

**Objectives:**

- 1 in Britain from the Stone Age to the Iron Age;
- 2 the Roman changes Empire and its impact on Britain;
- 3 Britain's settlement by Anglo-Saxons and Scots;
- 4 the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor;
- 5 a local history study;
- 6 a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066;
- 7 the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China;
- 8 Ancient Greece – a study of Greek life and achievements and their influence on the western world;
- 9 a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization 1. c. AD 900; Benin (West Africa) c. AD 900-1300.

Chronology		Range and Depth of Historical Knowledge		Interpretations of History		Historical Enquiry		Organisation and Communication	
Year 3	Year 4	Year 3	Year 4	Year 3	Year 4	Year 3	Year 4	Year 3	Year 4
Place the time studied on a time line  Sequence events or artefacts  Use dates related to the passing of time	Place events from period studied on a time line Use terms related to the period and begin to date events  Understand more complex terms e.g. BCE / AD	Find out about everyday lives of people in time studied  Compare with our life today  Identify reasons for and results of people's actions  Understand why people may have had to do something  Study change through the lives of significant individuals (e.g. Queen Elizabeth I and Queen Elizabeth II)	Use evidence to reconstruct life in time studied Identify key features and events  Look for links and effects in time studied  Offer a reasonable explanation for some events  Develop a broad understanding of ancient civilisations	Identify and give reasons for different ways in which the past is represented  Distinguish between different sources and evaluate their usefulness  Look at representations of the period – museum, cartoons etc	Look at the evidence available  Begin to evaluate the usefulness of different sources  Use of text books and historical knowledge	Use a range of sources to find out about a period  Observe small details – artefacts, pictures  Select and record information relevant to the study  Begin to use the library, e-learning for research  Ask and answer questions	Use evidence to build up a picture of a past event  Choose relevant material to present a picture of one aspect of life in time past  Ask a variety of questions  Use the library, e-learning for research	Communicate knowledge and understanding in a variety of ways – discussions, pictures, writing, annotations, drama, mode	Select data and organise it into a data file to answer historical questions  Know the period in which the study is set  Display findings in a variety of ways  Work independently and in groups

**How we achieve these**

**Year 3**

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme:	Theme: Stonehenge how do we know people lived Local Victorian Station and tracks – George Stevenson.	Theme: Local Victorian Station and tracks The Stone Age	Theme:	Theme: Bronze Age.	Theme: Iron Age Hill forts
NC Reference:	NC Reference: 6	NC Reference: 6 1	NC Reference:	NC Reference: 1	NC Reference: 1
Skills:	Skills: <b>Chronological understanding.</b> Place the time studies on a timeline.  Use dates related to the unit and use the passing of time.  Sequence several events or artefacts. <b>Range and depth of historical knowledge.</b> Find out about everyday lives of people in time studied.	Skills: <b>Chronological understanding.</b> Place the time studies on a timeline.  Use dates related to the unit and use the passing of time.  Sequence several artefacts or events. <b>Range and depth of historical knowledge.</b> Find out about everyday lives of people in time studied.	Skills:	Skills: <b>Chronological understanding.</b> Place the time studies on a timeline.  Use dates related to the unit and use the passing of time.  Sequence several artefacts or events. <b>Range and depth of historical knowledge.</b> Find out about everyday lives of people in time studied.	Skills: <b>Chronological understanding.</b> Place the time studies on a timeline.  Use dates related to the unit and use the passing of time.  Sequence several artefacts or events. <b>Range and depth of historical knowledge.</b> Find out about everyday lives of people in time studied.

	<p>Compare lives of people studied with our life today.</p> <p>Understand why people may have wanted to do something.</p> <p><b>Interpretations of history.</b> Look at representations of the period – museums, cartoons etc.</p> <p><b>Historical enquiry.</b> Use a range of sources to find out about a period.</p> <p>Select and record information relevant o the study.</p> <p>Begin to use the library and internet for research.</p> <p>Observe small details in artefacts, pictures etc.</p> <p><b>Organisation and communication.</b></p>	<p>Compare lives of people studied with our life today.</p> <p><b>Interpretations of history.</b> Distinguish between different sources – compare different versions of the same story.</p> <p>Look at representations of the period – museums, cartoons etc.</p> <p><b>Historical enquiry.</b> Use a range of sources to find out about a period.</p> <p>Select and record information relevant o the study.</p> <p>Begin to use the library and internet for research.</p> <p><b>Organisation and communication.</b></p>		<p>Compare lives of people studied with our life today.</p> <p>Identify reasons for and results of people's actions.</p> <p>Understand why people may have wanted to do something.</p> <p><b>Interpretations of history.</b> Identify and give reasons for different ways in which the past is presented.</p> <p>Distinguish between different sources – compare different versions of the same story.</p> <p>Look at representations of the period – museums, cartoons etc.</p> <p><b>Historical enquiry.</b> Use a range of sources to find out about a period.</p> <p>Select and record information relevant to the study.</p> <p>Begin to use the library and internet for research.</p> <p>Observe small details in artefacts, pictures etc.</p> <p><b>Organisation and communication.</b></p>	<p>Compare lives of people studied with our life today.</p> <p>Identify reasons for and results of people's actions.</p> <p>Understand why people may have wanted to do something.</p> <p><b>Interpretations of history.</b> Identify and give reasons for different ways in which the past is presented.</p> <p>Distinguish between different sources – compare different versions of the same story.</p> <p>Look at representations of the period – museums, cartoons etc.</p> <p><b>Historical enquiry.</b> Use a range of sources to find out about a period.</p> <p>Select and record information relevant o the study.</p> <p>Begin to use the library and internet for research.</p> <p>Observe small details in artefacts, pictures etc.</p> <p><b>Organisation and communication.</b></p>
	<p>Vocabulary:</p> <p>Same as KS1 plus –</p> <p>Modern Past/ present/ future Memory Information similarity, difference lives memorial monument</p> <p>Interpretation Facts/opinion Evidence Chronology - constructing a timeline ordering artefacts Research Enquiry Comparison Reliability Continuity significance Discussion Argument Reasoning frame historically-valid draw contrasts, analyse trends,</p>	<p>Vocabulary:</p> <p>Same as KS1 plus –</p> <p><b>Changes from the Stone Age to Iron Age</b> Britain temporary/ permanent Palaeolithic hunter-gatherers Mesolithic Neolithic early farmers/ farming Deforestation Skara Brae Bronze Age Stonehenge Iron Age hill forts tribal kingdoms</p> <p>Modern Past/ present/ future Memory Information similarity, difference lives memorial monument</p> <p>Interpretation Facts/opinion Evidence Chronology - constructing a timeline ordering artefacts Research Enquiry Comparison Reliability Continuity significance Discussion Argument Reasoning frame historically-valid draw contrasts, analyse trends,</p>		<p>Vocabulary:</p> <p>Same as KS1 plus –</p> <p><b>Changes from the Stone Age to Iron Age</b> Britain temporary/ permanent Palaeolithic hunter-gatherers Mesolithic Neolithic early farmers/ farming Deforestation Skara Brae Bronze Age Stonehenge Iron Age hill forts tribal kingdoms</p> <p>Modern Past/ present/ future Memory Information similarity, difference lives memorial monument</p> <p>Interpretation Facts/opinion Evidence Chronology - constructing a timeline ordering artefacts Research Enquiry Comparison Reliability Continuity significance Discussion Argument Reasoning frame historically-valid draw contrasts, analyse trends,</p>	<p>Vocabulary:</p> <p>Same as KS1 plus –</p> <p><b>Changes from the Stone Age to Iron Age</b> Britain temporary/ permanent Palaeolithic hunter-gatherers Mesolithic Neolithic early farmers/ farming Deforestation Skara Brae Bronze Age Stonehenge Iron Age hill forts</p> <p>Modern Past/ present/ future Memory Information similarity, difference lives memorial monument</p> <p>Interpretation Facts/opinion Evidence Chronology - constructing a timeline ordering artefacts Research Enquiry Comparison Reliability Continuity significance Discussion Argument Reasoning frame historically-valid draw contrasts, analyse trends,</p>
<b>Year 4</b>					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme:	Theme:	Theme: Ancient civilisations - Egypt	Theme: Local history, intro of choc to UK. Mayan Civilisation.	Theme: Early Islamic civilisation, incl. Baghdad	Theme: Ancient civilisations – Romans

NC Reference:	NC Reference:	NC Reference: 7	NC Reference: 5, 6 9	NC Reference: 9	NC Reference: 2
Skills:	Skills:	<p>Skills: <b>Chronological understanding.</b> Place events from period studied on a time line.</p> <p>Use terms related to the period and begin to date events.</p> <p>Understand more complex terms e.g. BCE/AD</p> <p><b>Range and depth of historical knowledge.</b> Use evidence to reconstruct life in time studied.</p> <p>Identify key features and events.</p> <p>Looks for links and effects in time studied.</p> <p>Offer a reasonable explanation for some events.</p> <p>Develop a broad understanding of ancient civilisations</p> <p><b>Interpretations of history.</b> Look at the evidence available.</p> <p>Begin to evaluate the usefulness of different sources.</p> <p>Use of text books and historical knowledge.</p> <p><b>Historical enquiry.</b> Use evidence to build up a picture of a past event. Choose relevant material to present a picture of one aspect of life in time past.</p> <p>Ask a variety of questions.</p> <p>Use the library, e-learning for research.</p> <p><b>Organisation and communication.</b> Select data and organise it into a data file to answer historical questions.</p> <p>Know the period in which the study is set.</p> <p>Display findings in a variety of ways.</p> <p>Work independently and in groups.</p>	<p>Skills: <b>Chronological understanding.</b> Place events from period studied on a time line.</p> <p>Use terms related to the period and begin to date events.</p> <p>Understand more complex terms e.g. BCE/AD</p> <p><b>Range and depth of historical knowledge.</b> Use evidence to reconstruct life in time studied.</p> <p>Identify key features and events.</p> <p>Looks for links and effects in time studied.</p> <p>Offer a reasonable explanation for some events.</p> <p>Develop a broad understanding of ancient civilisations</p> <p><b>Interpretations of history.</b> Look at the evidence available.</p> <p>Begin to evaluate the usefulness of different sources.</p> <p>Use of text books and historical knowledge.</p> <p><b>Historical enquiry.</b> Use evidence to build up a picture of a past event. Choose relevant material to present a picture of one aspect of life in time past.</p> <p>Ask a variety of questions.</p> <p>Use the library, e-learning for research.</p> <p><b>Organisation and communication.</b> Select data and organise it into a data file to answer historical questions.</p> <p>Know the period in which the study is set.</p> <p>Display findings in a variety of ways.</p> <p>Work independently and in groups.</p>	<p>Skills: <b>Chronological understanding.</b> Place events from period studied on a time line.</p> <p>Use terms related to the period and begin to date events.</p> <p>Understand more complex terms e.g. BCE/AD</p> <p><b>Range and depth of historical knowledge.</b> Use evidence to reconstruct life in time studied.</p> <p>Identify key features and events.</p> <p>Looks for links and effects in time studied.</p> <p>Offer a reasonable explanation for some events.</p> <p>Develop a broad understanding of ancient civilisations</p> <p><b>Interpretations of history.</b> Look at the evidence available.</p> <p>Begin to evaluate the usefulness of different sources.</p> <p>Use of text books and historical knowledge.</p> <p><b>Historical enquiry.</b> Use evidence to build up a picture of a past event. Choose relevant material to present a picture of one aspect of life in time past.</p> <p>Ask a variety of questions.</p> <p>Use the library, e-learning for research.</p> <p><b>Organisation and communication.</b> Select data and organise it into a data file to answer historical questions.</p> <p>Know the period in which the study is set.</p> <p>Display findings in a variety of ways.</p> <p>Work independently and in groups.</p>	<p>Skills: <b>Chronological understanding.</b> Place events from period studied on a time line.</p> <p>Use terms related to the period and begin to date events.</p> <p>Understand more complex terms e.g. BCE/AD</p> <p><b>Range and depth of historical knowledge.</b> Use evidence to reconstruct life in time studied.</p> <p>Identify key features and events.</p> <p>Looks for links and effects in time studied.</p> <p>Offer a reasonable explanation for some events.</p> <p>Develop a broad understanding of ancient civilisations</p> <p><b>Interpretations of history.</b> Look at the evidence available.</p> <p>Begin to evaluate the usefulness of different sources.</p> <p>Use of text books and historical knowledge.</p> <p><b>Historical enquiry.</b> Use evidence to build up a picture of a past event. Choose relevant material to present a picture of one aspect of life in time past.</p> <p>Ask a variety of questions.</p> <p>Use the library, e-learning for research.</p> <p><b>Organisation and communication.</b> Select data and organise it into a data file to answer historical questions.</p> <p>Know the period in which the study is set.</p> <p>Display findings in a variety of ways.</p> <p>Work independently and in groups.</p>
Vocabulary:	Vocabulary:	<p>civilisation irrigation ancient interpret chronology artefact analyse hierarchy reliable pyramid</p>	<p>historic reason enquire continuity discuss monument reliability significance achievement memorial</p>	<p>Prohet Muhammad mosque caliphs astrolabes Baghdad Islam Muslin Golden Age Astromony Scholars</p>	<p>invasion conquest resist viaduct aqueduct coliseum amphitheatre Romanisation empor</p>