



	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
3	Stones and Bones (Stone Age, Bronze Age, Iron Age) Hi.1- changes in Britain from the Stone Age to the Iron Age				Romans Hi.2- The Roman Empire and its impact on Britain	
	Skills					
	<ul style="list-style-type: none"> • I understand that a time line can be divided into BC and AD • I can place events and people that I have studied onto a time line • I use words and phrases such as century, decade, before Christ, after, before, during to describe the passing of time <p>I use evidence to describe:</p> <ul style="list-style-type: none"> • houses and settlements; clothes, way of life and actions and uses of people in the past • buildings and their uses of people from the past • things people believed in the past (attitudes and religion) • what was important to people from the past • find out how any of the above may have changed during a time period • I give reasons why changes may have occurred • I use documents, printed sources (e.g. archive materials) the Internet, pictures, photographs to collect evidence about the past • I present my findings about the past using my speaking, writing, drama and drawing skills 				<ul style="list-style-type: none"> • I understand that a time line can be divided into BC and AD • I use words and phrases such as century, before Christ, after, before, during to describe the passing of time <p>I use evidence to describe:</p> <ul style="list-style-type: none"> • houses and settlements; culture and leisure activities; clothes, way of life and actions and uses of people in the past • buildings and their uses of people from the past • what was important to people from the past • show how the lives of rich and poor people from the past differed • I can describe how some of the things I have studied from the past affect life today • I have looked at two versions of the same event in history and have identified differences in the accounts • I give reasons why there may be different accounts of history • I use the Internet, pictures, photographs, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past • I present my findings about the past using my speaking, writing, maths, ICT, drama and drawing skills 	
	Key vocabulary and concepts					
Evidence, chronology History, timeline, BC/AD, Archaeologist Bury Fossil Bones Stone Age Bronze Age Iron Age Organic Remains Measure Record Hunter Gatherer Nomadic / nomad flint tool knapping technique Settlement cave paintings Stonehenge Skara Brae stone bronze iron hill fort, Excavate Herbivore carnivore predator, prey, research, Woolly mammoth Mastodon Sabre toothed cat Woolly rhino				Civilisation, culture, invasion, society, source, evidence BC, AD, Roman empire, emperor, invade, soldier, centurion, legion, mosaic, shield, fort, villa, Boudicca, Celts, Iceni, legion		

Key Knowledge		
<ul style="list-style-type: none"> • The Stone Age to Iron Age period was thousands of years ago BC. • Early Stone Age people lived in caves, before settling in farms and tribes in the Bronze and Iron Age. • To survive, Early Humans were hunters (hunted animals) and/or gatherers (collected fruits, nuts and berries). • There were different animals that are now extinct, such as woolly mammoths, sabre tooth tigers and mastodons, we know these through cave paintings. • Stonehenge is an ancient Stone Age monument in Britain. 		<ul style="list-style-type: none"> • The Romans came from Italy and invaded Britain in 43AD and the Emperor in charge was called Claudius. • The Celts lived in England before the Romans • Boudicca was a Celtic queen who led an army to fight the Romans • The Romans used numerals instead of numbers, e.g. 1 = I, 5 = V, 10 = X. See image below. • The Roman army had lots of recognisable equipment like their shields, helmets, chariots. • When in battle, the army used a tortoise formation where they huddled together and protected themselves with their shields. • The Romans introduced many new ideas to the UK that we still use today, such as – toilets, heating, calendars and roads.
Prior Learning – skills progression		
<p>KS1</p> <ul style="list-style-type: none"> • I understand the difference between things that happened in the past and the present. • I can put a few events or objects in order of when they happened. • I answer questions about events, using 'before' and 'after' to describe when something happened. • I can make comparisons between some aspects of life in different time periods • I can order events and people I have studied using a simple timeline • I have looked at books to help me find out about the past. 		<p>KS1</p> <ul style="list-style-type: none"> • I understand the difference between things that happened in the past and the present. • I can put a few events or objects in order of when they happened. • I answer questions about events, using 'before' and 'after' to describe when something happened. • I have found out some facts about people long ago (before living memory). • I can say why people may have acted as they did. • I can make comparisons between some aspects of life in different time periods • I can order events and people I have studied using a simple timeline • I have looked at books to help me find out about the past.

	<p align="center">Hot Chocolate (The Mayans)</p> <p>Hi.9- a non-European society that provides contrasts with British history</p>	<p align="center">Brief History of the European Union (Britain's place in the EU)</p> <p>Hi Pupils should be taught about an aspect of local history</p>	<p align="center">Powerful Pyramids (The Ancient Egyptians)</p> <p>Hi.7- The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one the Ancient Egyptians</p>
	Skills		
4	<ul style="list-style-type: none"> I understand that a time line can be divided into BC and AD I can place events and people that I have studied onto a time line I understand things people believed in the past (attitudes and religion) I present my findings about the past using my speaking, writing, maths, ICT, drama and drawing skills I can describe how some of the things I have studied from the past affect life today I use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past 	<ul style="list-style-type: none"> I can describe how some of the things I have studied from the past affect life today I can use evidence to describe what was important to people from the past 	<ul style="list-style-type: none"> I can understand that a timeline can be divided into BC and AD I can place events and people that I have studied onto a time line I can use words and phrases such as century, decade, before Christ, after, before, during to describe the passing of time I can use evidence to describe houses, settlements, culture and leisure activities: clothes, ways of life and actions and uses of people in the past I can describe buildings from the past and their usage I can explain what people believed in the past (attitudes & religion) I can use evidence to describe what was important to people from the past I can show how the lives differed between the rich and the poor I can I can present my findings using drama and drawing skills
	Key vocabulary and Concepts		
	<p>civilisation, culture, society, source, evidence, chronology, monarchy, religion, community, royalty.</p>	<p>civilisation, culture, society</p>	<p>civilisation, society, source, evidence, chronology, monarchy, royalty. Pyramid, sphinx, archaeologist, ancient, mummification</p>
	Key Knowledge		
	<ul style="list-style-type: none"> The Mayans lived between 1100BC and 1502 AD. Mayans believed in sacrifice to please their gods. Mayans created calendar and number systems that are still being used today. Masks played an important role in Mayan culture and were used in battles, during religious rituals and as a part of funeral ceremonies. The Mayan believed in many gods who were often depicted with animal features. According to Mayan beliefs, humans were created from corn. 	<ul style="list-style-type: none"> The first European Union was formed by six countries in 1958 although it was not called 'European Union' then. The United Kingdom left the union after 52% of the UK population voted to leave the community of the European Union in 2016. 	<ul style="list-style-type: none"> Tutankhamun was the youngest pharaoh (aged 9) and his tomb was discovered by Howard Carter. Pyramids were built to bury the noble Egyptians in and they were buried with treasure to help them pass into the afterlife. The Egyptians mummified their noble people when they died. We will be learning about the stages in this process. A pharaoh led a very comfortable, rich life compared to a farmer. They had luxurious homes, clothes and food to eat. A shadoufs is a watering contraption created by the Egyptians to make it easier for the farmer to water and tend to his crops.

Prior Learning – skills progression

- KS1**
- I understand the difference between things that happened in the past and the present.
 - I can put a few events or objects in order of when they happened.
 - I can make comparisons between some aspects of life in different time periods
 - I have looked at books to help me find out about the past
- Year 3**
- I understand that a time line can be divided into BC and AD
 - I can place events and people that I have studied onto a time line
 - I use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past
 - Ks1

- KS1**
- I understand the difference between things that happened in the past and the present.

- KS1**
- I understand the difference between things that happened in the past and the present.
 - I can put a few events or objects in order of when they happened.
 - I can use words and phrases such as: now, yesterday, last week, recently, when I was younger, a long time ago, a very long time ago, before I was born, when my parents/carers were young.
 - I have found out some facts about people long ago (before living memory).
 - I can say why people may have acted as they did.
 - I can make comparisons between some aspects of life in different time periods
 - I can order events and people I have studied using a simple timeline
 - I have looked at books to help me find out about the past.
 - I have listened to and can recall stories about the past.
 - I ask questions about pictures from the past.
 - I ask questions about artefacts from the past

- Year 3**
- I can understand that a timeline can be divided into BC and AD
 - I can place events and people that I have studied onto a time line
 - I can use words and phrases such as century, decade, before Christ, after, before, during to describe the passing of time
 - I can use evidence to describe houses, settlements, culture and leisure activities: clothes, ways of life and actions and uses of people in the past
 - I can describe buildings from the past and their usage
 - I can explain what people believed in the past (attitudes & religion)
 - I can use evidence to describe what was important to people from the past
 - I can show how the lives differed between the rich and the poor
 - I can I can present my findings using drama and drawing skills

	<p>Wolverton (mainly a Geography topic).</p> <p>Hi.5 - a local history study Disaster at Sea (Titanic)</p> <p>Hi.6 Pupils should be taught a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p>		<p>Invaders and Settlers (Saxons and Vikings)</p> <p>Hi.3- Britain's settlement by Anglo-Saxons and Scots Hi.4- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p>
Skills			
5	<ul style="list-style-type: none"> • I can describe how the sinking of Titanic has changed history and changed laws around sea travel • I can describe how a number of errors in judgment resulted in the sinking of the ship • I can describe the key person in history (Captain Edward John Smith) • I can name the date of any significant event from the past that I have studied and place it on a time line I choose reliable sources of evidence to: • describe the houses, settlements; culture and leisure activities; clothes, way of life and actions of people; buildings and their uses of people from the past • contrast the lives of the rich and poor people • I can describe similarities and differences between some people, events and objects I have studied • I can describe how some of the things I have studied from the past affect life today • I have looked at different versions of the same event in history and have identified differences in the accounts • I give clear reasons why there may be different accounts of history • I ask questions about change, causes, similarity, difference and significance 		<ul style="list-style-type: none"> • I understand the difference between things that happened in the past and the present. • things people believed in the past (attitudes and religion) • I can describe some similarities and differences between some people, events and objects (artefacts) I have studied • I can describe how some of the things I have studied from the past affect life today • I can name the date of any significant event from the past that I have studied and place it on a time line • I have found out some facts about events that happened long ago (before living memory). • find out how any of the above may have changed during a time period
Key vocabulary and Concepts			
	<p>culture, society, source, evidence, chronology</p> <p>Maiden voyage, passenger liner, maritime, immigrants, transatlantic, titanic, unsinkable, iceberg ,</p> <p>Causes, human features, evidence, industry, employment</p>		<p>civilisation, culture, Britain, occupation, society, source, evidence, chronology</p> <p>Saxons, Vikings, invasion, Britain, occupation, Roman Empire, Jutes, invasion, monasteries, Lindisfarne, Danelaw, Kingdoms ,Golden Age, Battle of Hastings, Norman, conquest, Civilisation, culture, invasion, society, source, evidence, chronology, Norse Mythology</p>

Key Knowledge

- The **RMS Titanic** was a British passenger liner operated by a company called White Star Line. It sank in the North Atlantic Ocean on 15 April 1912 after hitting an iceberg.
- At the time, it was one of the largest and most extravagant ships in the world making it a desirable passenger liner. **The facilities on Titanic far surpassed those of rival ships of that time.**
- There were different classes aboard the Titanic. First class facilities were the finest luxuries. **Second class** Passengers had facilities such as a spacious outdoor promenade, a smoking room, a library and dining room. **Third class** was much more basic with very few facilities.
- The reasons so many lives were lost as a result of the Titanic hitting the iceberg are still debated today. Some reasons include suggestions that the Captain was sailing the Titanic at too high speeds, there was a lack of lifeboats, structural issues with the ship and a lack of organisation of the crew.
- As a result of this disaster, many laws changes including the number of lifeboats ships must have.

- The Roman civilisation left Britain and how the Vikings successfully invaded and settled here.
- Different groups (Angles, Saxons, Jutes, and Vikings) that settled in Britain after 410AD. Britain had fertile land and many useful natural resources.
- The Vikings had a significant impact on the lives of the Anglo-Saxons following their invasion e.g. raiding of the monasteries.
- The Anglo Saxons were Pagans. The Vikings believed in many Norse gods including Thor, Loki, Odin and Freyr.
- After the Battle of Hastings (14 October 1066), the Normans won, Harold was killed, and William became king. This brought an end to Anglo-Saxon and Viking rule.

Prior Learning – skills progression

KS1

- I have found out some facts about events that happened long ago (before living memory).
- I can make comparisons between some aspects of life in different time periods
- I know about significant historical places in the locality
- I can order events and people I have studied using a simple timeline
- I have looked at books to help me find out about the past.
- I have listened to and can recall stories about the past.

Year 3/4

I use evidence to describe:

- houses and settlements; culture and leisure activities; clothes, way of life and actions and uses of people in the past
- show how the lives of rich and poor people from the past differed
- I have looked at two versions of the same event in history and have identified differences in the accounts
- I give reasons why there may be different accounts of history
- I use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past
- I suggest sources of evidence to help me answer questions
- I present my findings about the past using my speaking, writing, maths, ICT, drama and drawing skills

KS1

- I understand the difference between things that happened in the past and the present.
 - things people believed in the past (attitudes and religion)
 - I can describe some similarities and differences between some people, events and objects (artefacts) I have studied
- Year 3/4
- I can describe how some of the things I have studied from the past affect life today
 - I can name the date of any significant event from the past that I have studied and place it on a time line
 - I have found out some facts about events that happened long ago (before living memory).
 - find out how any of the above may have changed during a time period

6	We'll meet again (WWII The Home Front)	Greeks, gods and games (Ancient Greeks)	
	Hi.6- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	Hi.8- Ancient Greece – a study of Greek life and achievements and their influence on the western world	
	Skills		
	<ul style="list-style-type: none"> • I understand that a time line can be divided into periods • I can name the date of any significant event from the past that I have studied and place it on a time line • I choose reliable sources of evidence to describe the way of life and actions of people. • I can describe similarities and differences between some events and objects I have studied • I give my own reasons why changes may have occurred. • I can note connections, contrasts and trends over time and show some use of historical terms • I can make confident use of a variety of sources for independent research • I can describe how some of the things I have studied from the past affect life today 	<ul style="list-style-type: none"> • I understand that a time line can be divided into periods • I can describe the main changes in a period in history • I use words and phrases such as era, century, decade, BC, AD, after, before, to describe passing of time • I can describe the things people believed in the past (attitudes and religion) • I can describe what was important to people from the past • I can describe similarities and differences between some people, events and objects I have studied • I can describe how some of the things I have studied from the past affect life today • I choose reliable sources of evidence to describe the way of life and actions of people. • I give my own reasons why changes may have occurred. • I can make confident use of a variety of sources for independent research 	
	Key Vocabulary and Concepts		
	invasion, source, Allies, Axis, invade, neutral, alliances, eradicate, rationing, evacuation, evacuee, Operation Pied Piper, propaganda, Supermarine Spitfire, Hawker Hurricane, Luftwaffe, air raid, blitz, blackout, barrage balloons, Anderson shelter, Morrison shelter, communal shelter, D-Day, liberate, codes and ciphers, enigma machine, VE Day	Empire, rebellion, democracy, politics, religion, terrain, settlement, population, region, trade Archaeologist, city states (Polis), civilisation, climate, culture, democracy, empire, mythology, philosophy	
Key Knowledge			
<ul style="list-style-type: none"> • Hitler was the leader of Germany and the Nazi party • Hitler invaded Poland on 1st September, 1939 • Britain and France declared war on Germany on 3rd September, 1939 • Allies – countries fighting against Germany/Hitler. Main allies: Great Britain, USA and USSR (Soviet Union) • Axis – Fighting for Germany/Nazis (Main countries: Germany, Italy and Japan) • Rationing – fair distribution of food when it was scarce • Evacuation – leaving a place quickly in order to be safe • Evacuee – a person who has been sent away from a dangerous place 	<ul style="list-style-type: none"> • Democracy began in Ancient Greece when citizens of Athens were invited to vote when a new law was passed. We live in a democratic society in Britain today • The Greeks developed the first writing system. We still use many of their symbols today and lots of words we use are derived from Greek words. For example, the word <i>dinosaur</i> comes from the Greek meaning 'terrible lizard'. What others can you find? • The Greeks invented theatre! They came up with many of the genres too including tragedy and comedy • The Olympics began as a religious festival in honour of Zeus and celebrated the fittest and strongest Greek men 		

<ul style="list-style-type: none"> • Propaganda – a way of convincing/encouraging people to behave in a particular way • Battle of Britain – the Luftwaffe tried to bomb the RAF in order to invade Britain (Operation Sea Lion). Britain were victorious. • Blitz/Blitzkrieg – German for lightning war. The first ‘Blitz’ (air raid) in London happened on 1st September 1940 • An air raid siren would warn people to find shelter • People were told to use blackout curtains, so it would be difficult for the Luftwaffe to bomb cities as they wouldn’t be able to see street lights/home lights. • Anderson shelter – found in gardens, and made of corrugated iron sheets, half buried in the ground, with earth heaped on top to protect from bomb blasts • Morrison shelter – for people who didn’t have gardens: made of heavy steel and could be used as a table. People sheltered inside/underneath it during an air raid • Communal shelters – sheltering with many people: caves, undergrounds, schools • D-Day 6th June, 1944, Operation Overlord began at Normandy beach • Allies began to overpower the Luftwaffe • Operation Overlord complete its mission on 30th August 1944 with the last of the Germans retreating from France • This marked the beginning of the end of the war 	<ul style="list-style-type: none"> • Religion was very important in Ancient Greece. They were polytheists - they believed in different gods and goddesses that were in charge of different parts of their lives, such as a god of the sea and a goddess of wisdom. Temples were built in their honour and they featured heavily in the stories of Greek mythology • In Athens, Greek styles of art, architecture, philosophy and theatre were developed - these helped shaped our modern society along with science, language and maths. • In Sparta, was very different; all that was important was being able to defend Sparta in battle. <p>They gave us:</p> <ul style="list-style-type: none"> • Democracy - A form of government where the people elect (vote) for who they want to represent them. • Alphabet- the first two letters of the Greek alphabet are alpha and beta - which is where we get the word alphabet from. Letters from the Greek alphabet are also used in many mathematical and scientific equations. Many words we use today have their origins in Ancient Greece. • Theatre - the Ancient Greeks invented the idea of written drama performed by actors • The Olympics – An athletic event held by the Ancient Greeks every four years 	
Prior Learning – skills progression		
<p>KS1</p> <ul style="list-style-type: none"> • I can name some things that happened to other people or events in living memory. • I can put a few events or objects in order of when they happened. • I answer questions about events, using ‘before’ and ‘after’ to describe when something happened. • I can say why people may have acted as they did. • I can recall facts about significant local people from the past • I can order events and people I have studied using a simple timeline • I have looked at books to help me find out about the past. • I ask questions about pictures from the past. • I ask questions about artefacts from the past <p>Year 3/4</p> <ul style="list-style-type: none"> • I can place events and people that I have studied onto a time line <p>I use evidence to describe:</p>	<p>KS1</p> <ul style="list-style-type: none"> • I understand the difference between things that happened in the past and the present. • I can put a few events or objects in order of when they happened. • I can use words and phrases such as: now, yesterday, last week, recently, when I was younger, a long time ago, a very long time ago, before I was born, when my parents/carers were young. • I have found out some facts about events that happened long ago (before living memory). • I answer questions about events, using ‘before’ and ‘after’ to describe when something happened. • I have found out some facts about people long ago (before living memory). • I can say why people may have acted as they did. • I can make comparisons between some aspects of life in different time periods • I can order events and people I have studied using a simple timeline • I have looked at books to help me find out about the past. 	

<ul style="list-style-type: none"> • houses and settlements; culture and leisure activities; clothes, way of life and actions and uses of people in the past • buildings and their uses of people from the past • things people believed in the past (attitudes and religion) • what was important to people from the past • find out how any of the above may have changed during a time period • I give reasons why changes may have occurred • I can describe how some of the things I have studied from the past affect life today • I have looked at two versions of the same event in history and have identified differences in the accounts • I give reasons why there may be different accounts of history • I use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past • I suggest sources of evidence to help me answer questions • I present my findings about the past using my speaking, writing, maths, ICT, drama and drawing skills • I discuss the most appropriate way to present my information, which I realise is for an audience <p>Year 5</p> <ul style="list-style-type: none"> • understand that a time line can be divided into periods • I can describe the main changes in a period in history • I show on a time line, the changes that I have identified • I can name the date of any significant event from the past that I have studied and place it on a time line <p>I choose reliable sources of evidence to:</p> <ul style="list-style-type: none"> • describe the houses, settlements; culture and leisure activities; clothes, way of life and actions of people; buildings and their uses of people from the past • describe what was important to people from the past • I give my own reasons why changes may have occurred, backed up by evidence I have researched • I can describe similarities and differences between some people, events and objects I have studied • I can describe how some of the things I have studied from the past affect life today • I have looked at different versions of the same event in history and have identified differences in the accounts • I give clear reasons why there may be different accounts of history • I ask questions about change, causes, similarity, difference and significance • I choose the most appropriate way to present my information, which I realise is for an audience 	<ul style="list-style-type: none"> • I have listened to and can recall stories about the past. • I ask questions about pictures from the past. • I ask questions about artefacts from the past <p>Year 3/4</p> <ul style="list-style-type: none"> • I understand that a time line can be divided into BC and AD • I can place events and people that I have studied onto a time line • I use words and phrases such as century, decade, before Christ, after, before, during to describe the passing of time <p>I use evidence to describe:</p> <ul style="list-style-type: none"> • houses and settlements; culture and leisure activities; clothes, way of life and actions and uses of people in the past • buildings and their uses of people from the past • things people believed in the past (attitudes and religion) • what was important to people from the past • show how the lives of rich and poor people from the past differed • I can describe how some of the things I have studied from the past affect life today • I use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past • I suggest sources of evidence to help me answer questions • I present my findings about the past using my speaking, writing, maths, ICT, drama and drawing skills <p>Year 5</p> <ul style="list-style-type: none"> • I understand that a time line can be divided into periods • I can describe the main changes in a period in history • I use words and phrases such as era, century, decade, BC, AD, after, before, to describe passing of time • I can describe the things people believed in the past (attitudes and religion) • I can describe what was important to people from the past • I can describe similarities and differences between some people, events and objects I have studied • I can describe how some of the things I have studied from the past affect life today • I choose reliable sources of evidence to describe the way of life and actions of people. • I give my own reasons why changes may have occurred. • I can make confident use of a variety of sources for independent research 	
--	---	--