

## History Long Term Plan LKS2

|  | Autumn  | Spring | Summer   |
|--|---|--------|--|
| Year A                                     |   |        |  |
| <b>Topic</b>                               |   |        |  |
| <b>Relevant area of Programme of study</b> | <p>♣ Changes in Britain from the Stone Age to the Iron Age</p> <p>*Black History Month - teach throughout curriculum</p>  |        | <p>♣ The Roman Empire and its impact on Britain.</p> <p>♣ A local history study.</p>   |
| <b>Vocabulary</b>                          | <p><b>Revisited:</b> timeline, history, chronology, source</p> <p><b>Progression:</b><br/>Primary source, secondary source, Prehistory, Palaeolithic, Mesolithic, Neolithic, Stone Age, Bronze Age, Iron Age, BC/AD, BCE/CE, Archaeology, Iron Age, Celtic, Hill fort, Farmstead, Broch, Roundhouse, Crannog, Romanisation, Forts, Fortress, Military, Gods</p>                                 |        | <p><b>Revisited:</b> Iron Age, celtic, Romanisation, forts, fortress, military, timeline, history, chronology, primary source, secondary source</p> <p><b>Progression:</b><br/>Romans, Soldiers, Legion, Legionary, Formation, Fort, Eboracum, Emperor, Constantine The Great, Rome, Boudica, Iceni tribe, Dark Ages, Christianity</p>   |
| <b>Disciplinary Knowledge</b>              | <p>Understand historical concepts such as <b>continuity and change, cause and consequence, similarity, difference</b> and significance, and use them to make connections, draw contrasts, <b>analyse trends</b>, frame historically-valid questions and create their own structured accounts, including written narratives and analyses (from <b>National curriculum</b>)</p>                   |        | <p>Understand historical concepts such as <b>continuity and change, cause and consequence, similarity, difference and significance</b>, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and <b>create their own structured accounts</b>, including written narratives and analyses (from <b>National curriculum</b>)</p>                          |
| <b>Chronological Knowledge</b>             | <p>To know the Stone Age, Bronze Age and Iron Age came in this order. To know the Stone Age started approximately 2.6 million years ago.</p> <p>To know the Bronze Age was between 3100 BCE and 300 BCE.</p> <p>To know the Iron Age was between 1200 BCE and 332 BCE.</p> <p>To know the Stone Age can be split up into the Palaeolithic, Mesolithic and Neolithic periods (in that order)</p> |        | <p>To know the Celts lived in Britain before the Romans invaded.</p> <p>To know the Romans first invaded Britain in 43 CE.</p> <p>To know Roman soldiers left Britain because of wars in Europe in 400 CE.</p> <p>To know where this fits of a timeline alongside previous History topics.</p> <p>To know the Dark Ages came after the Romans left Britain and people had a worse quality of life.</p> |
| <b>Substantive Concepts</b>                | <p><b>Revisited:</b> immigration, trade</p> <p><b>Progression:</b> Invasion, native, migration, religion, nomads, technology, tribes, nomads, culture, conquest, revolt, empire, farming, polytheism</p>  |        | <p><b>Revisited:</b> Trade, empire, conquest, migration, invasion, polytheism</p> <p><b>Progression:</b> Paganism (to describe a group of non-Christian beliefs, <b>not</b> the modern spiritual movement), Monotheism, civilisation</p>   |
| <b>Topic Knowledge</b>                     | <p><b>Key knowledge:</b><br/>To know a primary source is something from the time in History we are studying that gives us information.</p>  |        | <p><b>Key knowledge:</b><br/>To know a primary source is something from the time in History we are studying that gives us information.<br/>To know a secondary source teaches us about the past, but was created by someone who was not there at the time.</p>   |

## History Long Term Plan LKS2

|  |  |   |   |
|--|--|---|---|
|  | <p>To know a secondary source teaches us about the past, but was created by someone who was not there at the time.</p> <p>To know we learn things about the past from objects that archaeologists dig out of the ground.</p> <p>To know humans made tools out of wood and stone during the Stone Age.</p> <p>To know Bronze Age humans discovered how to extract bronze from stone and made tools and weapons out of it.</p> <p>To know Iron Age humans discovered how to extract iron from stone and made tools and weapons out of it.</p>  |   | <p>To know York was founded in 71 AD by the Romans and was called Eboracum.</p> <p>To know the Romans banned paganism and introduced Christianity.</p> <p>To know the Romans brought new technology (such as heated baths, aqueducts and quality roads) which we lost when they left.</p>   |
|  | <p>To know that humans did not live in one place, but roamed around to hunt and gather food during the Stone Age (Palaeolithic period).</p> <p>To know that Stone Age humans did rituals and built henges to worship their gods.</p> <p>To know that Bronze Age humans lived in small gatherings.</p> <p>To know that Bronze Age humans kept animals and grew their own crops (farmed).</p> <p>To know that Iron Age people lived in tribes and started to fight each other.</p> <p>To know that Iron Age humans lived in hill forts, crannogs and farmsteads to protect themselves.</p> <p>To know the people of Britain were called The Celts during the Iron Age.</p> <p>To know the Iron Age ended when the Romans invaded and brought new ideas and technology.</p> |   | <p>To know the Roman army defeated the Celts because they had better weapons and armour and were better skilled and organised.</p> <p>To know the Romans built forts, and their main fort at Eboracum was where the Minster is now.</p> <p>To know the Romans invaded Britain because there were resources (gold, silver, wool, lead) and good trade links.</p> <p>To know the Roman Empire was ruled by Emperors, and Constantine the Great was proclaimed emperor when he was in York.</p> <p>To know Eboracum was a tactical place to build a fortress because it was protected by the Ouse and the Foss.</p> <p>To know the Romans build straight roads to march soldiers over long distances.</p> <p>To know Stonegate was part of a Roman road.</p> <p>To know Boudica led a revolt to drive the Romans out of Britain.</p> |
| <b>Year B</b>                              |  |   |   |
| <b>Topic</b>                               |  |   |   |
| <b>Relevant area of Programme of study</b> |  | <p>♣ <b>The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt.</b></p> |   |
| <b>Vocabulary</b>                          |  | <p><b>Revisited:</b> timeline, history, chronology, source</p>  |   |

## History Long Term Plan LKS2

|                                |  |   |  |
|--------------------------------|--|---|--|
|                                |  | <p><b>Progression:</b> primary source, secondary source, BC/AD BCE/CE, ancient, pharaoh, dynasty, hieroglyphs, archaeology, artefacts, pyramid, tomb, mummification, afterlife, Ra, Osiris, Isis, Horus, canopic jar.</p>   |  |
| <b>Disciplinary Knowledge</b>  |  | <p>Understand historical concepts such as continuity and change, <b>cause and consequence</b>, similarity, difference and <b>significance</b>, and use them to make connections, draw contrasts, analyse trends, <b>frame historically-valid questions</b> and <b>create their own structured accounts, including written narratives and analyses (from National curriculum)</b></p>  |  |
| <b>Chronological Knowledge</b> |  | <p>To know the Ancient Egyptian period was between 3100 BCE to 30 BCE.<br/>To know where this fits of a timeline alongside previous History topics.<br/>To know Ancient Egypt ended with the death of Cleopatra and the Romans conquering in 30 BCE.</p>  |  |
| <b>Substantive Concepts</b>    |  | <p><b>Revisited:</b> trade, monarchy<br/><b>Progression:</b> dynasty, slavery, hierarchy, culture, religion, polytheism, aristocracy</p>  |  |
| <b>Topic Knowledge</b>         |  | <p><b>Key Knowledge:</b><br/>To know a primary source is something from the time in History we are studying that gives us information.<br/>To know a secondary source teaches us about the past, but was created by someone who was not there at the time.<br/>To know the Ancient Egyptians lived in Egypt which is a country in North Africa.<br/>To know Ancient Egypt was one state, ruled by a Pharaoh (such as Tutankhamun).<br/>To know the Egyptians wrote about themselves and their gods using hieroglyphs.<br/>To know the Egyptians used slaves from their own and other countries to build their pyramids, temples and cities.<br/>To know the Egyptians mummified their dead because they believed this would help them in the afterlife.<br/>To know the Ancient Egyptians believed in lots of gods and worshipped them by building pyramids, tombs and statues and doing rituals.</p> |  |

**History Long Term Plan LKS2**

|  |  |  |  |
|--|--|--|--|
|  |  | To know that certain animals were sacred to the Egyptians (cats, scarabs, crocodiles, hippos, jackals) |  |
|--|--|--|--|