

Year 2 and 3 History Learning Sequence

Knowledge Strands Key:

Disciplinary knowledge

Chronology and timeline

Empire, invasion and war

Monarchy, hierarchy, power and democracy

Resistance and enslavement

Civilisation, culture, invention and ingenuity

Year A Term 2 – How have children's lives changed over time?

National Curriculum: A study of an aspect or theme in British History that extends beyond 1066

Resources to support planning: <https://www.kapowprimary.com/subjects/history/mixed-age-year-3-4/cycle-b/y3-4-how-have-childrens-lives-changed-cycle-b/>

By the end of this unit I will know....

- Suggest how children's lives have changed. (Lesson 1)
- Explain why children needed to work. (Lesson 2, 3)
- Identify the kinds of jobs Tudor and Victorian children had, making observations and inferences about them. (Lesson 2, 3)
- Identify how Lord Shaftesbury changed the lives of children and evaluate the impact of his work. (Lesson 4)
- Identify diseases from the past and discuss how effective the treatments were. (Lesson 6)

By the end of this unit I will be able to...

- Place a range of objects, people and events beyond own experiences in time order on a timeline.
- Use dates and historical terms to describe historical periods and make links to what has already been learnt
- Use a variety of resources to ask and answer questions to find out about aspects of life in the past
- Use key evidence from a range of sources to support judgements made about the past
- Understand the difference between a primary source and a secondary source and that sources can contradict each other
- Communicate learning in the form of a short historical narrative

<u>Prior knowledge to recap...</u>	<u>Lesson 1</u>	<u>Lesson 2</u>	<u>Lesson 3</u>	<u>Lesson 4</u>	<u>Lesson 5</u>	<u>Lesson 6</u>	<u>Assessment</u>
What is the past?	What do sources tell us about how children's lives have changed?	Why did Tudor children work and what was it like?	What jobs did children have in Victorian England and	How did Lord Shaftesbury help to change lives of children?	How and why has children's leisure time changed?	What were the diseases caught and how were they treated?	Kapow assessment

How has our school changed over time?			what were they like?				End of term knowledge map
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Year A Term 4 – Would you prefer to live in the Stone Age, Iron Age or Bronze Age?

National Curriculum: Changes in Britain from the Stone Age to the Iron Age

Resources to support lesson planning: <https://www.kapowprimary.com/subjects/history/mixed-age-year-3-4/cycle-a/y3-4-british-history-1-would-you-prefer-to-live-in-the-stone-age-bronze-age-or-iron-age-cycle-a/>

By the end of this unit I will know...

- Talk with increasing accuracy and detail about events, places and people beyond living memory. (Lesson 1-6)
- Describe different methods of defence used in the past – hillforts (Lesson 6)
- Talk about and describe the features of life in Stone Age, Iron Age and Bronze Age Britain – chronology (Lesson 1), everyday life (Lesson 2, 4, 5) tools (Lesson 3), settlements (Lesson 2), monuments (Lesson 2), significant figures (Lesson 3), end of period in history (Lesson 6)
- Discuss local artefacts which link to the Stone Age – Stonehenge, Amesbury Archer, Avebury as well as Skara Brae (Lesson 1, 2, 3 + visit)

By the end of this unit I will be able to...

- Place a range of objects, people and events beyond own experiences in time order on a timeline.
- Use dates and historical terms to describe historical periods and make links to what has already been learnt
- Use a variety of resources to ask and answer questions to find out about aspects of life in the past
- Use key evidence from a range of sources to support judgements made about the past
- Understand the difference between a primary source and a secondary source and that sources can contradict each other

Communicate learning in the form of a short historical narrative

<u>Prior knowledge to recap...</u>	<u>Lesson 1</u>	<u>Lesson 2</u>	<u>Lesson 3</u>	<u>Lesson 4</u>	<u>Lesson 5</u>	<u>Lesson 6</u>	<u>Assessment</u>
What is the past? Have people always lived in the same way throughout history? Look at timeline – compare Stone	How long ago did prehistoric man live?	What does Skara Brae tell us about life in the Stone Age?	Who was the Amesbury Archer?	How did bronze change life in the Stone Age?	How did trade change the Iron Age?	What changed between the Stone Age and Iron Age?	Kapow assessment End of term knowledge web

Age to those previously studied							
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Year A Term 6 – What did the Romans do for us?

National curriculum: The Roman Empire and its impact on Britain

Resources to support planning: <https://www.keystagehistory.co.uk/keystage-2/outstanding-lessons-keystage-2/roman-britain-outstanding-lessons/>

By the end of this unit I will know....

- Talk with increasing accuracy and detail about events, places and people beyond living memory. (Lessons 1-6)
- Know that Rome was a kingdom (753-509 BC) led by a King. Next it was a republic (509-27 BC) led by two consuls and a group of 600 men called a senate. Finally it was an empire (27 BC – AD 476) ruled by an emperor. (Lesson 1)
- Describe how the past has been divided into different periods of time using the terms BC and AD to locate and order dates of occupation (Lesson 1)
- Describe how the Roman Empire grew over time and included countries in Europe, the Middle East and North Africa (Lesson 1)
- Understand the impact of the Roman invasion of Britain in AD43 – Roman army, Roman conquest, power struggles, Boudicca (Lesson 3, 4)
- Describe different methods of defence used in the past – Roman fortified town (Lesson 4, 5)
- Recall reasons for the Roman withdrawal from Britain (Lesson 6)
- Describe Ancient Rome's hierarchy – Emperor or Senator, upper class, patricians, freemen and slaves. (Lesson 4)
- Know that Emperors had absolute power. Some emperors like Trajan (AD 53-117) used this wisely but others like Commodus (AD 161-192) were foolish and selfish (Lesson 4)
- Know that there were three different types of rule in Ancient Rome – kingdom, empire, republic. (Lesson 1)
- Know and describe how the actions of Boudicca impacted history (Lesson 3)
- Know slavery existed during Roman Britain (Lesson 6)
- Explain the reasons why groups of people were enslaved during Roman invasion (Lesson 6)
- Describe life in Ancient Rome – everyday life, founding of Ancient Rome, rule in Rome, growth and expansion of the empire, emperors (Lesson 1, 4)
- Describe the Romanisation of Britain – Roman roads, Roman towns, invention and ingenuity, Romano-British culture, Romanisation in local area (Roman Baths), Roman withdrawal (Lesson 5, 6)

By the end of this unit I will be able to....

- Place a range of objects, people and events beyond own experiences in time order on a timeline.
- Use dates and historical terms to describe historical periods and make links to what has already been learnt
- Use a variety of resources to ask and answer questions to find out about aspects of life in the past
- Use key evidence from a range of sources to support judgements made about the past
- Understand the difference between a primary source and a secondary source and that sources can contradict each other

- Communicate learning in the form of a short historical narrative

<u>Prior knowledge to recap...</u> - Knowledge of civilisations – Stone Age, Bronze Age, Iron Age, Ancient Egypt Look at timeline – compare when Roman period was to those previously studied	<u>Lesson 1</u> How did the Roman Empire grow over time?	<u>Lesson 2</u> Why did the Romans invade Britain?	<u>Lesson 3</u> Why did Boudicca stand up to the Romans and why do we remember her today?	<u>Lesson 4</u> How can we explain the power of the Roman Army?	<u>Lesson 5</u> What does studying a Roman villa tell us about everyday life under Roman rule?	<u>Lesson 6</u> How far did Romans change everyday life in Britain?	<u>Assessment</u> Key Stage History assessment End of term knowledge web
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Year B Term 2 – What was the Gunpowder Plot?

National Curriculum: Events beyond living memory

Resources to support lesson planning:

<https://www.keystagehistory.co.uk/keystage-1/teaching-the-gunpowder-plot-to-key-stage-1/> or use planning from Term 2 2023-24

By the end of this unit I will know...

- Understand ways we remember events in history (Bonfire night, Remembrance Day) (Lesson 1, Lesson 6)
- Talk about events and people beyond living memory – Guy Fawkes, Robert Catesby, King James I. (Lesson 1, 2)
- Know that significant events affect the lives of many people over a long period of time and are sometimes commemorated (Bonfire Night) (Lesson 6)
- Know that the Gunpowder Plot happened because the plotters felt they were being treated unfairly because they were Catholics (Lesson 4).
- Know that the King used to live at the Houses of Parliament and now they are used to house our Government (Lesson 3).

By the end of this unit I will be able to...

- Ask and record answers to simple questions about the past using stories, sources or artefacts.
- Show an understanding that artefacts and photographs are historical source materials that help us to form our knowledge of the past.
- Sort artefacts from then and now.

<u>Prior knowledge to recap...</u>	<u>Lesson 1</u>	<u>Lesson 2</u>	<u>Lesson 3</u>	<u>Lesson 4</u>	<u>Lesson 5</u>	<u>Lesson 6</u>	<u>Assessment</u>
How do we celebrate Bonfire Night?	What was the Gunpowder Plot and when did it happen?	Who were the Gunpowder Plotters?	Why are the Houses of Parliament important today and in 1604?	Why was there conflict surrounding the Gunpowder Plot?	How can we use artefacts to help us learn about the Gunpowder Plot?	Why do we celebrate Bonfire Night?	Kapow quiz End of term knowledge web

Year B Term 4 – How did Rosa Parks help to shape Black history?

National curriculum: The lives of significant individuals

Resources to support planning: <https://www.keystagehistory.co.uk/keystage-1/outstanding-lessons/rosa-parks/>

By the end of this unit I will know....

- Know that significant events affect the lives of many people over a long period of time and are sometimes commemorated
- Know important individuals who have made great discoveries and whose actions impacted the world and British History – Martin Luther King, Rosa Parks
- Know that Rosa Parks was Black and, in 1955, she was asked to give her seat up on the bus for a white person, but she refused.
- Know that Rosa Parks' actions led to the Bus Boycott, where people refused to use the buses.
- Know that the actions of Rosa Parks helped to make the lives of Black people easier, but racism still exists today.

By the end of this unit I will be able to...

- Ask and record answers to simple questions about the past using stories, sources or artefacts.
- Show an understanding that artefacts and photographs are historical source materials that help us to form our knowledge of the past.
- Sort artefacts from then and now.

<u>Prior knowledge to recap...</u>	<u>Lesson 1</u>	<u>Lesson 2</u>	<u>Lesson 3</u>	<u>Lesson 4</u>	<u>Lesson 5</u>	<u>Lesson 6</u>	<u>Assessment</u>
PSHE – rights and responsibilities	How can we find out why Rosa Parks was a significant person?	How can stories from her early life help us to find out more about Rosa Parks?	What was life like for Black people living in the USA in the 1950s?	Why did Rosa act the way she did on the day that made her famous?	How did Rosa's actions lead to Black people's lives improving?	How should we remember Rosa Parks today?	Key Stage History assessment End of term knowledge web

Year B Term 6 – What was the legacy of the first moon landing?

National curriculum: The lives of significant individuals

Resources to support planning: <https://www.keystagehistory.co.uk/keystage-1/outstanding-lessons/moon-landing/>

By the end of this unit I will know....

- Know important individuals who have made great discoveries and whose actions impacted the world and British History – Neil Armstrong
- Know that the spacecraft was called Apollo 11 and Neil Armstrong was the first person to step foot on the moon.
- Know that the Moon Landing happened in 1969.
- Know that the Moon Landing changed the world forever by showing that it was possible to go to space.
- Know that no one has been to the moon since 1969.

By the end of this unit I will be able to....

- Ask and record answers to simple questions about the past using stories, sources or artefacts.
- Show an understanding that artefacts and photographs are historical source materials that help us to form our knowledge of the past.
- Sort artefacts from then and now.

<u>Prior knowledge to recap...</u>	<u>Lesson 1</u>	<u>Lesson 2</u>	<u>Lesson 3</u>	<u>Lesson 4</u>	<u>Lesson 5</u>	<u>Lesson 6</u>	<u>Assessment</u>
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What is the moon?

Have people ever been to the moon and how can we know for sure?

Why did astronauts risk their lives to go to the moon?

How were the astronauts able to get to the moon and back safely?

What did they do at the moon and how do we know?

Does everyone agree that we should continue to send people to the moon?

How should we commemorate the Moon Landing?

Key Stage History quiz

End of term knowledge web