

## 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> 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> Romans, Soldiers, Legion, Legionary, Formation, Fort, Eboracum, Emperor, Constantine The Great, Rome, Boudica, Icenii 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> 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> To know a primary source is something from the time in History we are studying that gives us information. To know a secondary source teaches us about the past, but was created by someone who was not there at the time.</p>

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	<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>	

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		<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. To know where this fits of a timeline alongside previous History topics. 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 <b>Progression:</b> dynasty, slavery, hierarchy, culture, religion, polytheism, aristocracy</p>	
<b>Topic Knowledge</b>		<p><b>Key Knowledge:</b> To know a primary source is something from the time in History we are studying that gives us information. To know a secondary source teaches us about the past, but was created by someone who was not there at the time. To know the Ancient Egyptians lived in Egypt which is a country in North Africa. To know Ancient Egypt was one state, ruled by a Pharaoh (such as Tutankhamun). To know the Egyptians wrote about themselves and their gods using hieroglyphs. To know the Egyptians used slaves from their own and other countries to build their pyramids, temples and cities. To know the Egyptians mummified their dead because they believed this would help them in the afterlife. To know the Ancient Egyptians believed in lots of gods and worshipped them by building pyramids, tombs and statues and doing rituals.</p>	

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