

YEAR 3

KNOWLEDGE

- **Changes in Britain from the Stone Age to the Iron Age**
Key question: *When does history begin?*
- **The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt**
Key question: *How do we know about Tutankhamun?*
- **Ancient Greece**
Key question: *The Trojan Horse: History or mythology?*

SKILLS

Historical Interpretation: Understand how our knowledge of the past is constructed from a range of sources.

- look at more than two versions of the same event or story in history and identify differences
- investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different

Historical investigation: Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.

- use a range of primary and secondary sources to find out about the past
- construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information
- gather more detail from sources such as maps to build up a clearer picture of the past
- regularly address and sometimes devise own questions to find answers about the past
- begin to undertake their own research

Chronological understanding: Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods studied.

- sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time;
- understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini).

Knowledge and understanding of events, people and changes in the past: Note connections, contrasts and trends over time.

- note key changes over a period of time and be able to give reasons for those changes
- find out about the everyday lives of people in time studied compared with our life today
- explain how people and events in the past have influenced life today
- identify key features, aspects and events of the time studied
- describe connections and contrasts between aspects of history, people, events and artefacts studied

VOCABULARY

chronological order; B.C; A .D; decade; century; prehistoric; archaeologist; archaeology; artefact; source, Civilization
Stone Age; Iron Age; Celts; Neolithic; Bronze Age; Mesolithic, tools, flint, axe, bone, weapon Hunter-gatherer, woolly mammoth, carnivore, herbivore,

Neolithic, felling, settlements, Stonehenge, burial, ceremonies, solstice, lintels, worship, spiritual, monument
 Ancient Egypt; The Nile; tomb; Pharaoh; pyramid; Tutankhamun; Howard Carter; explorer; treasures, mummy, burial, artefacts, hieroglyphics, afterlife, chamber, Giza, Sphinx, Mummification, Canopic jars, preserve, embalm, organs, cleanse, afterlife, Nobleman, farmer, hierarchy, class, God, goddess, worship, peasants, River Nile, crops, transport and trade, flooding (irrigation), building and papyrus, calendar, myth, leisure; Ancient Greece; empire; invasion; civilisation; Alexander the Great; Democracy; Revolt; Rhetoric; Trojan war

YEAR 4

KNOWLEDGE

- **The Romans - *The Roman Empire and its impact on Britain***
Key question: *Were the Romans really 'Rotten'?*
- **Boudica (Romans in Norfolk)**
Key question: *What impact did Boudica have on Norfolk?*
- **The role of children**
Key question: *When was the worst time to be a child?*

SKILLS

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- look at more than two versions of the same event or story in history and identify differences
- investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different

Historical investigation: Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.

- use a range of primary and secondary sources to find out about the past
- construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information
- gather more detail from sources such as maps to build up a clearer picture of the past
- regularly address and sometimes devise own questions to find answers about the past
- begin to undertake their own research

Chronological understanding: Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods studied.

- sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time;
- understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini).

Knowledge and understanding of events, people and changes in the past: Note connections, contrasts and trends over time.

- note key changes over a period of time and be able to give reasons for those changes
- find out about the everyday lives of people in time studied compared with our life today
- explain how people and events in the past have influenced life today

	<ul style="list-style-type: none"> ● identify key features, aspects and events of the time studied ● describe connections and contrasts between aspects of history, people, events and artefacts studied
VOCABULARY	<p>chronological order; era/period; B.C; A .D; decade; century; millennium archaeologist; archaeology; historian; artefact; source, primary source; culture; importance; significance; legacy; impact; effects; reason; change; continuity; oral history; museum; consequences; change; cause/s; infer;</p> <p>Roman withdrawal; Boudicca; Romans; invasion; civilisation; Emperor; Caesar; republic; empire; army/soldiers; resistance; conquest; revolt; outpost; colony; gods/goddesses; Sparta; Athens; democracy; myths and legends</p>

YEAR 5

KNOWLEDGE	<ul style="list-style-type: none"> ● <u>Britain's settlement by Anglo-Saxons and Scots</u> <i>Key question: Invaders or settlers. How should we remember the Anglo Saxons?</i> ● <u>Viking civilisation culture and trade</u> <i>Key question: What did the Vikings do for us?</i> ● <u>Mayan Civilisation c. AD 900 – Non European society that provides contrast with British history</u> <i>Key question: How do we know about the ancient Maya?</i>
SKILLS	<p><u>Historical interpretation:</u> Understand how our knowledge of the past is constructed from a range of sources.</p> <ul style="list-style-type: none"> ● find and analyse a wide range of evidence about the past ● use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past ● consider different ways of checking the accuracy of interpretations of the past ● start to understand the difference between primary and secondary evidence and the impact of this on reliability ● know that people in the past represent events or ideas in a way that may be to persuade others ● begin to evaluate the usefulness of different sources <p><u>Historical investigation:</u> Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <ul style="list-style-type: none"> ● recognise when they are using primary and secondary sources of information to investigate the past ● use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material, pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites ● select relevant sections of information to address historically valid questions and construct detailed, informed responses ● investigate their own lines of enquiry by posing historically valid questions to answer ● <p><u>Chronological understanding</u> - Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</p> <ul style="list-style-type: none"> ● order an increasing number of significant events, movements and dates on a timeline using dates accurately ● accurately use dates and terms to describe historical events ● understand and describe in some detail the main changes to an aspect in a period in history

	<ul style="list-style-type: none"> • understand how some historical events/periods occurred concurrently in different locations <p>Knowledge and understanding of events, people and changes in the past: Note connections, contrasts and trends over time.</p> <ul style="list-style-type: none"> • identify and note connections, contrasts and trends over time in the everyday lives of people • use appropriate historical terms such as culture, religious, social, economic and political when describing the past • examine causes and results of great events and the impact these had on people • describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children
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VOCABULARY	chronological order; era/period; B.C; A.D; decade; century; millennium; archaeologist; historian; artefacts; source; infer; legacy; reliable; unreliable; excavations; interpretations; one sided; biased; motive; eye witness; anachronism; Anglo-Saxon; Viking; invader; settler; raider; 7 kingdoms; Dark ages; Lindisfarne; Iona; Canterbury; Sutton Hoo; Beowulf; hoard; runes; Norse; longboats; dragon; Alfred the Great; monastery; monk; Norsemen; thing; outlaw; wergild; Edward the Confessor; William the Conqueror; Battle of Stamford Bridge; Battle of Hastings; The Ancient Maya; Native Americans; culture; diversity; Central America; Mexico; empire city-state; cenote; codex. pok-a -tok, ball court, Chichen Itza; priests; rituals; sacrifice; the Underworld (Xibalba); hieroglyphic writings; logograms
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YEAR 6

KNOWLEDGE	<ul style="list-style-type: none"> • <u>A local history study – WWII</u> Key question: <i>Why was winning the Battle of Britain in 1940 so important?</i> • <u>Crime and Punishment – A study of a theme in British history that extends pupils’ chronological knowledge beyond 1066</u> Key question: <i>Has justice changed over time with society?</i> • <u>The role of children</u> Key question: <i>Has the role of children in the family over time changed for the better?</i>
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SKILLS	<p>Historical interpretation: Understand how our knowledge of the past is constructed from a range of sources.</p> <ul style="list-style-type: none"> • find and analyse a wide range of evidence about the past • use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past • consider different ways of checking the accuracy of interpretations of the past • start to understand the difference between primary and secondary evidence and the impact of this on reliability • know that people in the past represent events or ideas in a way that may be to persuade others • begin to evaluate the usefulness of different sources • show an awareness of the concept of propaganda <p>Historical investigation: Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <ul style="list-style-type: none"> • recognise when they are using primary and secondary sources of information to investigate the past • use a wide range of different evidence to collect evidence about the past, such as ceramics, pictures, documents, printed sources, posters, online material,
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	<p>pictures, photographs, artefacts, historic statues, figures, sculptures, historic sites</p> <ul style="list-style-type: none"> ● select relevant sections of information to address historically valid questions and construct detailed, informed responses ● investigate their own lines of enquiry by posing historically valid questions to answer ● <p><u>Chronological understanding</u> - Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</p> <ul style="list-style-type: none"> ● order an increasing number of significant events, movements and dates on a timeline using dates accurately ● accurately use dates and terms to describe historical events ● understand and describe in some detail the main changes to an aspect in a period in history ● understand how some historical events/periods occurred concurrently in different locations <p><u>Knowledge and understanding of events, people and changes in the past:</u> Note connections, contrasts and trends over time.</p> <ul style="list-style-type: none"> ● identify and note connections, contrasts and trends over time in the everyday lives of people ● use appropriate historical terms such as culture, religious, social, economic and political when describing the past ● examine causes and results of great events and the impact these had on people ● describe the key features of the past, including attitudes, beliefs and the everyday lives of men, women and children
VOCABULARY	<p>Anachronism; chronological order; era/period; B.C (Before Christ) A.D (Anno Domini) millennium; source; reliability; propaganda; one sided; biased; motive; primary evidence; eye witness; secondary evidence; reliable; impact; effects; consequences; legacy; significance; cause/s; change; continuity; extent of continuity; extent of change; historian; archaeologist; archaeology</p> <p>Stone Age; Iron Age; Celts; Ancient civilisations; Ancient Egypt; Ancient Greece; The Saxons; The Vikings; The Industrial Revolution; 20th century; World War I; World War II; trench; recruit; alliance; Blitz; Home Front; morale</p>