



Cherry Tree Academy Medium Term History Cycle A

Autumn 1		
LKS2	Changes from the Stone Age to Iron Age How did Britain change from the Stone Age to the Iron Age?	
	Year 3	Year 4
	<p>L1: What is prehistory? L2: How did people survive in the Old Stone Age? L3: What was new about the New Stone Age? L4: Who were the Beakers? L5: Which was better, bronze or iron?</p>	<p>L1: What is prehistory? L2: How did people survive in 'The Old Stone Age'? L3: What was new about 'The new Stone Age'? L4: Who are the Beakers? L5: Which was better, bronze or iron?</p>
Key Concepts to assess	<p>L1: Children know prehistory is the time before written records. L2: Children know the period of prehistoric Britain includes The Stone Age, The Bronze Age and the Iron Age. L3: Children understand historians use archaeology to interpret the past. L4: Children know The Stone is split into three periods: Paleolithic, Mesolithic and Neolithic. L5: Children know the period of prehistoric Britain ends with the Roman invasion.</p>	<p>L1: Children know prehistory is the time before written records and can describe periods such as the ice age. L2: Children can put The Stone Age, The Bronze Age and the Iron Age in chronological order. L3: Children understand historians use archaeology to interpret the past using primary and secondary sources of evidence. L4: Children know The Stone is split into three periods: Paleolithic, Mesolithic and Neolithic and make comparisons between them. L5: Children know the period of prehistoric Britain ends with the Roman invasion and understand why the Romans wanted to conquer Britain.</p>
Vocabulary	archaeology, artefacts, prehistory, written records, survival, hunter-gatherer, tools, weapons, migration, settlement, governance, hill fort, coinage, invasion, Stone Age, Bronze Age, Iron Age, historians, periods, Paleolithic, Mesolithic, Neolithic, Romans.	archaeology, artefacts, prehistory, written records, chronological order, primary sources, secondary sources, survival, hunter-gatherer, tools, weapons, migration, settlement, governance, hill fort, coinage, invasion, Stone Age, Bronze Age, Iron Age, historians, periods, Paleolithic, Mesolithic, Neolithic, comparisons, Romans, conquer.
Experiences		
SMSC		
British Values	Rule of law-taking things that do not belong to you.	
School Values	Consideration-how would civilians feel during and following the Roman invasion.	



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Spring 1		
How did the Romans impact Britain?		
LKS2	Year 3	Year 4
	<p>L1: How did the Romans impact Britain? L2: When did the Romans invade and why? L3: Where did the Romans settle? L4: Did the native Britons welcome or resist the Romans and why? L5: What did the Romans ever do for us and why did they leave Britain?</p>	<p>L1: How did the Romans impact Britain? L2: When did the Romans invade and why? L3: Where did the Romans settle? L4: Did the native Britons welcome or resist the Romans and why? L5: What did the Romans ever do for us and why did they leave Britain?</p>
Key Concepts to assess	<p>L1: Children know the Romans attempted to invade twice before they were successful on their third attempt. L2: Children know Caesar and other emperors wanted to conquer Britain for its resources. L3: Children can describe the impact on Britain and the trade industry through the development of trade links and road developments. L4: Children know the Roman influenced Britain: urban life, roads, sanitation, centralized government, taxation, language. L5: Children know Roman Britain ended because of the fall of the Roman Empire across Europe and attacks on Rome.</p>	<p>L1: Children know the Romans attempted to invade twice before they were successful on their third attempt. Children to explain why the first two attempts were unsuccessful. L2: Children know Caesar and other emperors wanted to conquer Britain for its resources. Children to research how Claudius tried to conquer Britain. L3: Children can describe the impact on Britain and the trade industry through the development of trade links and road developments. Children to describe how the Romans introduced aqueducts and explain the impact it had on economy and human labour. L4: Children know the Roman influenced Britain: urban life, roads, sanitation, centralized government, taxation, language. Children to research which words originated from the Romans e.g. triumph, dictator, circus etc. L5: Children know Roman Britain ended because of the fall of the Roman Empire across Europe and attacks on Rome. Children know that the reason for Roman soldiers leaving the country was because of constant attacks from barbarian tribes, including the Visigoths and the Vandals.</p>
Vocabulary	Romans, settlements, migration, empire, Caesar, emperor, invasion, conquer, military, rebellion, architecture, sanitation, language, trade industry, road, development, urban, sanitation, government, taxation, Europe.	Romans, settlements, migration, empire, Caesar, Claudius, emperor, invasion, conquer, military, rebellion, architecture, sanitation, language, trade industry, road, development, aqueducts, economy, labour, urban, sanitation, government, taxation, Europe. Barbarian tribes, Visigoths, Vandals.
Experiences	Be a Roman for a Day	
SMSC	Social, moral and cultural impact of invasion on citizens.	
British Values	Rule of law- taking things that do not belong to you.	
School Values	Consideration-how would civilians feel during and following the Roman invasion.	



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Summer 1		
Why is Pontefract Castle 'Britain's most fearsome fort'?		
LKS2	Year 3	Year 4
	<p>L1: Why is there a castle in Pontefract and why was it built?</p> <p>L2: How has Pontefract Castle been used throughout History?</p> <p>L3: Why does Pontefract Castle have a reputation as 'Britain's most fearsome fort?'</p> <p>L4: What did Shakespeare say about Pontefract Castle?</p> <p>L5: Why was the architecture of the castle so grand?</p>	<p>L1: Why is there a castle in Pontefract and why was it built?</p> <p>L2: How has Pontefract Castle been used throughout History?</p> <p>L3: Why does Pontefract Castle have a reputation as 'Britain's most fearsome fort?'</p> <p>L4: What did Shakespeare say about Pontefract Castle?</p> <p>L5: Why was the architecture of the castle so grand?</p>
Key Concepts to assess	<p>L1: Children will know why there is a castle in Pontefract and why it was built.</p> <p>L2: Children will know how Pontefract Castle has been used throughout history.</p> <p>L3: Children will know why Pontefract Castle has a reputation as 'Britain's Most fearsome Fort'.</p> <p>L4: Children will know why Pontefract Castle is named in Shakespeare's works and what this tells them about the castle.</p> <p>L5: Children will know why the architecture of the castle was so grand.</p>	<p>L1: Children will know why there is a castle in Pontefract and why it was built and who built it.</p> <p>L2: Children will know how Pontefract Castle has been used throughout history and make comparisons about how it is used in the present.</p> <p>L3: Children will know why Pontefract Castle has a reputation as 'Britain's Most fearsome Fort'. Children know about the story of Richard II.</p> <p>L4: Children will know why Pontefract Castle is named in Shakespeare's works and what this tells them about the castle.</p> <p>L5: Children will know why the architecture of the castle was so grand and match present day ruins to parts of the castle.</p>
Vocabulary	Pontefract, architecture, castle, fort, reputation, Shakespeare, opinion, battle, dungeon, prisoners.	Pontefract, architecture, castle, Ilbert de Lacy, fort, reputation, comparison, past, present, Shakespeare, opinion, battle, dungeon, prisoners, Richard II, murder, ruins.
Experiences	Walk to Pontefract castle	
SMSC		
British Values	Rule of law- murder.	
School Values		