



History Phase Overview
LKS2

Cycle A

Chronology and Causation	Interpretation and Significance	Historical Enquiry
C1. Begin to understand that the past is divided into different named periods of time	I1. Observe and use pictures, photographs and to find out about the past.	H1. Use a variety of sources to collect information about the past
C2. Be able to use dates to explain British, local and world history.	I2. Start to use stories or accounts to distinguish between fact and fiction.	H2. Suggest sources of evidence from a selection to help answer questions and say how it can be used to find out about the past
C3. Start using a timeline that identifies different centuries.	I3. Explain that there are different types of evidence and sources that can be used to help represent the past.	H3. Explain that there are different types of evidence and sources that can be used to help represent the past
C4. Use appropriate dates and chronological conventions, e.g. BC, AD, CE, BCE	I4. Investigate different accounts of historical events and explain some of the reasons why the accounts may be different	H4. Use a range of sources to collect information about the past
C5. Put artefacts or information in chronological order from a long time ago	I5. To begin to talk about the impact of a past action on our lives today	H5. Construct informed responses about one aspect of life
C6. Understand that significant discoveries or inventions created much change to the lives of people, e.g. the wheel or iron ore	I6. To be able to talk about similarities and differences between different times in the past according to the periods of history studied	
C7. Know how some historical events/periods occurred concurrently in different locations eg. Indus Valley and Ancient Egypt		

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Cycle A

<u>Autumn</u> <u>How did Britain change between the beginning of the Stone Age and the end of the Iron Age?</u>	<u>Spring</u> <u>How did Stafford grow to be a vital area of trade?</u>	<u>Summer</u> <u>Why was the Ancient Egyptian Civilisation ahead of its time?</u>
Legacy, Work & Trade, Everyday Life	Legacy, Work & Trade, Everyday Life	Legacy, Work & Trade, Everyday Life
To be taught this term: C1, C2, C4, C5, C6, I1, I3, I5, I6. H1, H2, H3, H4, H5	To be taught this term: C1, C2, C3, C5, I1, I2, I3, I5, H1, H2, H3, H4, H5	C1, C2, C4, C5, C6, I1, I2, I3, I4, I5 I6, H1, H2, H3, H4, H5
Revisit from Y2	To be revisited:	To be revisited:
Subject Specific Vocabulary		
Hunter-gatherers, settlement, Iron Age forts, Skara Brae, Stonehenge, archaeologists, iron-ore	Stafford, Staffordshire, Birmingham, London, trade, motorways, travel network, canals, rail network	Pharaohs, pyramid, hieroglyphs, vizier, sarcophagus, papyrus, River Nile
I will ...		
<ul style="list-style-type: none"> • <i>Use a range of sources to understand how Britain changed between the beginning of the Stone Age to the end of the Iron Age (disciplinary)</i> • Recognise the importance of the invention of the wheel, the discovery of iron-ore and the creation of iron age hill forts W&T • Know what everyday life was like for hunters and gatherers EL • <i>Place the Stone, Iron and Bronze ages on a timeline and discuss the differences (disciplinary)</i> 	<ul style="list-style-type: none"> • <i>Use sources of evidence such as photos, personal recounts (diaries), newspaper articles to show the impact that trade had on the development and growth of Stafford (disciplinary)</i> • Know about and name the significant businesses/factories/firms of Stafford e.g. Lotus Shoe Factory, Dorman Diesels L W&T • Know about the legacy trade had in Stafford (transport links, canals, rail network) L, W&T, EL • Know how/why Stafford became a key commuter town W&T, EL • Know how trade and industry in Stafford has changed over time L, W&T 	<ul style="list-style-type: none"> • <i>Use a range of sources to understand about Egyptian Civilisation (disciplinary)</i> • Know that there were advanced civilizations 3,000 years ago and know that Britain was not one of them (Ancient Sumer, Indus Valley, Shang Dynasty of China, Ancient Egypt) L, W&T, EL • Know about trade and slavery L, W&T, EL • Know why the Pharaohs were so powerful EL • Know why the pyramids were and still are significant L, EL • Know about how the Ancient Egyptians were influenced by their Gods EL



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Cycle B

Chronology and Causation	Interpretation and Significance	Historical Enquiry
C1. Able to place events, people and changes of British, local and world history on a timeline	I1. Appreciate the difference between primary and secondary sources of evidence	H1. Recognise the impact that bias has on historical events
C2. Accurately set out different events onto a timeline	I2. Use a range of sources to collect information about the past	H2. Know that historical recounts are prone to exaggeration
C3. Appreciate that some major events in the past caused a major change to the British landscape eg. Roman occupation, industrial revolution	I3.. Construct informed responses about one aspect of life	H3. Look at more than two versions of the same event or story in history and identify differences
C4. Sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart		H4. Investigate different accounts of historical events and explain some of the reasons why the accounts may be different
C5. Use a timeline in relation to the unit being studied		H5. Begin to talk about the impact of a past action on our lives today
C6. Use words and phrases eg. century, decade		H6. Talk about similarities and differences between different times in the past according to the periods of history studied

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<u>Autumn</u> <u>What lessons have we learnt from The Great Plague?</u>	<u>Spring</u> <u>How did the Roman Occupation change the future of Britain?</u>	<u>Summer</u> <u>When and why did we create the British Empire?</u>
Legacy, Work & Trade, Everyday Life	Legacy, Work & Trade, Everyday Life	Legacy, Work & Trade, Everyday Life
To be taught this term: C3, C4, C5, C6, H2, H3, H4, H5, H6 To be revisited: C1, C2, I1, I2, I3,	To be taught this term: C3, C5, C6, H2, H6, H2, H6 To be revisited: C1, C2, I1, I2, I3, H4, H5	To be taught this term: C3, C4, C5, H1, H2, H3, To be revisited: C1, C2, C6, I1, I2, I3, H4, H5, H6
Subject Specific Vocabulary		
Merchant ships, infection, plague pits, hygiene, plague doctor (the quack), Eyam, medicine	Centurian, Londinium, invade, aqueduct, senate	Empire, mother country, Commonwealth, colony, slavery, empire on which the sun never sets
I will		
<ul style="list-style-type: none"> • <i>Use a range of sources to understand the impact of the Great Plague (disciplinary)</i> • Know how/where and why the plague spread L, W&T, EL • Know how people believed it could be cured EL • Know that the rich and poor were affected quite differently by the plague and why EL • Know the impact of the plague on London (and the wider society) L, W&T, EL • Know what we have learnt about infection and disease since the time of the plague L, EL 	<ul style="list-style-type: none"> • <i>Use sources of evidence such as archaeologists reports, artefacts (Hadrian's Wall, names of counties/cities, personal recounts etc) to prove that the Romans came to Britain (disciplinary)</i> • Know the reasons why the Romans came to Britain L • Know about the legacies that the Romans left e.g. roads, sewers, architecture, language, religion, culture, numerals L, W&T, EL • Know why many Britons were opposed to the Roman occupation L, EL • Know the reasons why the Romans left Britain L, EL 	<ul style="list-style-type: none"> • <i>Use a range of sources to research what we mean by the British Empire (disciplinary) L</i> • Know how the British Empire came into being L, W&T, EL • Know many of the main countries that were part of the British Empire W&T • <i>Compare the British Empire Use primary sources to research the positive and negative associated with the British Empire (disciplinary) L, W&T, EL</i> • <i>from the past to present day (disciplinary) L</i>



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Key themes running through the History Curriculum at Castlechurch Primary School

Legacy – A legacy is defined as something that has passed on by those who lived in the past. Legacies can include political structures, such as parliamentary democracy, building and monuments, oral histories and stories, as well as tangible artefacts. They may also include cultural traditions and celebrations.

Work and Trade – The study of how people earned a living in the past. The different occupations and careers that people may have had. The study of a variety of industries and their impact on people's lives and the wider community.

Everyday Life – How people lived in the past: their homes, values, work, transport, traditions, education and entertainment.