



**St Cuthbert's Knowledge Organiser History**  
**Key Stage 2 2024–2025**  
**Mrs Wilson**



<b>Subject</b>	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>History</b>	<p><b>How did the lives of ancient Britons change during the Stone Age?</b></p> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>*strengthen the two concepts of continuity and change</li> <li>*understand that the lives of early humans in Britain remained much the same for long periods of time during the Stone Age.</li> <li>*Describe and suggest reasons for the presence of a small family group of people from the Old Stone Age on a beach in Norfolk.</li> <li>* compare and contrast this with how most people use beaches today.</li> <li>*Describe the likely features of Stone Age summer and winter camps in Britain and offer reasons and explain why they were required.</li> </ul> <p><b>Knowledge</b></p> <p>The primary aim of the investigation is for pupils to understand that, although the lives of early humans in Britain remained much the same for long periods of time during the Stone Age, this period was also marked by perhaps the greatest change ever to occur in British society – that of the creation of permanent farming-based settlements and the birth of agriculture and the gradual decline of a hand-to-mouth subsistence existence. In addition, this investigation also supports pupils to appreciate that, without written evidence of how people lived in the Stone Age, so much of what archaeologists think occurred is little more than supposition based on the subjective interpretation of artefacts.</p> <p><b>Cross curricular</b></p> <p>This topic will develop pupils' reading and writing to support their acquisition of knowledge. Children will use technology purposefully to create, organise,</p>	<p><b>Why were castles so important to the Normans?</b></p> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>*Identify, describe and sequence the events which occurred in Normandy and Sussex on October 13<sup>th</sup> - 14<sup>th</sup> 1066</li> <li>*Recognise, describe, locate, compare and contrast and suggest reasons for the features of a typical Norman Motte and Bailey castle</li> <li>*Identify, locate, describe and explain the different parts of a Norman castle keep</li> </ul> <p><b>Knowledge</b></p> <p>Children will be able to explain why William the Conqueror decided to invade and occupy England. They will also explain how and why the design of Norman castles began to change after William gained control over most of England. They will describe and explain some of the different purposes of Norman castles and know why it was so difficult for the Anglo Saxons to successfully attack a Norman castle. Children will explain and reach a judgement as to why the remains of Norman castles in modern Britain attract millions of visitors and tourists a year.</p> <p><b>Cross curricular</b></p> <p>In DT, this children will be comparing their diets today to that of the Normans. This topic will develop pupils' reading and writing to support their acquisition of knowledge</p>	<p><b>How did the arrival of the Romans change Britain?</b></p> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>*Interpret primary sources of historical evidence to describe the physical appearance of Boudica and make a judgment about the causes and effects of her harsh treatment by the Romans;</li> <li>*Distinguish between historical evidence and legend and folklore in relation to the 'historical' figures of King Arthur or Robin Hood</li> <li>*Identify and describe the main design features of Hadrian's Wall and explain why it proved necessary for Emperor Hadrian to order its construction in AD 122</li> <li>*Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</li> </ul> <p><b>Knowledge</b></p> <p>This enquiry will support pupils to understand the connections between local, national and international history. The children will Understand through explanation the difference between historical evidence and legends and folklore. They will be able to describe what a gladiator was and what occurred at gladiatorial games. They will begin to know about the concept of invasion</p> <p><b>Cross curricular</b></p> <p>In DT the children will be making a pop up card with a Roman theme.</p>



	<p>store, manipulate and retrieve digital content about the Stone age.</p> <p><b>Cultural capital</b> Stone Age loan box from Bailiffgate museum</p> <p><b>Vocabulary</b> Imagine; Stone Age; cave; cave man; misconception; dinosaur; chronological; time; anachronism; beach; footprint; Norfolk; United Kingdom; archaeologist; evidence; sediment; accurately; pollen; extinct; remains; mammoth; giant beaver; eroded; excavation; reconstruction; analysis; Natural History Museum; suggest; individuals; family; plants; edible; shellfish; deposit; cliff; receding; dig; exposed; organic; three-dimensional; tools; vegetation; deciduous; coniferous; discovery; continuity; change; communication; Old Stone Age; Palaeolithic; New Stone Age; Neolithic; hunter-gatherers; nomadic; weapons; flint; knapped; harpoon; crops; wheat; barley; domesticated; leather</p> <p><b>Reason &amp; progression</b> At Key Stage 2 the History National Curriculum for England specifies that pupils should be taught about: Changes in Britain from the stone age to the Iron age.</p>	<p><b>Cultural capital</b> Visit to Bamburgh or Alnwick castle. Normans learning box from Bailiffgate museum</p> <p><b>Vocabulary</b> Imagine; Stone Age; cave; cave man; misconception; dinosaur; chronological; time; anachronism; beach; footprint; Norfolk; United Kingdom; archaeologist; evidence; sediment; accurately; pollen; extinct; remains; mammoth; giant beaver; eroded; excavation; reconstruction; analysis; Natural History Museum; suggest; individuals; family; plants; edible; shellfish; deposit; cliff; receding; dig; exposed; organic; three-dimensional; tools; vegetation; deciduous; coniferous; discovery; continuity; change; communication; Old Stone Age; Palaeolithic; New Stone Age; Neolithic; hunter-gatherers; nomadic; weapons; flint; knapped; harpoon; crops; wheat; barley</p> <p><b>Reason &amp; progression</b> At Key Stage 2 the History National Curriculum for England specifies that Pupils should be taught about: a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 – a significant turning point in British history. There are more than 70 castles in Northumberland, which is a testament to the geography of our county, on the border with Scotland and the east coast of England. Many of Northumberland's castles are in ruins, however, an incredible number retain their structures and are open to the public to visit. We will visit and study one of its most famous castles at Bamburgh.</p>	<p><b>Cultural capital</b> Roman learning box from Bailiffgate museum. Virtual tour of Segedunum, the Colosseum and the Roman forum.</p> <p><b>Vocabulary</b> Jewellery; mine; slaves; slavery; countries; Emperor Claudius; Emperor Augustus Caesar; miners; galley; gladiators; amphitheatre; entertainment; strengths; rule; pacify; impose; rule of law; morality; proud; battle; civilisation; advanced; weather; destroyed; Boudica; Celts; Icen; tribe; East Anglia; Norfolk; Suffolk; Cambridgeshire; Bedfordshire; quotation; primary evidence; sources; historian; Cassius Dio; Tacitus; extract; consequences; synonym; archaic words; taxes; protect; will; family; avoid; plundered; prize; chieftain; deprived; estate; relatives; possessions; revenge; pleads; battlefield; capital city; Colchester; surprise; ablaze; ransacked; temple; protection; surround; looted; governor; rebels</p> <p><b>Reason &amp; progression</b> At Key Stage 2 the History National Curriculum for England specifies that pupils should be taught about the Roman Empire and its impact on Britain. Because the Romans used stone, brick and cement in the construction of fortifications and towns throughout Britain, it means that extensive ruins remain. Historians have used these as primary evidence from which to make suggestions about how they might have lived. The largest Roman ruin in Britain is Hadrian's Wall in northern England, and pupils will spend some time visiting it and thinking about why Emperor Hadrian constructed it, after 50 years of the Roman Empire (in which it had failed to vanquish the Picts in what is modern-day Scotland).</p>
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