <li>● I can use more than one suitable source for historical enquiry.</li> <li>● I can use recounts written at the time as sources of evidence.</li> <li>● I can use a variety of sources of evidence to deduce information about the Saxons and Vikings.</li> <li>● I can use a variety of sources of evidence to deduce information about the Ancient Egyptians.</li> <li>● I can discuss whether the evidence is reliable and explain why.</li> </ul>	<ul style="list-style-type: none"> <li>● I can use sources of evidence to deduce information about the Ancient Maya.</li> <li>● I can use sources of information to form conclusions about the past referring to the evidence.</li> <li>● I can analyse a wide range of evidence in order to for historical interpretations.</li> <li>● I can explain the difference between primary and secondary sources and use both to find out about the past.</li> <li>● I can evaluate the usefulness and reliability of sources.</li> </ul>	<ul style="list-style-type: none"> <li>● I can explain how we know about the Ancient Greeks and use sources of evidence and inference skills to deduce information about them.</li> <li>● I can use sources of information to form hypotheses about the past.</li> <li>● I can explain that no single source of information gives the full answer to questions about the past.</li> <li>● I can use a range of primary and secondary sources explaining the difference between the two types of source and their reliability.</li> <li>● I can use evidence to support and refute ideas about the past.</li> </ul>
<b>Cause and Consequence</b>	<ul style="list-style-type: none"> <li>● I can suggest causes and consequences of key events within prehistory.</li> <li>● I can suggest and evaluate causes and consequences of some of the main</li> </ul>	<ul style="list-style-type: none"> <li>● I can suggest causes and consequences of some of the main events within Ancient Egypt.</li> </ul>	<ul style="list-style-type: none"> <li>● I can describe causes of events and their consequences in Ancient Maya.</li> <li>● I can describe the social causes of crime across a range of periods of history.</li> </ul>	<ul style="list-style-type: none"> <li>● I can describe some of the causes and consequences of World War 2 and use evidence to support my answers.</li> </ul>

	events and changes in Britain when the Romans invaded.	<ul style="list-style-type: none"> <li>● I can explain how the Egyptian Empire ended.</li> <li>● I can explain how the struggles of the Roman Empire at the end of the 4<sup>th</sup> century caused England to become vulnerable to attack.</li> <li>● I can describe causes of invasion in Britain and what the consequences were.</li> </ul>	<ul style="list-style-type: none"> <li>● I can describe the consequences of crimes across a range of periods of history.</li> </ul>	<ul style="list-style-type: none"> <li>● I can explain the causes and consequences of some of the main events and changes in Ancient Greece and use evidence to support my answers.</li> </ul>
<b>Change and Continuity</b>	<ul style="list-style-type: none"> <li>● I can explain what stayed the same and what changed between the Palaeolithic and Mesolithic.</li> <li>● With support, I can begin to explain the concept of change over a long period of history.</li> <li>● I can explain the concept of change over time, when the Romans arrived in Britain.</li> <li>● With support, I can use some historical vocabulary to discuss changes within a period of history.</li> </ul>	<ul style="list-style-type: none"> <li>● I can explain the concept of change over a long period of time.</li> <li>● I can explain what changed and what continued over time when the Anglo-Saxons and Vikings settled in Britain and represent this with evidence.</li> <li>● I can use historical vocabulary when discussing change and continuity within a period of history.</li> </ul>	<ul style="list-style-type: none"> <li>● I can explain the concepts of continuity and change over time.</li> <li>● I can identify changes in crime and punishment and analyse why these changes happened.</li> <li>● I can explain what has changed and what has stayed the same from the past to the present day.</li> <li>● I can use appropriate historical vocabulary to communicate change and continuity.</li> </ul>	<ul style="list-style-type: none"> <li>● I can explain the concept of change over time and represent this with evidence.</li> <li>● I can explain the concept of continuity over time and represent this with evidence.</li> <li>● I can explain specifically what changed and what stayed the same in a significant period of history and the impact this had.</li> <li>● I can use increasingly complex historical vocabulary such as dictatorship, fascism, communism and supremacy to communicate change and continuity.</li> </ul>
<b>Similarity and Difference</b>	<ul style="list-style-type: none"> <li>● I can describe similarities and differences between the Stone Age, Bronze Age and Iron Age.</li> <li>● I can explain the differences between Roman settlements and Celtic villages.</li> <li>● I can describe different accounts of a historical event, explaining some of the reasons why the accounts may differ (Boudicca).</li> </ul>	<ul style="list-style-type: none"> <li>● I can make comparisons between ancient civilisations around the world commenting on differences and similarities.</li> <li>● I can compare the similarities and differences between the new and old kingdoms of Ancient Egypt.</li> <li>● I can compare similarities and differences between Anglo-Saxon and Viking culture.</li> </ul>	<ul style="list-style-type: none"> <li>● I can compare the similarities and differences between sections of a civilisation.</li> <li>● I can compare the Maya civilisation with what was happening in England in the 8<sup>th</sup> to 10<sup>th</sup> century.</li> <li>● I can compare similarities and differences in crime and punishments over time.</li> <li>● I can compare the main changes within a period of history with the present day.</li> </ul>	<ul style="list-style-type: none"> <li>● I can describe the social, ethnic, cultural and religious diversity of the past referring to similarity and difference.</li> <li>● I can use appropriate historical vocabulary to compare and contrast key people, events and artefacts in history.</li> <li>● I can compare the main changes within a period of history with a focus on a key aspect such as hyperinflation in Nazi Germany.</li> </ul>
<b>Historical Significance</b>	<ul style="list-style-type: none"> <li>● I can use suitable sources of evidence to find out more about significant people/events.</li> <li>● I can discuss the importance of people and events in time and the significant impact they had on society, beginning to use some evidence to prove my opinion.</li> <li>● I can explain how powerful the Roman Army was and what made it so powerful.</li> </ul>	<ul style="list-style-type: none"> <li>● I can suggest suitable sources of evidence for a historical enquiry that justifies why an event or person is significant historically.</li> <li>● I can describe the significance of individuals and events on religion in a period of history.</li> <li>● I can describe the significance of key events within a period of history.</li> <li>● I can explain the significance of gods in Ancient Egypt.</li> <li>● I can explain the historical significance of Rameses II and the Battle of Kadesh.</li> <li>●</li> </ul>	<ul style="list-style-type: none"> <li>● I can describe the social and cultural significance of a past society. (Ancient Maya)</li> <li>● I can describe people from the past explaining what they did and why it was significant.</li> <li>● I can describe how events of the past were significant and the subsequent impact.</li> <li>● I can explain the historical impact on the justice system today.</li> </ul>	<ul style="list-style-type: none"> <li>● I can describe the social and cultural diversity and significance of a past society and its relevance today. (Ancient Greece)</li> <li>● I can describe a person of significance from the past using evidence to support my reasoning.</li> <li>● I can describe how experiences of events in the past differed for different people.</li> <li>● I can explore why a place holds historical significance and its relevance today.</li> </ul>

<b>Vocabulary:</b>	<p><b>Stone Age to Iron Age</b>  artefacts, excavation, archaeologist, continuity, remains, migrate, preserve, agriculture, domestication, significant, mine, ore, alloy, beaker, burial, construct, settlement, palisade, granary, ditch.</p> <p><b>The Romans</b>  archer, infantry, fleet, annex, military alliance, legion, emperor, empire, peninsula, tactic, settlement, kingdom, revolt, occupation, outnumber, governor, conquer, fort, defences, civil war, pillage.</p>	<p><b>Ancient Egypt</b>  era, artefact, chronology, scribe, hieroglyphs, polytheistic, obelisk, temple, preserve, prepare, pyramid, chamber, Egyptologist, chariot, invade, bronze, navy, archer, trade, expand, monarchy, empire</p> <p><b>Anglo Saxons and Vikings</b>  empire, emperor, rebellion, raid, pillage, barbarian, invasion, legion, rebel, status, aristocracy, settlement, native, migration, tribe, kingdom, capital, pagan, hostile, idol, Scandinavia, priory, monk.</p>	<p><b>Ancient Maya</b>  historian, archaeologist, artefacts, region, drought, irrigate, crops, porous, limestone, jadeite, settlement, ravine, ajaw, comparing, kingdom, abandoned, obsidian, annex, hostile, invade, trade, port</p> <p><b>Crime and Punishment</b>  crime, period, chronology, deter, severe, court, tithing, wergild, ordeal, jury, treason, abolish, custody, incriminate, pact, jailer, oakum, industrial, promotion, unarmed, detective, prevention, detection, rehabilitation.</p>	<p><b>Ancient Greece</b>  civilisations, ceramics, excavate, Crete, trade, complex, export, bronze, import, oligarchy, city-state, outnumber, invasion, empire, retreat, revolt, unified, militaristic policy, tyrant, victorious</p> <p><b>World War II</b>  republic, citizen, state, overthrow, occupation, anti-Semitism, unemployment, debt, dictator, fascism, nationalism, authoritarian government, annexed, territory, appeasement, pact, natural resources, invasion, air raid, evacuee, ration, air force, interception, radar, payload, mobilization, squadron</p>
<b>National Curriculum:</b>	<ul style="list-style-type: none"> <li>- Changes in Britain from the Stone Age to Iron Age.</li> <li>- The Roman Empire and its impact on Britain.</li> </ul>	<ul style="list-style-type: none"> <li>- Britain's settlement by Anglo-Saxons and Scots.</li> <li>- The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</li> <li>- The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one (Ancient Egypt).</li> </ul>	<ul style="list-style-type: none"> <li>- A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (Crime and Punishment).</li> <li>- A non-European society that provides contrasts with British history (Maya c900).</li> </ul>	<ul style="list-style-type: none"> <li>- Ancient Greece – a study of Greek life and achievements and their influence on the western world.</li> <li>- A local history study – Taught through our World War II topic including a local study of the impact on our local area.</li> </ul>