



'Let your light shine' – Matthew 5:16

HISTORY-LOWER KEY STAGE 2

Year Group	Y3	Y3	Y3	Y4	Y4	Y4
Key Learning: National Curriculum knowledge covered	Changes in Britain from the Stone Age to the Iron Age Late Neolithic hunter-gatherers and early farmers, for example, Skara Brae Bronze Age religion, technology and travel, for example, Stonehenge Iron Age hill forts: tribal kingdoms, farming, art and culture	Ancient Greece A study of Greek life and achievements and their influence on the western world A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 The legacy of Greek culture (art, architecture or literature) on later periods in British history, including the present day	A local history study A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.	The Roman Empire and its impact on Britain 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, for example, Boudica 'Romanisation' of Britain: sites such as Segedunum and 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 The legacy of Roman culture (art, architecture or literature) on later periods in British history, including the present day	Britain's settlement by Anglo-Saxons and Scots Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire Scots invasions from Ireland to north Britain (now Scotland) Anglo-Saxon invasions, settlements and kingdoms: place names and village life Anglo-Saxon art and culture Christian conversion - Iona and Lindisfarne	A significant turning point in British history A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
Key Progressive Skills: National Curriculum skills covered	To develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. To note connections, contrasts and trends over time and develop the appropriate use of historical terms. To regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. To construct informed responses that involve thoughtful selection and organisation of relevant historical information. To understand how our knowledge of the past is constructed from a range of sources.					

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<p>Key Vocabulary National Curriculum and other</p>	<p>Prehistory Hunter-gatherer Nomad Palaeolithic Mesolithic Neolithic Tribe Neanderthal Homo sapiens Pelt Beaker Celt Bronze Roundhouse Hillfort Quern Smelting Druid Borer Domesticate</p>	<p>Democracy Acropolis City-state Parthenon Marathon Olympics Citizen Philosopher Alphabet Tragedy Agora Hellenistic Phalanx Aristocrat Mythology Column Hoplite Peninsula Oracle Terraced</p>	<p>Keep watchtower Bailey Gatehouse Outhouse Moat Corbel Curtain wall Portcullis Barbican</p>	<p>Empire Toga Aqueduct Coliseum Centurion Emperor Amphitheatre Senate Gladiator Republic Mosaic Arch Chariot Hypocaust Tunic Aquila Pantheon Testudo Circus Maximus Legionary</p>	<p>Angles Saxons Jutes Mead Rune Wattle-and-daub Thatch Farmer-warrior Bedes Lindisfarne Hengest and Horsa Monk Illumination Manuscript Weregild Athelstan Christianity Augustine Alfred the Great Aethelred the Unready</p>	
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