



<b>History LKS2 Year A</b>	<b>Stone Age to Iron Age</b> The Stone Age from mobile hunter gather to settled farmers and traders	<b>Roman Empire and its impact on Britain</b> Julius Caesar’s attempted invasions 55-54BC The Roman Empire and the power of its army Successful invasion by Claudius and conquest, including Hadrian’s Wall	<b>A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066</b> <b>The Blitz: All we need to know about WW2?</b>
	<p><b>Concept: The Economy</b>                      The development of the economy from a mobile hunter-gatherer lifestyle to settled farming, contrasting long-distance trade and gift exchange</p> <p><b>Old Stone Age (Ice Age) Paleolithic</b>                      What was Britain like after the last Ice Age?                      How many people, how fed/clothed, why nomadic?                      Draw conclusions using the evidence and unnd for some questions there are no clear answers                      Mesolithic hunter gathers how lived</p> <p><b>What was ‘new’ about the New Stone Age?</b>  <b>Neolithic The economy</b>                      In what ways did things change circa 4000BC?                      Und immigrants brought animals &amp; new crops                      Who were the first farmers? How big a change was it from hunter-gatherers to farming?                      Explain some impacts of farming <i>esp. taming wild animals, growing wheat</i> &amp; know some ways that life changed.                      Know features of Neolithic settlement, trade and gift exchange</p> <p><b>Explain main changes throughout the period - what was new?</b></p> <p><b>How do we know about the Stone Age?</b>                      Know most evidence comes from archaeologists who do not always agree</p>	<p><b>When did the Romans invade and why?</b>                      Know Romans attempted to invade twice before successful on their third attempt                      Know reasons why they wanted to control -the minerals and exports from this country                      Consider two attempted invasions and why they failed                      Explain why Claudius was then successful.                      Why we know so little about this period? – Which sources can we use e.g. Cassius Dio’s account                      Size and scale of Roman Empire – where from.</p> <p><b>How were the Romans able to keep control over such a vast empire?</b>  <b>Roman army</b> – legions, training, weapons, armour, tactics, discipline, organisation                      What kind of men could join the army?                      Why were the Roman Army was so successful in building up the Roman Empire?</p> <p><b>How we know about life in Roman Britain and life on Hadrian’s Wall?</b>                      How do we know about life on Hadrian’s wall?                      Explain importance of Vindolanda tablets as a source – where found                      What do they tell us about life in Roman Britain?</p>	<p><b>How significant was the Blitz?</b>                      Give some reasons for the cause of the Blitz                      Explain some ways the Blitz affected people – what did they do to stop? Protect?                      Discuss why they think it is remembered.                      Compare and contrast The Blitz with another country/countries</p> <p><b>World War II: whose war?</b>                      Identify people involved in WW3 from other countries? Forces from other parts of world.                      Answer questions about men/women involved in the war from empire e.g. Caribbean                      Begin to understand the global nature of WW2</p> <p><b>What was the impact of World War II on people in our locality?</b>                      Identify people who died in WW2 in local area                      What does Fleetwood war memorial tell us about the impact of WW2 on our community?                      Investigate experiences of the war on local people using newspapers, family, artefacts and oral history</p> <p><b>Evacuee experiences in Britain: is this all we need to know about children in World War II?</b>  <b>What was it like to be a child in World War II?</b>                      Identify similarities and differences between different children’s experiences of war                      Understand the causes of the Kindertransport?                      Why was evacuation was used a strategy to protect children? Were all children avacuated</p>



	<p>Understand there is much that we don't know          Know some recent discoveries are changing the way we think about the Stone Age e.g. Howick House Cheddar Man  <b>Undertake a study of later Stone Age site Skara Brae</b>          Explain some ways Skara Brae helps tell archaeologists about Stone Age life</p> <p><b>Explain some changes/developments which happened across the Stone age period; e.g. how tools, homes, diet change</b></p> <p><b>Contrast ancient civilisations</b>  <b>Contrast Stone Age in Britain with The Maya</b> - a Stone Age culture too. Compare and contrast, between the Stone Age in Britain and the Stone Age in Mesoamerica.</p>	<p><b>Possible Enquiry Questions for Romans</b></p> <ul style="list-style-type: none"> <li>▪ <b>Social:</b> How did the Roman invasions change the way people lived, traded and socialised?</li> <li>▪ <b>Cultural:</b> How did the Roman invasions affect the cultural development of Britain?</li> <li>▪ <b>Political:</b> What were the political issues surrounding the invasion?</li> <li>▪ <b>Historical:</b> What effects did the Roman invasions have?</li> <li>▪ <b>Environmental:</b> How did the Roman invasions change the British landscape?</li> </ul>	<p>Und the complex &amp; varied feelings many children had about evacuation.          Can they note connections and contrasts with the experiences of children in war contexts today?  <b>New opportunities? How significant was the impact of World War II on women?</b>  <b>Why were working women so important?</b>  <b>What did women do in the war?</b> the services, factories, land girls other paid and voluntary work.          Can the children understand the significance of World War II in terms of the role of women? How did their lives change?  <b>How important was World War II in changing the role of women?</b>  <b>What did men do in World War II? Did all men have to fight?</b>          Identify similarities and differences in men's experiences of World War II  <b>In what ways did men contribute to the war?</b>          - the Home Guard - air raid wardens          - different jobs in the army /air force / navy          - Bevin boys          Understand war could be dangerous even if you were not fighting</p>
<p><b>vocabulary</b></p>	<p>Earliest man, settlers, early/late era period BC (before Christ) thousand prehistoric millennium thousands of years  <b>Stone Age Palaeolithic Mesolithic Neolithic</b>          hunter gatherer, farmer agriculture          Skara Brae remains archaeology sources artefacts stone tools weapons          may be perhaps could be this suggests settlement, sources evidence</p>	<p>Romans empire, Celts Celtic BC (Before Christ) AD (Anno Domini) thousand millennium Julius Caesar, Claudius, Emperor Boudicca colony civilisation invasion conquest settlement migration revolt army soldier god/goddesses first hand/second hand evidence remains sources Historians opinions this suggests archaeologists importance significance legacy impact effects may be perhaps</p>	<p>WW2 WW1 conflict Germany Hitler Chamberlain 20<sup>th</sup> Century 1939-1944 war, decades Blitz, air raid, bomb damage, evacuation eg host family, evacuee, billeting officer          may be perhaps could be this suggests</p>



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<b>chronology</b>	<p>Use dates related to the passing of time</p> <p><b>Place stages of Stone Age on a time line</b></p> <p><b>Use terms related to the period and begin to date events</b></p> <p><b>Begin to understand more complex terms e.g. BC</b></p>	<p>Place Romans on a time line with S. Age</p> <p>Sequence events /artefacts chronologically</p> <p><b>Place key events from period studied on a time line</b></p> <p><b>Use terms related to the period and begin to date events</b></p> <p><b>Understand more complex terms e.g. BCE/AD</b></p>	<p>Place period on a time line</p> <p>use dates related to the passing of time</p> <p><b>Place events from period studied on a time line</b></p> <p><b>Begin to date event: outbreak of war etc</b></p> <p><b>Understand more complex terms e.g. AD</b></p>
<b>Range and Depth of Historical Knowledge</b>	<p>Find out about everyday lives of and compare with our life today</p> <p>Understand why people may have had to do something e.g. earliest visitors</p> <p><b>Use evidence to reconstruct life</b></p> <p><b>Look for links and effects in time studied</b></p> <p><b>Develop a broad understanding of prehistoric civilisations, contrasting Stone Age in Britain with the Maya</b></p>	<p>Find out about everyday lives of Roman and Celtic people and compare with our life today</p> <p>Identify reasons for and results of people's actions (e.g. Claudius's, Caesar's invasions)</p> <p>Understand why people may have had to do something e.g. soldiers in army, slaves, Celts</p> <p><b>Identify key features and events of period</b></p> <p><b>Look for links and effects in time studied</b></p>	<p>Find out about everyday lives of people in WW2 and compare with our life today</p> <p>Understand why people may have had to do something e.g. women, evacuation</p> <p>Study change through the lives of significant individuals (e.g. Anne Frank)</p> <p><b>Use evidence to reconstruct life in time studied e.g. evacuation</b></p> <p><b>Identify key features and events of period</b></p>
<b>interpretations of History</b>	<p>Look at representations of the period – museum, artist impressions etc</p> <p>Identify and give reasons for different ways in which the past is represented</p> <p>Distinguish between different sources and evaluate their usefulness</p>	<p>identify and give reasons for different ways in which the past is represented</p> <p>look at representations of the period – museum, cartoons etc</p> <p><b>look at the evidence available and begin to evaluate the usefulness of different sources</b></p> <p><b>Begin to use text books</b></p>	<p>identify and give reasons for different ways in which the past is represented</p> <p>look at representations of the period – museum, cartoons, posters etc</p> <p><b>look at the evidence available and begin to evaluate the usefulness of sources</b></p> <p><b>Use of text books and historical knowledge</b></p>
<b>Historical Enquiry</b>	<p>Use range of sources to find out about SA</p> <p>Select and record information relevant to the study</p>	<p>Observe small details – artefacts, pictures</p> <p>Begin to use the library, e-learning for research ask and answer questions</p>	<p>Observe small details; artefacts, pictures</p> <p>Select and record information relevant to the study e.g. role of women in war</p>



	<p>Use evidence to build up a picture of a past event Address and sometimes devise historical questions about similarity and difference</p>	<p>Use a range of evidence to build up a picture of a past event Address and sometimes devise historical questions Choose relevant material to present a picture of one aspect of life in time past</p>	<p>Use a range of evidence to build up a picture of a past event e.g. Blitz, Choose relevant material to present a picture of one aspect of life in time past Address questions about causes, similarity and difference Use the library, e-learning for research</p>
<p><b>Organisation and Communication</b></p>	<p>Communicate knowledge /understanding in a variety of ways – discussions, pictures, writing, annotations, drama, mode <b>Know the period in which the study is set</b> <b>Work independently and in groups</b></p>	<p>Answer questions and communicate knowledge and understanding in a variety of ways – discussions, pictures, writing etc Select and record information relevant to the study <b>Know period in which the study is set</b> <b>Work independently and in groups</b></p>	<p>Communicate knowledge and understanding in a variety of ways – discussions, pictures, writing, annotations, drama <b>Select data and organise it into a data file to answer historical questions</b> <b>Work independently and in groups</b> <b>Display findings in a variety of ways</b></p>
<p>Communicating findings</p>	<p>Communicate knowledge /understanding in a variety of ways – discussions, pictures, writing, annotations, drama, mode If you were to meet a family from 7,000 years ago, what would you want to ask them? Make a list of questions e.g. to ask Fred Flintstone (, and then see if you can find out some of the answers)</p>	<p>Select and record information relevant to the study Write a job advert persuading men to apply to be soldiers. "Always require pupils to organise and communicate their findings at the end of the sequence so their learning gains coherence. Sometimes your objectives will relate to helping pupils to communicate clearly. They should use their understanding of the history to help them decide how to organise and present their ideas most effectively."</p>	<p>Communicate knowledge and understanding in a variety of ways – discussions, pictures, writing, annotations, drama How important was World War II in changing the role of women? In groups research and prepare oral or ppt presentation about roles of women in WW2</p>
<p>Links</p>			<p><a href="https://www.bbc.co.uk/programmes/b09jggv5">https://www.bbc.co.uk/programmes/b09jggv5</a>  <a href="https://www.bbc.co.uk/programmes/b01ml6m6">https://www.bbc.co.uk/programmes/b01ml6m6</a> children of WW2 programmes</p>



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			<p><a href="https://blackpresence.co.uk/caribbean-women-in-ww2/">https://blackpresence.co.uk/caribbean-women-in-ww2/</a> Caribbean women in WWII</p> <p><a href="https://www.amazon.co.uk/Evacuees-Children-War-DVD/dp/B00407WP02">https://www.amazon.co.uk/Evacuees-Children-War-DVD/dp/B00407WP02</a> possible resource</p> <p><a href="https://historicengland.org.uk/listing/the-list/list-entry/1116884">https://historicengland.org.uk/listing/the-list/list-entry/1116884</a> Fleetwood War Memorial</p> <p><a href="https://www.iwm.org.uk/memorials/item/memorial/42701">https://www.iwm.org.uk/memorials/item/memorial/42701</a></p>
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History UKS2 Year A	Changes in Britain from Stone A to Iron Age From Bronze Age to Iron Age	Romans The Roman Empire & its impact on Britain British resistance e.g. Boudicca 'Romanisation of Britain' using Roman sites such as Caerwent. The impact of technology culture and beliefs including early Christianity	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066  Fleetwood over time tracing our town's origins and our role in national history
Knowledge	<p><b>Which was better, bronze or iron?</b> Is bronze better than stone? Explain how bronze was made, know where copper and tin come from Know how bronze tools/ weapons were made Where does iron come from? How were iron tools &amp; weapons were made? Why did it take so long for iron to reach Britain? What changes/impact did bronze tools and iron tools and weapons bring to life? Farming, craftsmen, safety etc Explain the impact bronze &amp; iron had on life.</p> <p><b><u>Which had biggest impact, bronze or iron?</u></b></p> <p><b>If you were Julius Caesar, would you have invaded Britain in 55BC?</b> What do buried hoards tell us about the time? Snettisham Hoard (Brit. Museum) Blackmore Vale What do bog bodies tell us about Iron Age life? Lindow Man –food, beliefs, health</p>	<p><b>Did the native Britons welcome or resist the Romans, and why?</b> Who were the Celts and where did they live? Name some tribes; understand why some tribes did not welcome the Romans / why some did. <b>The Iceni</b> – Settlements, tribes, religion, weapons, jewellery, buried treasure <b>Who was Boudicca and why do we remember her?</b> Why did Boudicca stand up to the Romans What image do we have of her today? Retell the story demonstrating chron und Explain reasons for revolt <i>and its consequences</i> <b>What did Boudicca really look like?</b> Compare diff interpretations of Boudicca (e.g. not just a 'stereotype warrior') Understand sources are mainly Roman &amp; no surviving pictures e.g. Cassius Dio Evaluate diff interpretations of Boudicca <b>"Romanisation" of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity</b> <b>How did the Romans influence the culture of the people already here? (Based on site e.g. Caerwent or Housesteads Fort Hadrian's Wall)</b> How did Celtic people live?</p>	<p><b>Was Fleetwood always here?</b> Know the earliest origins of Fleetwood. Know the earliest recorded sources of Fleetwood was in Domesday book Explain the use of the land until 'Fleetwood' began <b>Why is there a Fleetwood?</b> Know how, and explain why Fleetwood began as a Victorian town. Understand and explain the roles of important individuals e.g. Peter Hesketh and Decimus Burton in Fleetwood's development. <b>How does Fleetwood fit into our national story?</b> 19<sup>th</sup> C - industrial revolution, new railways, holidays, Wake weeks Know how Fleetwood grew as a holiday destination e.g. leisure, transport accommodation it offered (contrast to national story) <b>World War</b> Know Fl's part of the national story during WW1 and WW2 – how its people, shipping industry responded to war.</p>



	<p>What do the written sources tell us about Britain? Herodotus, Julius Caesar 'description of Britain' ?          What did Roman people say about Britain? What did Romans trade with Britain?          What did Britons think about Rome?          Recognise that our knowledge of the past is constructed from primary / secondary sources</p> <p>Recognise how sources of evidence are used to make historical claims. Ask questions such as, 'What might this tell us about..?'</p> <p><b><u>Julius Caesar came to Britain in 55BC because it was a very rich country.' Do you agree?</u></b></p> <p><b>When do you think it was better to live – Stone Age, Bronze Age or Iron Age?</b>          Explain their opinion using main features of each period to justify.</p>	<p>Consider the evidence used for an artist's impression.          Know features of the Celtic way of life. How did R way of life contrast with?</p> <p><b>Roman worship – gods, temples, rituals</b>  <b>Architecture, cities, villas, embellishments (jewellery, art etc).</b>  <b>Technology – roads, machines, heating, aqueducts, buildings</b>  <b>Entertainment – Gladiators, chariots, plays</b></p> <p>Und how sophisticated R lifestyle was for rich: e.g. Fishbourne (about palaces/villas) from Silchester (towns).          Influence of Romans on Celtic society &amp; explain ways Celtic life changed</p> <p><b>End of Roman Britain –</b>          Explain reasons why the Romans left Britain and the Roman Empire ended</p> <p><b>Roman Legacy</b>          Explain: what did the Roman's ever do for us?          Know Roman items left behind/legacy</p>	<p>Remembrance of the war heroes.          Understand how our knowledge of the past is constructed from a range of sources.</p> <p><b>Fleetwood's Legacy</b>          Explain significance of notable buildings that still remain (inc Chaucer) /who/when built? How were they used and how has their use changed over time?</p> <p><b>Why does Fleetwood have 3 lighthouses</b>          When and why built; story of fishing in Fleetwood</p> <p>Demonstrate an understanding of how/why Fleetwood as place has developed and changed over time as a clear narrative.</p>
<p><b>vocabulary</b></p>	<p>Stone Age (Palaeolithic Mesolithic Neolithic) migration settled earliest prehistory prehistoric period era Chronological order sequence millenniums thousands BCE          archaeologists archaeology sites evidence artefacts sources interpretation historian reliable useful change          Might/could have been... This source suggests that.... <b>Use provisional&amp;</b></p>	<p>BCE E AD century archaeologists archaeology sites evidence artefacts sources interpretation historian reliable biased useful/usefulness change cause/s same different similarity difference invasion conquest settlement          Roman impact Emperor Britons Romans centurion          Caesar Claudius Boudicca Celts Britons revolt Achievements</p>	<p>Doomsday book locality national 19<sup>th</sup> Century era period WW1 WW2 Victorian Queen Victoria P Hesketh Decimus Burton mills factories The industrial revolution tourism          Wake Week Chronological order causes change similarities continuity impact legacy Sources          primary/secondary evidence artefacts</p>



	<p>tentative language (<i>might have, perhaps, possibly, maybe</i>)</p>	<p>I can infer that... This source suggests My conclusion is...  <b>Use provisional&amp; tentative language (<i>might have, perhaps, possibly, maybe</i>)</b></p>	<p>sources interpretation reliable interpret suggest Historian          I can infer that... This source suggests that....  <b>Use provisional&amp; tentative language (<i>might have, perhaps, possibly, may</i>)</b></p>
<p>chronology</p>	<p>Place current study on time line          Know and sequence key events/stages of bronze and iron age          Use relevant terms and periods labels          Make comparisons between stone/ bronze / iron age</p>	<p>Place current study on time line in relation to other periods studied in ks2          Know and sequence key events of time studied          Use relevant terms and periods labels          Relate current studies to previous studies e.g. Stone Age to Iron Age          Make comparisons between different times</p>	<p>Relate current studies to previous studies e.g. WW2 in LSK2          Make comparisons between different times in Fleetwood’s history  <b>Place noteworthy events/dates on time line in relation to other studies</b>  <b>Use relevant dates and terms</b>  <b>Sequence up to ten events on a time line</b></p>
<p>Range and Depth of Historical Knowledge</p>	<p>Study different aspects of life of different people - differences bronze/iron          Examine causes and results of bronze/iron and the impact on people          Compare life in early &amp; late times  <b>Find about beliefs, behaviour and characteristics of people</b>  <b>Know key dates, characters and events of time studied</b>  <b>Compare &amp; contrast prehistoric civilisations noting trends / connections</b></p>	<p>Examine causes and results of great events &amp; impact on people e.g. conquest on Celts          Compare an aspect of life with the same aspect in another period (Roman with Iron Age)  <b>Find about beliefs, behaviour and characteristics of people, recognising that not everyone shares same views/ feelings</b>  <b>Write another explanation of a past event in terms of cause &amp; effect using evidence to support and illustrate their explanation</b>  <b>Know key dates, characters and events</b></p>	<p>Examine causes and results of great events <b>and the impact on people in Fleetwood</b>          Compare life in early and late Fleetwd          Compare an aspect of life with the same aspect in another period e.g. Chaucer now and then transport now/then  <b>Know key dates, characters and events of time studied</b></p>
<p>interpretations of History</p>	<p>Offer some reasons for different versions of events  <b>Link sources and work out how conclusions were arrived at.</b>  <b>Consider ways of checking accuracy of interpretations – fact or fiction opinion</b></p>	<p>Compare accounts of Boudicca/ her revolt from different sources considering bias, opinion, accuracy Fact or fiction?          Offer reasons for diff versions of events  <b>Consider ways of checking the accuracy of interpretations – fact or fiction and opinion</b></p>	<p><b>Link sources and work out how conclusions were arrived at.</b>  <b>Consider ways of checking the accuracy of interpretations – fact or fiction and opinion</b>  <b>Be aware that different evidence will lead to different conclusions</b></p>





	<b>Be aware that different evidence will lead to different conclusions Use library, internet etc to research</b>	<b>Be aware that different evidence will lead to different conclusions</b>	<b>Use library, internet etc confidently to research</b>
<b>Historical Enquiry</b>	Devise historically valid questions about change, , similarity and difference Begin to identify primary and secondary sources Select relevant sections of information to answer questions <b>Use a range of sources to find out about an aspect of time past.</b>	Devise historically valid questions about change, cause, similarity and difference Identify some primary & secondary sources Use evidence to build up a picture of life in time studied Select relevant sections of information <b>Bring knowledge together, gathering from several sources, into a fluent account</b>	Devise historically valid questions about change, cause, similarity and difference Confident use of library, e-learning etc <b>Use a range of sources to find out about an aspect of time past. Bring knowledge together, gathering from several sources, into a fluent account</b>
<b>Organisation and Communication</b>	Fit events into a display sorted by theme/time Use appropriate terms, matching dates to people and events Record and communicate knowledge in different forms Work independently /in groups <b>Select aspect of study to make a display</b>	Fit events into a display sorted by theme/time Use appropriate terms, matching dates to people and events Work independently and in groups showing initiative <b>Use a variety of ways to communicate knowledge and understanding Carry out individual investigations</b>	Use appropriate terms, matching dates to people and events Record and communicate knowledge in <b>Select aspect of study to make a display Use a variety of ways to communicate knowledge and understanding Carry out individual investigations</b>
<b>Communicating findings</b>	<b>Record and communicate knowledge in different forms</b> <b>Time traveller: When do you think it was better to live – Stone Age, Bronze Age or Iron Age?</b> Choose their 'side' (or teacher supply!) Persuasive writing e.g. poster or presentation for the class debate with their opinion justifying by selecting historical sources/evidence to support their view.	<b>Use a variety of ways to communicate knowledge and understanding including extended writing plan</b> Narrative retelling the story of Boudicca's revolt in detail. <b>"Always require pupils to organise and communicate their findings at the end of the sequence so their learning gains coherence. Sometimes your objectives will relate to helping pupils to communicate clearly. They should use their understanding of the history to help them decide how to organise and present their ideas most effectively."</b>	<b>Select aspect of study to make a display.</b> Fit events into a display sorted by theme/time Use appropriate terms, Fleetwood History Trail for younger children e.g. Fleetwood's Legacy focussing on buildings and their history



[https://www.tattonpark.org.uk/learn/school\\_visits/education\\_programme/stone-bronze-and-iron-age.aspx](https://www.tattonpark.org.uk/learn/school_visits/education_programme/stone-bronze-and-iron-age.aspx) Possible trip

### Timeline of Key Events:

**Stone Age: Palaeolithic to 10,000 BCE**

**Mesolithic to 4000 BCE**

**Neolithic to 2300 BCE**

**Bronze Age: 2300 BCE to 800 BCE**

**Iron Age: 800 BCE to 43 CE**

All dates below are approximate

**800,000 BCE** Earliest footprints in Britain

**400,000 BCE** Earliest hearth in Britain

**10,000 BCE** End of the last Ice Age

**6000 BCE** Land bridge to Europe flooded

**4000 BCE** Adoption of agriculture

**3000 BCE** Stonehenge started

**3000 BCE** Skara Brae built

**2300 BCE** Bronze working introduced

**1600 BCE** Stonehenge abandoned

**1500 BCE** Villages and mixed farming

**1200 BCE** First hillforts

**800 BCE** Ironworking introduced

**120 BCE** Coins introduced from Europe

**100 BCE** Belgae arrived from Europe

**80 BCE** Roman amphorae imported

**54 BCE** First Roman invasion (Julius Caesar)

**43 CE** Second Roman invasion (Claudius)



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