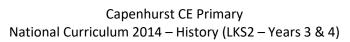


Coverage of LKS2 objectives – Year A

KS2	Objective	Working towards (pupil	Expected (no. of pupils)	Greater depth (pupil
		initials)		initials)
	Stone Age to Iron Age			
	National Curriculum content:			
	Changes in Britain from the Stone Age to the Iron Age			
	This could include:			
	I 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			
	What changes took place in Britain from the Stone Age to the Iron			
avy	Age?			
Autumn Term (Year A) - Heavy	Chronological Understanding			
(A)	I can use dates and terms related to the Stone Age and Iron Age.			
ear	I can begin to date events in the Stone Age and Iron Age.			
<u>ک</u>	I can understand BCE and CE (BC and AD).			
err	Range and depth			
L nc	I can find out about everyday lives of people in time studied. I can compare with our life today.			
tun	I can use evidence to reconstruct life in Stone Age and Iron Age.			
Au	I can identify key features and events of time studied.			
	I can identify changes in Britain from the Stone Age to the Iron Age.			
	Interpretations			
	I can look at different representations of the time period.			
	I can use a range of historical information.			
	Historical enquiry			
	I can use the library and internet for research. I can choose relevant material to present a picture of one aspect of			
	life in time past.			
	I can select and record information relevant to the study.			
	Organisation & Communication			
	I can recall, select and organise historical information.			
	I can communicate my knowledge and understanding.			



	Ancient Greece		
	Influences on today & the western world		
	National Curriculum content:		
	Ancient Greece – a study of Greek life and achievements and their		
	influence on the western world; the legacy of Greek culture (art,		
	architecture or literature) on later periods in British history,		
	including the present day		
	What influence did the Ancient Greeks have on today?		
	Chronological Understanding		
Ħ	I can place events from the period studied on a timeline.		
Lig	I can sequence several events or artefacts.		
-	I can use dates and terms related to the study unit and passing of		
ar A	time.		
Spring Term (Year A) - Light	Range and depth		
Ĕ	I can compare with our life today.		
Ter	I can look for links and effects in the time studied.		
്ല	I can identify reasons for and results of people's actions.		
prii	I can recognise how the Ancient Greeks have had an influence on		
S	life today (e.g. art, architecture etc).		
	Interpretations		
	I can identify and give reasons for different ways in which the past is		
	represented. I can begin to evaluate the usefulness of different sources.		
	Historical enquiry		
	I can observe small details from artefacts and pictures.		
	I can use the library and internet for research.		
	I can select and record information relevant to the study.		
	I can ask relevant questions.		
	Organisation & Communication		
	I can recall, select and organise historical information.		
	I can communicate my knowledge and understanding.		
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Romans inc. local history	
How did the Romans influence Chester?	
National Curriculum content:	
The Roman Empire and its impact on Britain	
This could include:	
Init could include: I Julius Caesar's attempted invasion in 55-54 BC	
 Ithe Roman Empire by AD 42 and the power of its army 	
In the Koman Empire by AD 42 and the power of its army I successful invasion by Claudius and conquest, including Hadrian's	
wall	
British resistance, for example, Boudica	
 British resistance, for example, bounca 'Romanisation' of Britain: sites such as Caerwent and the impact 	
· · · · · · · · · · · · · · · · · · ·	
of technology, culture and beliefs, including early Christianity	
How did the Romans influence Chester?	
Chronological Understanding	
I can place the time studied on a timeline (relate to Iron Age and	
Greeks).	
I can sequence several events or artefacts.	
I can understand more complex terms, including BCE and CE (BC and	
AD).	
I can place events from the Roman period on a timeline.	
Range and depth	
I can compare with our life today.	
I can identify reasons for and results of people's actions.	
I can identify key features and events of time studied.	
I can offer a reasonable explanation for some events.	
I can understand why people may have wanted to do something.	
I can recognise how Chester has been influenced by the Romans.	
Interpretations	
I can distinguish between different sources – compare different	
versions of the same story.	
I can identify and give reasons for different ways in which the past is	
represented.	
I can look at the evidence available (Grosvenor Museum Resource	
Box).	
I can begin to evaluate the usefulness of different sources.	
I can look at representations of the period e.g. museum.	
Historical enquiry	
I can use a range of sources to find out about a period.	
I can use evidence to build up a picture of a past event.	
I can use the library and internet for research.	
I can select and record information relevant to the study.	
I can ask relevant questions.	
Organisation & Communication	
I can recall, select and organise historical information.	
I can communicate my knowledge and understanding.	