

Lower Key Stage 2 History Unit 1

Enquiry: *How did life change for Ancient Britons during the Stone Age?*

What the pupils will know	Historical sources the pupils will interpret	End Points of Learning												
<ul style="list-style-type: none"> How time is divided into ‘history’, ‘prehistory’ and ‘deep time’. Why the Stone Age is part of ‘prehistory’. The three periods and dates of the Stone Age in Britain. How archaeologists use artefacts to understand life in Stone Age Britain. Why most Ancient Britons were hunter gatherers. The difference between Stone Age winter and summer camps. Why in the New Stone Age Ancient Britons began to build permanent settlements. How and why life for Ancient Britons changed from the Old to New Stone Age. <p style="text-align: center;">National Curriculum Coverage</p> <p>Pupils should be taught about:</p> <ul style="list-style-type: none"> Changes in Britain from the Stone Age to the Iron Age. 	<ul style="list-style-type: none"> Maps Artistic representations and reconstructions Cartoons Posters Photographs Artefacts <p style="text-align: center;">Disciplinary thinking skills the pupils will use to understand what they know</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%;">Selecting</td> <td>Choosing the information most suitable and relevant</td> </tr> <tr> <td>Sequencing</td> <td>Arranging events or artefacts in their correct time order</td> </tr> <tr> <td>Comparing and contrasting</td> <td>Finding similarities and differences in how people lived at different times</td> </tr> <tr> <td>Reasoning and speculating</td> <td>Forming ideas about something without firm evidence</td> </tr> <tr> <td>Synthesising</td> <td>Combining a range of ideas and facts from different sources</td> </tr> <tr> <td>Explaining</td> <td>Showing understanding of how or why something happened</td> </tr> </table> <p style="text-align: center;">SEND</p> <p>In line with our school policy, we ensure inclusion through constructing enquiries which are graduated in ‘bite size’ steps allowing for the setting of personalised targets, a broad range of learning and teaching strategies including questioning, working with additional adults where appropriate and a holistic approach to assessing achievement.</p>	Selecting	Choosing the information most suitable and relevant	Sequencing	Arranging events or artefacts in their correct time order	Comparing and contrasting	Finding similarities and differences in how people lived at different times	Reasoning and speculating	Forming ideas about something without firm evidence	Synthesising	Combining a range of ideas and facts from different sources	Explaining	Showing understanding of how or why something happened	<p>Pupils making a good level of progress will:</p> <ul style="list-style-type: none"> Describe and explain how time is divided up into ‘history’, ‘prehistory’ and ‘deep time’. Explain why the Stone Age is part of ‘prehistory’ rather than considered ‘history’. Identify and describe in chronological order the three periods and dates of the Stone Age in Britain. Describe and explain how archaeologists use artefacts to understand life in Stone Age Britain. Explain why most Ancient Britons in the Old Stone Age were hunter gatherers. Compare and contrast the difference between Stone Age winter and summer camps. Explain why in the New Stone Age Ancient Britons began to build permanent settlements. Understand how and why life for Ancient Britons changed from the Old to New Stone Age. <p>Pupils working at greater depth will also:</p> <ul style="list-style-type: none"> Understand that almost all of the timeline of British history and prehistory is occupied by the period known as the Stone Age. Explain what an anachronism is and understand how misconceptions of periods of time in the past such as the Stone Age can become accepted as fact. <p>Prior Learning</p> <p>Earlier in Key Stage 1 and Lower Key Stage 2 pupils learned:</p> <ul style="list-style-type: none"> About people and events that occurred in ‘history’ and ‘prehistory’. The importance of artefacts to historians as they attempt to describe and explain the past. What an archaeologist is and how they go about investigating the past through the items that people have left behind.
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Lower Key Stage 2 History Unit 2

Enquiry: *What is the secret of the standing stones?*

What the pupils will know	Historical sources the pupils will interpret	End Points of Learning												
<ul style="list-style-type: none"> The Bronze Age was the period between the end of the New Stone Age and the start of the Iron Age. How bronze was made from smelting copper and tin. Some ways in which the invention of bronze changed the lives of people. Why metal workers who could smelt bronze had such high status in Bronze Age society. The significance of the artefacts buried with the ‘Amesbury Archer’. Why the ‘Amesbury Archer’ was given the richest burial known in Bronze Age Britain. What a monument is. Why Bronze Age people may have built so many stone circle monuments. The design, layout and possible purpose of the stone monuments at Merrivale. <p style="text-align: center;">National Curriculum Coverage</p> <p>Pupils should be taught about:</p> <ul style="list-style-type: none"> Changes in Britain from the Stone Age to the Iron Age. 	<ul style="list-style-type: none"> Maps Modern artistic representations and reconstructions of people and places Photographs Artefacts Ancient and modern monuments <p style="text-align: center;">Disciplinary thinking skills the pupils will use to understand what they know</p> <table border="1" style="width: 100%; border-collapse: collapse; margin: 10px 0;"> <tr> <td style="padding: 2px;">Selecting</td> <td style="padding: 2px;">Choosing the information most suitable and relevant</td> </tr> <tr> <td style="padding: 2px;">Sequencing</td> <td style="padding: 2px;">Arranging events or artefacts in their correct time order</td> </tr> <tr> <td style="padding: 2px;">Comparing and contrasting</td> <td style="padding: 2px;">Finding similarities and differences in how people lived at different times</td> </tr> <tr> <td style="padding: 2px;">Reasoning and speculating</td> <td style="padding: 2px;">Forming ideas about something without firm evidence</td> </tr> <tr> <td style="padding: 2px;">Synthesising</td> <td style="padding: 2px;">Combining a range of ideas and facts from different sources</td> </tr> <tr> <td style="padding: 2px;">Explaining</td> <td style="padding: 2px;">Showing understanding of how or why something happened</td> </tr> </table> <p style="text-align: center;">SEND</p> <p>In line with our school policy, we ensure inclusion through constructing enquiries which are graduated in ‘bite size’ steps allowing for the setting of personalised targets, a broad range of learning and teaching strategies including questioning, working with additional adults where appropriate and a holistic approach to assessing achievement.</p>	Selecting	Choosing the information most suitable and relevant	Sequencing	Arranging events or artefacts in their correct time order	Comparing and contrasting	Finding similarities and differences in how people lived at different times	Reasoning and speculating	Forming ideas about something without firm evidence	Synthesising	Combining a range of ideas and facts from different sources	Explaining	Showing understanding of how or why something happened	<p>Pupils making a good level of progress will:</p> <ul style="list-style-type: none"> Understand that the Bronze Age was the period between the end of the New Stone Age and the start of the Iron Age. Describe and explain how bronze was made from smelting copper and tin. Describe and explain some ways in which the invention of bronze changed the lives of people. Understand why metal workers who could smelt bronze had such high status in Bronze Age society. Explain the significance of the artefacts buried with the ‘Amesbury Archer’. Explain why the ‘Amesbury Archer’ was given the richest burial known in Bronze Age Britain. Describe and explain what a monument is. Explain why Bronze Age people may have built so many stone circle monuments. Describe and explain the design, layout and possible purpose of the stone monuments at Merrivale <p>Pupils working at greater depth will also:</p> <ul style="list-style-type: none"> Understand why metal workers may have travelled long distances from Central Europe to work in communities in Britain during the Bronze Age. Understand the concept of a monument and how modern and ancient monuments serve the same purpose. <p>Prior Learning</p> <p>Earlier in Key Stage 1 and Lower Key Stage 2 pupils learned:</p> <ul style="list-style-type: none"> About how life changed for people in Britain during the Stone Age. How stone age people also left behind stone monuments. The importance of artefacts to historians as they attempt to describe and explain the past. What an archaeologist is and how they go about investigating the past through the items that people have left behind.
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Lower Key Stage 2 History Unit 3

Enquiry: *How do artefacts help us to understand the lives of people in Iron Age Britain?*

What the pupils will know	Historical sources the pupils will interpret	End Points of Learning												
<ul style="list-style-type: none"> • That the Iron Age followed the Bronze Age. • How iron was smelted and made into tools and weapons. • How iron was a much more useful metal than bronze. • What an Iron Age tribe was. • Why Iron Age Britain was often a violent time. • The purpose and features of Iron Age hill forts. • Why so many hill forts were built in Britain during the Iron Age. • The features of a typical Iron Age roundhouse. • The significance of artefacts discovered in roundhouses and hill forts. • What a votive offering is. • Why Iron Age tribes may have made so many votive offerings. <p style="text-align: center;">National Curriculum Coverage</p> <p>Pupils should be taught about:</p> <ul style="list-style-type: none"> • Changes in Britain from the Stone Age to the Iron Age. 	<ul style="list-style-type: none"> • Maps • Modern artistic representations and reconstructions of people and places • Photographs • Artefacts • Tabular and graphical data <p style="text-align: center;">Disciplinary thinking skills the pupils will use to understand what they know</p> <table border="1" style="width: 100%; border-collapse: collapse; margin: 10px 0;"> <tr> <td style="padding: 2px;">Selecting</td> <td style="padding: 2px;">Choosing the information most suitable and relevant</td> </tr> <tr> <td style="padding: 2px;">Sequencing</td> <td style="padding: 2px;">Arranging events or artefacts in their correct time order</td> </tr> <tr> <td style="padding: 2px;">Comparing and contrasting</td> <td style="padding: 2px;">Finding similarities and differences in how people lived at different times</td> </tr> <tr> <td style="padding: 2px;">Reasoning and speculating</td> <td style="padding: 2px;">Forming ideas about something without firm evidence</td> </tr> <tr> <td style="padding: 2px;">Synthesising</td> <td style="padding: 2px;">Combining a range of ideas and facts from different sources</td> </tr> <tr> <td style="padding: 2px;">Explaining</td> <td style="padding: 2px;">Showing understanding of how or why something happened</td> </tr> </table> <p style="text-align: center;">SEND</p> <p>In line with our school policy, we ensure inclusion through constructing enquiries which are graduated in 'bite size' steps allowing for the setting of personalised targets, a broad range of learning and teaching strategies including questioning, working with additional adults where appropriate and a holistic approach to assessing achievement.</p>	Selecting	Choosing the information most suitable and relevant	Sequencing	Arranging events or artefacts in their correct time order	Comparing and contrasting	Finding similarities and differences in how people lived at different times	Reasoning and speculating	Forming ideas about something without firm evidence	Synthesising	Combining a range of ideas and facts from different sources	Explaining	Showing understanding of how or why something happened	<p>Pupils making a good level of progress will:</p> <ul style="list-style-type: none"> • Know that the Iron Age followed the Bronze Age. • Describe and explain how iron was smelted and made into tools and weapons. • Explain why iron was a much more useful metal than bronze. • Describe what an Iron Age tribe was. • Understand why Iron Age Britain was often a violent time. • Identify, describe and explain the purpose and features of Iron Age hill forts. • Explain why so many hill forts were built in Britain during the Iron Age. • Identify, describe and explain the features of a typical Iron Age roundhouse. • Understand the significance of artefacts discovered in roundhouses and hill forts. • Explain what a votive offering is. • Understand why Iron Age tribes may have made so many votive offerings. <p>Pupils working at greater depth will also:</p> <ul style="list-style-type: none"> • Understand that modern day cultures and societies also continue to make votive offerings of various kinds for different purposes. <p>Prior Learning</p> <p>Earlier in Key Stage 1 and Lower Key Stage 2 pupils learned:</p> <ul style="list-style-type: none"> • About how life changed for people in Britain during the Stone Age. • How life in the Bronze Age was different from the Stone Age. • The importance of artefacts to historians as they attempt to describe and explain the past. • What an archaeologist is and how they go about investigating the past through the items that people have left behind.
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Lower Key Stage 2 History Unit 4

Enquiry: *How did the arrival of the Romans change Britain?*

What the pupils will know	Historical sources the pupils will interpret	End Points of Learning												
<ul style="list-style-type: none"> What an empire is. Modern day countries that were once part of the Roman Empire. Why Claudius invaded Britain in AD 43. Who Boudica was and why she was such a threat to the Roman settlement of Britain. The lifestyle of many high status Romans living in Britain. Why the Romans constructed Hadrian’s Wall in AD122. How and why the Romans designed and built many towns in Britain. What a gladiator was and why gladiatorial games were organised in Britain. Why so much evidence remains today in Britain of the Roman occupation. Why most Romans eventually left Britain and returned to Rome. <p style="text-align: center;">National Curriculum Coverage</p> <p>Pupils should be taught about:</p> <ul style="list-style-type: none"> The Roman Empire and its impact on Britain. 	<ul style="list-style-type: none"> Maps Modern artistic representations and reconstructions of people and places Photographs Artefacts Engravings Written documents – speeches, journals, manuscripts Statues and busts <p style="text-align: center;">Disciplinary thinking skills the pupils will use to understand what they know</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%;">Selecting</td> <td>Choosing the information most suitable and relevant</td> </tr> <tr> <td>Sequencing</td> <td>Arranging events or artefacts in their correct time order</td> </tr> <tr> <td>Comparing and contrasting</td> <td>Finding similarities and differences in how people lived at different times</td> </tr> <tr> <td>Reasoning and speculating</td> <td>Forming ideas about something without firm evidence</td> </tr> <tr> <td>Synthesising</td> <td>Combining a range of ideas and facts from different sources</td> </tr> <tr> <td>Explaining</td> <td>Showing understanding of how or why something happened</td> </tr> </table> <p style="text-align: center;">SEND</p> <p>In line with our school policy, we ensure inclusion through constructing enquiries which are graduated in ‘bite size’ steps allowing for the setting of personalised targets, a broad range of learning and teaching strategies including questioning, working with additional adults where appropriate and a holistic approach to assessing achievement.</p>	Selecting	Choosing the information most suitable and relevant	Sequencing	Arranging events or artefacts in their correct time order	Comparing and contrasting	Finding similarities and differences in how people lived at different times	Reasoning and speculating	Forming ideas about something without firm evidence	Synthesising	Combining a range of ideas and facts from different sources	Explaining	Showing understanding of how or why something happened	<p>Pupils making a good level of progress will:</p> <ul style="list-style-type: none"> Explain what an empire is. Identify and locate those modern day countries that were once part of the Roman Empire. Understand why Claudius invaded Britain in AD 43. Describe who Boudica was and explain why she was such a threat to the Roman settlement of Britain. Identify and describe the lifestyle of many high status Romans living in Britain. Explain why the Romans constructed Hadrian’s Wall in AD122. Describe how and why the Romans designed and built many towns in Britain. Explain what a gladiator was and why gladiatorial games were organised in Britain. Understand why so much evidence remains today in Britain of the Roman occupation. Explain why most Romans eventually left Britain and returned to Rome. <p>Pupils working at greater depth will also:</p> <ul style="list-style-type: none"> Understand how the retreat of the Romans from Britain created opportunities for Anglo Saxon tribes from central Europe to gradually settle across the country. Explain who the Celts were and those areas of Britain in which they lived during the Roman occupation. <p>Prior Learning</p> <p>Earlier in Key Stage 1 and Lower Key Stage 2 pupils learned:</p> <ul style="list-style-type: none"> About how life changed in Britain from the Stone Age to the Iron Age. That during this time people moved into Britain from places all over Europe. That during the Iron Age wars were fought between tribes for control of land and resources.
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Lower Key Stage 2 History Unit 5

Enquiry: *Who were the Anglo Saxons and how do we know what was important to them?*

What the pupils will know	Historical sources the pupils will interpret	End Points of Learning												
<ul style="list-style-type: none"> What happened in Rome in AD 410 that convinced the Romans to leave Britain. Who the Anglo Saxons were and where they came from. Why the Anglo Saxons settled in England after the Romans began to leave. Why the Anglo Saxons chose to live in villages rather than towns left behind by the Romans. Why the Anglo Saxons were referred to as ‘pagan’. Why England began to convert to Christianity after the arrival of Constantine in AD 597. How ordinary people were affected by England’s conversion to Christianity. Why Sutton Hoo is one of the most important archaeological sites ever discovered in Britain. <p style="text-align: center;">National Curriculum Coverage</p> <p>Pupils should be taught about:</p> <ul style="list-style-type: none"> Britain’s settlement by Anglo-Saxons and Scots. 	<ul style="list-style-type: none"> Maps Modern artistic representations and reconstructions of people, places and events. Photographs Artefacts Engravings Paintings Stained glass windows Written documents – speeches, journals, manuscripts <p style="text-align: center;">Disciplinary thinking skills the pupils will use to understand what they know</p> <table border="1" style="width: 100%; border-collapse: collapse; margin: 10px 0;"> <tr> <td style="width: 20%;">Selecting</td> <td>Choosing the information most suitable and relevant</td> </tr> <tr> <td>Sequencing</td> <td>Arranging events or artefacts in their correct time order</td> </tr> <tr> <td>Comparing and contrasting</td> <td>Finding similarities and differences in how people lived at different times</td> </tr> <tr> <td>Reasoning and speculating</td> <td>Forming ideas about something without firm evidence</td> </tr> <tr> <td>Synthesising</td> <td>Combining a range of ideas and facts from different sources</td> </tr> <tr> <td>Explaining</td> <td>Showing understanding of how or why something happened</td> </tr> </table> <p style="text-align: center;">SEND</p> <p>In line with our school policy, we ensure inclusion through constructing enquiries which are graduated in ‘bite size’ steps allowing for the setting of personalised targets, a broad range of learning and teaching strategies including questioning, working with additional adults where appropriate and a holistic approach to assessing achievement.</p>	Selecting	Choosing the information most suitable and relevant	Sequencing	Arranging events or artefacts in their correct time order	Comparing and contrasting	Finding similarities and differences in how people lived at different times	Reasoning and speculating	Forming ideas about something without firm evidence	Synthesising	Combining a range of ideas and facts from different sources	Explaining	Showing understanding of how or why something happened	<p>Pupils making a good level of progress will:</p> <ul style="list-style-type: none"> Explain what happened in Rome in AD 410 that convinced the Romans to leave Britain. Understand who the Anglo Saxons were and where they came from. Describe and explain why the Anglo Saxons settled in England after the Romans began to leave. Explain why the Anglo Saxons chose to live in villages rather than towns left behind by the Romans. Understand why the Anglo Saxons were referred to as ‘pagan’. Describe and explain why England began to convert to Christianity after the arrival of Constantine in AD 597. Explain and reach a judgement regarding how ordinary people were affected by England’s conversion to Christianity. Explain why Sutton Hoo is one of the most important archaeological sites ever discovered in Britain. <p>Pupils working at greater depth will also:</p> <p>Understand that there were many Anglo Saxons living in and working with the Romans long before most Romans left and returned to Rome.</p> <p>Prior Learning</p> <p>Earlier in Key Stage 1 and Lower Key Stage 2 pupils learned:</p> <ul style="list-style-type: none"> About what an empire is and why the Romans invaded and occupied Britain. That invasions and wars are almost always about gaining control of land and natural resources. That during the Iron Age wars were fought between tribes for control of land and resources.
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Lower Key Stage 2 History Unit 6

Enquiry: *What did the Vikings want and how did Alfred help to stop them getting it?*

What the pupils will know	Historical sources the pupils will interpret	End Points of Learning												
<ul style="list-style-type: none"> Who the so called ‘Vikings’ actually were and where their original homelands can be found today. The significance of the Viking attack on Lindisfarne in 793. How England in Anglo Saxon times was made up of several separate kingdoms. The motives of the Norsemen who invaded Britain in the eighth and ninth centuries. The area of modern day Britain once occupied and settled by Norsemen. How Norse settlements compared with traditional Anglo Saxon homes. The difference between a myth and legend. How Anglo Saxons resisted invasion and occupation by Norsemen. Why King Alfred of Wessex has the title ‘Great’. Why William of Normandy invaded England in 1066 ending the Anglo Saxon period. <p style="text-align: center;">National Curriculum Coverage</p> <p>Pupils should be taught about:</p> <ul style="list-style-type: none"> The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. 	<ul style="list-style-type: none"> Maps Modern artistic representations and reconstructions of people, places and events. Photographs Artefacts Engravings Paintings Stained glass windows Written documents – speeches, journals, manuscripts Tabular and graphical data – climate graphs <p style="text-align: center;">Disciplinary thinking skills the pupils will use to understand what they know</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%;">Selecting</td> <td>Choosing the information most suitable and relevant</td> </tr> <tr> <td>Sequencing</td> <td>Arranging events or artefacts in their correct time order</td> </tr> <tr> <td>Comparing and contrasting</td> <td>Finding similarities and differences in how people lived at different times</td> </tr> <tr> <td>Reasoning and speculating</td> <td>Forming ideas about something without firm evidence</td> </tr> <tr> <td>Synthesising</td> <td>Combining a range of ideas and facts from different sources</td> </tr> <tr> <td>Explaining</td> <td>Showing understanding of how or why something happened</td> </tr> </table> <p style="text-align: center;">SEND</p> <p>In line with our school policy, we ensure inclusion through constructing enquiries which are graduated in ‘bite size’ steps allowing for the setting of personalised targets, a broad range of learning and teaching strategies including questioning, working with additional adults where appropriate and a holistic approach to assessing achievement.</p>	Selecting	Choosing the information most suitable and relevant	Sequencing	Arranging events or artefacts in their correct time order	Comparing and contrasting	Finding similarities and differences in how people lived at different times	Reasoning and speculating	Forming ideas about something without firm evidence	Synthesising	Combining a range of ideas and facts from different sources	Explaining	Showing understanding of how or why something happened	<p>Pupils making a good level of progress will:</p> <ul style="list-style-type: none"> Explain who the so called ‘Vikings’ actually were and where their original homelands can be found today. Understand the significance of the Viking attack on Lindisfarne in 793. Identify, locate and describe how England in Anglo Saxon times was made up of several separate kingdoms. Explain the motives of the Norsemen who invaded Britain in the eighth and ninth centuries. Identify, locate and describe the area of modern day Britain once occupied and settled by Norsemen. Explain how Norse settlements compared with traditional Anglo Saxon homes. Explain the difference between a myth and legend. Describe and explain how Anglo Saxons resisted invasion and occupation by Norsemen. Reach a judgement as to why King Alfred of Wessex has the title ‘Great’. Explain why William of Normandy invaded England in 1066 ending the Anglo Saxon period. <p>Pupils working at greater depth will also:</p> <ul style="list-style-type: none"> Understand why it is disputed who the first king of all England actually was. Understand that William of Normandy was also a descendant of the Vikings when he became the first Norman king of England. <p>Prior Learning</p> <p>Earlier in Key Stage 1 and Lower Key Stage 2 pupils learned:</p> <ul style="list-style-type: none"> That invasions and wars such as those with the Romans are almost always about gaining control of land and natural resources. What the Romans wanted when they invaded and occupied England and absorbed it into its empire
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Lower Key Stage 2 History Enquiry

Enquiry: *Why were castles so important to the Normans?*

What the pupils will know	Historical sources the pupils will interpret	End Points of Learning												
<ul style="list-style-type: none"> Who William Duke of Normandy and the Normans were. Why William invaded England in 1066. Why the Bayeux Tapestry is such an important historical artefact and source for the invasion. The features of Motte and Bailey castles. How Norman castles changed after William gained control of England. The purpose of Norman stone castles. Why Hereward the Wake presented a threat to Norman rule in England. How society was organised in medieval times – knights, nobles, commoners and serfs. Why a relatively small number of Normans were able to subdue and rule England for three hundred years. Why Norman castles today are such a popular tourist and visitor attraction. <p style="text-align: center;">National Curriculum Coverage</p> <p>Pupils should be taught about:</p> <ul style="list-style-type: none"> A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 – a significant turning point in British history. 	<ul style="list-style-type: none"> Maps Modern artistic representations and reconstructions of people, places and events. Photographs Artefacts Tapestry Paintings Written documents – speeches, journals, manuscripts <p style="text-align: center;">Disciplinary thinking skills the pupils will use to understand what they know</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%;">Selecting</td> <td>Choosing the information most suitable and relevant</td> </tr> <tr> <td>Sequencing</td> <td>Arranging events or artefacts in their correct time order</td> </tr> <tr> <td>Comparing and contrasting</td> <td>Finding similarities and differences in how people lived at different times</td> </tr> <tr> <td>Reasoning and speculating</td> <td>Forming ideas about something without firm evidence</td> </tr> <tr> <td>Synthesising</td> <td>Combining a range of ideas and facts from different sources</td> </tr> <tr> <td>Explaining</td> <td>Showing understanding of how or why something happened</td> </tr> </table> <p style="text-align: center;">SEND</p> <p>In line with our school policy, we ensure inclusion through constructing enquiries which are graduated in 'bite size' steps allowing for the setting of personalised targets, a broad range of learning and teaching strategies including questioning, working with additional adults where appropriate and a holistic approach to assessing achievement.</p>	Selecting	Choosing the information most suitable and relevant	Sequencing	Arranging events or artefacts in their correct time order	Comparing and contrasting	Finding similarities and differences in how people lived at different times	Reasoning and speculating	Forming ideas about something without firm evidence	Synthesising	Combining a range of ideas and facts from different sources	Explaining	Showing understanding of how or why something happened	<p>Pupils making a good level of progress will:</p> <ul style="list-style-type: none"> Explain who William Duke of Normandy and the Normans were. Understand why William invaded England in 1066. Explain why the Bayeux Tapestry is such an important historical artefact and source about the Norman invasion of England. Identify, locate and describe the features of Motte and Bailey castles. Explain how Norman castles changed after William gained control of England. Explain and reach a judgement about the different purposes of Norman stone castles. Explain why Hereward the Wake presented a threat to Norman rule in England. Describe and explain how society was organised in medieval times – knights, nobles, commoners and serfs. Understand why a relatively small number of Normans were able to subdue and rule England for three hundred years. Explain why Norman castles today are such a popular tourist and visitor attraction. <p>Pupils working at greater depth will also:</p> <p>Understand the similarities and differences between the invasions of England by the Romans, Vikings and Normans.</p> <p>Prior Learning</p> <p>Earlier in Key Stage 1 and Lower Key Stage 2 pupils learned:</p> <ul style="list-style-type: none"> That invasions and wars such as those with the Romans and Vikings are almost always about gaining control of land and natural resources. That William the first Norman king of England was a direct descendant of the Vikings.
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