



LKS2 Markland Hill History Curriculum – YEAR A

Autumn						Spring	Summer																												
THE STONE AGE Hedgehogs Woodland Adventures Trips Why is it hard for historians to reconstruct the lives of people from the Stone Age?						THE BRONZE AGE AND THE IRON AGE Which was more impressive – the Bronze Age or the Iron Age?						ROMAN BRITAIN Chester museum What happened when the Romans came to Britain?																							
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NC objectives: - Late Neolithic hunter-gatherers and early farmers and Skara Brae Disciplinary Knowledge (NC objectives): - Develop a chronological secure knowledge and understanding of world history - Develop an awareness of the past, using common words and phrases relating to the passing of time - Address and devise historically valid questions about change cause similarity and difference and significance - Construct informed responses that involve thoughtful selection and organisation of relevant historical information - Understand how our knowledge of the past is constructed from a range of sources End points: - I can chronologically understand where the various Stone Ages belong on a timeline. - I can investigate how people lived in the Stone age - I can understand the significance of farming and permanent settlements - I can make comparisons across the Palaeolithic/ Mesolithic/Neolithic periods - I can understand how archaeologists learn about the past through artefacts found at Skara Brae						NC objectives: - Bronze Age, technology, travel, and Stonehenge - Iron Age hill forts: tribal kingdoms, farming, technology Disciplinary Knowledge (NC objectives): - Note connections contrasts and trends over time and develop the appropriate use of historical terms - Develop a chronological secure knowledge and understanding of world history establishing clear narratives within and across the Stone Age, Bronze Age and Iron Age. - Address and devise historically valid questions about change cause similarity and difference and significance - Understand how our knowledge of the past is constructed from a range of sources - Construct informed responses that involve thoughtful selection and organisation of relevant historical information End points: - I understand the importance of the improvements made by using bronze. - I can understand how archaeologists learn about the past through artefacts (from the discovery of the Amesbury Archer) - I understand the importance of the improvements made by using iron. - I can describe what homes were like in the Bronze Age and compare them to Iron Age.						NC objectives: -Julius Caesar's attempted invasion in 55-54 BC -The Roman Empire by AD 42 and the power of its army -Successful invasion by Claudius and conquest, including Hadrian's Wall - British resistance (Boudica) -'Romanisation' of Britain including locally Disciplinary Knowledge (NC objectives): - Develop a chronological secure knowledge and understanding of British and local history - Address and devise historically valid questions about change, cause, similarity and difference and significance - Understand how our knowledge of the past is constructed from a range of sources - Develop the appropriate use of historical terms - Use parts of stories and other sources to show they know and understand key features of events - Construct informed responses that involve thoughtful selection and organisation of relevant historical information End points: - I can plot the invasion of Roman Empire in Britain on a timeline.																							

I understand that most of our evidence for the Stone Age comes from archaeologists and why some may disagree with each other	- I understand the dangers faced in Bronze and Iron Age Britain. - I can reach a conclusion as to which is more impressive – the Bronze Age or the Iron Age		- I can explain the spread of the Roman Empire and recall key facts about the invasion of Britain. - I can identify the contribution Romans made to Britain's infrastructure - I can understand how the Roman Empire affected different people and reacted to the changes that were being made - I can describe who Emperor Hadrian was, say when, how and why he built a wall and explain the features of the wall. - I can summarise why the Romans wanted to come to Britain	
Key Vocabulary: Prehistoric, Palaeolithic Mesolithic, Neolithic, hunter- gatherer, archaeology, flint, artefacts, settlement, stone age	Key Vocabulary: Prehistoric, alloy, bronze, clan, round house, archaeology, hill fort, warrior, Celts, iron		Key Vocabulary: Invade, conquer, empire, emperor, barbaric, legacy, forts, legions, auxiliaries, centurion	