

History LKS2

Throughout the year the children will cover a variety of aspects of the history curriculum using enquiry-based skills in order to build on skills from KS1, compare and contrast, sequence, reason and interpret, synthesis and justify, develop conclusions and understanding through explanations about historical events that have had a significant impact on the United Kingdom.

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

Autumn 1	<u>How did the lives of Ancient Britons change during the Stone Age?</u> <ul style="list-style-type: none">• How do people often imagine the Stone Age to be like?• Who left their footprints on the beach and what were they doing there?• What clues help archaeologists reconstruct how people might have lived in Stone Age Britain?• Why did Stone Age Britons spend most of their time living in camps rather than in caves?• Why was the Red Lady of Paviland so important?• How were people living in Britain at the end of the Stone Age compared with the beginning?
Autumn 2	<u>What is the secret of the standing stones? (Bronze Age Britain)</u> <ul style="list-style-type: none">• Why did the Stone Age come to an end about 6000 years ago?• Why was the Amesbury Archer so important?• Why do people build monuments?• Why did Bronze Age people build monuments at Merrivale?• Who was buried in the cist at Merrivale?

	<p><u>How do artefacts help us understand the lives of people in Iron Age Britain?</u></p> <ul style="list-style-type: none">• How can we recognise Iron Age hill forts today?• What might hill forts have looked like when they were first built?• How do we know that life wasn't always very peaceful in the Iron Age?• What were stators and how did Iron Age people use them?• Why have so many wonderful Iron Age artefacts been found underwater?
Spring Term	
Summer Term	<p><u>How did the arrival of the Romans change Britain?</u></p> <ul style="list-style-type: none">• Why did Emperor Claudius invade Britain?• Why did the Romans almost lose control of Britain? (War with Boudica)• Why was it so important to Claudia Aelia that her friend Lepidina Cerialis came and visited her?• Why were Claudia and Lepidina living in Vindolanda (Hadrian's Wall)• How do we know so much about the towns the Romans built in Britain?• Why did the Romans organise gladiatorial games?