



Coverage of LKS2 objectives – Year A

KS2	Objective	Working towards (pupil initials)	Expected (no. of pupils)	Greater depth (pupil initials)
Autumn Term (Year A) - Heavy	<p><i>Stone Age to Iron Age</i></p> <p>National Curriculum content: Changes in Britain from the Stone Age to the Iron Age This could include:</p> <ul style="list-style-type: none"> ☑ 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 <p>What changes took place in Britain from the Stone Age to the Iron Age?</p> <p>Chronological Understanding I can use dates and terms related to the Stone Age and Iron Age. I can begin to date events in the Stone Age and Iron Age. I can understand BCE and CE (BC and AD).</p> <p>Range and depth I can find out about everyday lives of people in time studied. I can compare with our life today. I can use evidence to reconstruct life in Stone Age and Iron Age. I can identify key features and events of time studied.</p> <p>I can identify changes in Britain from the Stone Age to the Iron Age.</p> <p>Interpretations I can look at different representations of the time period. I can use a range of historical information.</p> <p>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.</p> <p>Organisation & Communication I can recall, select and organise historical information. I can communicate my knowledge and understanding.</p>			



Spring Term (Year A) - Light	<p>Ancient Greece Influences on today & the western world</p> <p>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</p> <p>What influence did the Ancient Greeks have on today?</p> <p>Chronological Understanding I can place events from the period studied on a timeline. I can sequence several events or artefacts. I can use dates and terms related to the study unit and passing of time.</p> <p>Range and depth I can compare with our life today. I can look for links and effects in the time studied. I can identify reasons for and results of people's actions. I can recognise how the Ancient Greeks have had an influence on life today (e.g. art, architecture etc).</p> <p>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.</p> <p>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.</p> <p>Organisation & Communication I can recall, select and organise historical information. I can communicate my knowledge and understanding.</p>			
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<p>Summer Term (Year A) - Heavy</p>	<p>Romans inc. local history How did the Romans influence Chester?</p> <p>National Curriculum content: The Roman Empire and its impact on Britain This could include:</p> <ul style="list-style-type: none"> ☑ Julius Caesar’s attempted invasion in 55-54 BC ☑ the Roman Empire by AD 42 and the power of its army ☑ successful invasion by Claudius and conquest, including Hadrian’s Wall ☑ British resistance, for example, Boudica ☑ ‘Romanisation’ of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity <p>How did the Romans influence Chester?</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>Organisation & Communication I can recall, select and organise historical information. I can communicate my knowledge and understanding.</p>			
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