

History Key Stage 2

Stone age to iron age Peasantry	Key Question What would have happened if humans hadn't discovered how to work with metal?	
	Lines of enquiry ✓ How did British society change in the period from stone age to iron age? ✓ In the Bronze Age, weapons and tools were made from bronze rather than stone. - Iron was used to make weapons, tool, cooking pots, horse harnesses, and nails. It was a harder material than copper, which had been used before. It was also easier to find ✓ How did it change people's lives, making important tasks, like farming, easier? ✓ Why was war common in the Iron Age? ✓ Why did people needed to defend themselves from attack? Celtic tribes built strongly defended hill forts, which were like small towns.	
	Key Vocabulary ○ chariot A two-wheeled vehicle drawn by horses. ○ blacksmith A person who makes and repairs things in iron by hand. ○ roundhouse A type of house with a circular warrior A brave soldier or fighter. ○ farmer A person who owns or works on a farm. ○ torc A neck ornament made from twisted metal. ○ wattle and daub A mixture of mud and twigs to build houses and buildings. ○ hill fort A fort built on a hill. spear A weapon with a pointed tip.	
	When – Chronology and links to other periods to be considered ✚ The Iron Age refers to a period of time where iron had become widespread whilst the Bronze Age refers to a period of time where bronze has become very popular for making weapons and tools. ✚ The Bronze Age followed the Stone Age	
Ancient Egypt Civilisation	Key Question Why was the Pharaoh so powerful?	
	Lines of enquiry ✓ Why did the Egyptians set up their civilisation by the River Nile? - because it provided them with food and water. ✓ How They traded food grown and water, bringing them wealth? ✓ How They worshipped many gods, each god provided them (they believed) with different things. ✓ Why were Pharaohs seen as gods reborn, who had the power to give and take life? Pharaohs ruled the Egyptian Kingdom through power, money and faith. ✓ How were temples and statues built for gods and pharaohs. – ✓ How do we know about pharaohs and the Egyptian Civilisation? - thanks to hieroglyphs and statues left behind. ✓ Eventually the Egyptian rule fell and was taken over by Alexander the Great, a Greek	
	Key Vocabulary ○ Egyptologist An archaeologist who focuses on Egypt. ○ Hieroglyphics A type of writing which used pictures and symbols. ○ Pharaoh The ruler of Egypt. Seen as a living God. ○ Sarcophagus A large stone box that held a coffin. ○ Valley of the Kings The burial site of the Kings of Egypt for over 500 years. ○ Gods Ancient Egyptian gods and goddesses were worshipped in ancient Egypt. ○ Temples Temples were built for the worship of gods and in honour of the pharaohs. ○ Pyramid A structure built for a tomb. River Nile The river the civilisation was built around	
	When – Chronology and links to other periods to be considered ✚ How do previous questions/topics link to the current topic? ✚ What was happening in the world during that time? ✚ How did the Stone Age civilisation compare to the Egyptian civilisation? - How are the two civilisations similar/ different?	

Ancient Greece Civilisation	Key Question What was the most important Greek legacy? Lines of enquiry ✓ How was Ancient Greece divided up in to 'city states'? Each was ruled independently and had its own king. Athens is a City State famous because of the Parthanon on top of the Acropolis, that can see be seen today. ✓ What were the many Ancient Greek different Gods and Goddess believed in? ✓ Who were The famous Ancient Greek mathematicians, philosophers and medical pioneers? ✓ What Greek Myths are still told today? ✓ Why The Ancient Greeks invented the Olympic Games as a way of training for battle and competing against other city states. The Greeks were famous warriors, fighting incredible battles at Thermopylae, Marathon and Salamis. ✓ What were the Ancient Greek Arts and Theatre? ✓ How they invented Democracy. - Alexander The Great was a famous Greek Leader. Key Vocabulary ○ Olympics The greatest of the games or festivals of Ancient Greece, held every four years. Acropolis The citadel of an Ancient Greek city. ○ mythology Group of myths, especially all the myths from a particular country, religion, or culture. ○ architecture The art of planning, designing and constructing buildings ○ democracy Fair political system where all adults vote for an elected government. This government then makes decisions on how to run the country. ○ philosophy The study or creation of theories about basic things such as the nature of existence, knowledge and thought. ○ Polytheists The worship of or belief in more than one god. When – Chronology and links to other periods to be considered ✚ What was happening in the world during that time? ✚ How did the Greek civilisation compare to the Egyptian civilisation? ✚ How are the two civilisations similar/ different?
Anglo Saxons and Vikings Peasantry	Key Questions How did the battles between Vikings and Angl Saxons change the way England was ruled? Lines of enquiry ✓ When did The Dark ages begin? at the end of the Roman Empire, which was also a time when a global cold front swept across the earth, making farming difficult and causing groups of people to die out. In Britain there was much upheaval and many wars. ✓ Why were the Anglo- Saxons able to invade Britian? Because the Roman Empire was shrinking and most of the army had returned to Italy as they were under attack. ✓ What was life like in Anglo Saxon Britain? ✓ How were the Anglo Saxons and Vikings similar or different? Religion, cleanliness, where they came from, government and rule. ✓ Why did the Anglo Saxons and Vikings come to Britain? Climate change had an influence on the movement of the Anglo-Saxon invaders to Britain. At the same time melting polar ice caused more flooding in low areas, particularly in what is now Denmark, Holland and Belgium. These people eventually began looking for lands to settle in that were not so likely to flood. After the departure of the Roman legions, Britain was a defenceless and inviting prospect.. The Vikings raided Britain because they were looking for lucrative new items to steal and trade. In addition, they wanted land that they could take and claim as their own. ✓ What were the longer lasting effects of the Anglo Saxon and Vikings in Britain? As life settled down, land was divided up into farms, fighting died down and people began to focus more on education and religion again, particularly Christianity. ✓ What evidence of the Anglo Saxons can be seen today? Place names. One kingdom ✓ How did Alfred's reign effect Britain during the Dark Ages? Key Vocabulary ○ civilisations The society, culture and way of life of a particular area. ○ empire A group of countries ruled over by a single monarch.

	○ Europe A continent of the northern hemisphere, bounded by the Mediterranean sea and mountain ranges. ○ Roman Empire The large areas of land governed by emperors who had complete power Mediterranean in Europe, Africa, and Asia. ○ Barbarians People not belonging to one of the great civilisations (Greek, Roman, Christian). population All the inhabitants of a particular place. ○ Anglo Saxons People from Germany who inhabited England from the 5th century to the Norman conquest. ○ Vikings Scandanavians in the 8-11th centuries who travelled by sea to raid and settle in Europe
	When – Chronology and links to other periods to be considered ✚ What was happening in the world during that time? ✚ How did the Greek civilisation compare to the life in the Dark Ages? ✚ How are the two ages similar/ different?

Roman Empire and impact on Britain	Key Questions How did the Romans change the way of life in Britain?
	Lines of enquiry ✓ How did the the Roman Empire by AD 42 and the power of its army lead to the successful invasion by Claudius and conquest, including Hadrian's Wall ✓ The Roman's invaded other countries too, the Roman Empire covered much of Europe, North Africa and the Middle East ✓ What was the British resistance, for example, Boudica ✓ How did the 'Romanisation' of Britain change British society? and the impact of technology, culture and beliefs, including early Christianity. The Roman Empire made its mark on Britain and even today the ruins of Roman buildings, forts, roads and baths can be found all over Britain ✓ Why did the Romans leave Britain? The Romans remained in Britain from 43 AD to 410 AD (almost 400 years) • The Romans decided to leave Britain because their homes in Italy were being attacked by fierce tribes and all soldiers were needed
	Key Vocabulary ○ Legions A large number of people that form together to make an army ○ Cavalrymen Are soldiers or warriors who fight mounted on horseback. ○ Invasion An act or instance of invading or entering as an enemy, especially by an army ○ Chariot A light, two-wheeled vehicle for one person, usually drawn by two horses and driven from a standing position, used in ancient Egypt, Greece, Rome, etc. ○ Pantheon A domed circular temple at Rome, erected AD. 120– 124 by Hadrian, used as a church since AD. ○ Empire a group of nations or peoples ruled over by an emperor, empress, or other powerful sovereign or government ○ Colosseum An ancient amphitheatre in Rome, begun AD. c70 by Vespasian, having the form of an oval 617 by 512 feet Emperor The male sovereign or supreme ruler of an empire When – Chronology and links to other periods to be considered ✚ To be able to place the Roman Empire on a timeline in relation to the other civilisations studied

Baghdad Civilisation	Key Questions What are the similarities and differences between the early Islamic civilisation and those already studied?
	Lines of enquiry • What were the key features of early Islamic civilisation with a focus on the city of Baghdad? • How did this compare with other civilisations already studied e.g. Ancient Egypt, Ancient Greece? • How did this compare with the way Britain's were living at the time e.g. Anglo Saxons? • What are the similarities and differences between life in Baghdad and London in AD 900. – compare with and review the dark ages

	• Compare life in the Islamic Empire with that in Europe in the 10th – 11th centuries. • What was the House of Wisdom?
	Key Vocabulary
	When – Chronology and links to other periods to be considered What other civilisations
Local Studies The Victorians Empire Parliament	Key Questions
	How did the changes in the Victorian Era impact local life?
	Lines of enquiry ✓ When was The Victorian Era and why was it called that? ✓ How Britain expanded its Empire across the globe and was one of the richest and most powerful countries in the world. ✓ What was The Industrial Revolution ?, How did this shift the lives of many everyday people from rural farms and villages to mills and factories(where children worked too) in cities and towns, with particular reference to Oswaldtwistle. ✓ How did the The population change locally and how did the resulting shortages of housing, jobs and resources lead to widespread poverty. ✓ What happened in Parliament when many people wanted to improve society and public welfare?; there were several changes in the law that made people's lives better and fairer. ✓ What were the many scientific and technological developments that are still around today, such as railways, the telephone, Darwin's theories and advances in healthcare?
	Key Vocabulary ○ empire A group of countries that is ruled over by a single monarch. ○ industry To do with making products from raw materials in factories. ○ labour Work (usually physical). ○ cotton mill A place where cloth is made from cotton using machinery. ○ workhouse A place where poor people could live and be fed in exchange for work. ○ society A community of people living together in a country or region. ○ welfare The health and happiness of a group of people. ○ poverty When a people are poor. ○ hygiene Cleanliness that helps people stay healthy and free from disease. ○ Parliament – a place where British laws are made
	When – Chronology and links to other periods to be considered  To create a timeline of key events in the Victorian era and place alongside them researched local events at the time
World War 2	Key Questions
	What impact did WW2 have on the lives of ordinary people?
	Lines of enquiry ✓ What events led to a world conflict? ✓ How did the conflict impact the lives of British people during this period? ✓ How did the blitz impact how people lived their lives? ✓ What is Propaganda and how did it play an important role in the war? ✓ Why were Children evacuated from the cities to the countryside where it was safer? ✓ Why was the Rationing of food important to ensure everyone had enough to eat? ✓ The end of the war in Europe was called VE Day and VJ Day was the end of the war in Japan. ✓ How did the events shape British society today? – focus on the role of women and the increase in immigration
	Key Vocabulary ○ Allies Countries that opposed Hitler and the Nazi Party. ○ Axis Countries that supported Hitler and the Nazi Party. ○ Nazi A member of a political party who supported Hitler and his ideals. ○ Jew A person following the Jewish religion. ○ Blitz From the German word Blitzkrieg meaning 'Lightening war' ○ Rationing A person's entitlement to a set amount of food.

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| | <ul style="list-style-type: none">○ Evacuation Where children were sent to the country to keep them safe from bombing.○ Role of Women Work that women undertook during the war.○ Air Raid Shelter An external/internal structure that protected its inhabitants from bombs.○ Invade To enter and rule another country against the will of the rulers. |
| | <p>When – Chronology and links to other periods to be considered</p> <ul style="list-style-type: none">✚ To identify on a timeline significant events running up to the outbreak of war✚ to identify the order of the major events of the war e.g. battle of Britain, d-day, VE day |