		NOWLEDGE & UNDER		HISTORICAL TERMS		A LOCAL HISTORY STUDY: Within units:	HISTORICAL ENQUIRY: Using EVIDENCE/ COMMUNICATING ideas			HISTORICAL ENQUIRY: KEY CONCEPTS			
	(Continue to) develop chronologically secure knowledge of history.	Establish clear narratives within and across periods studied.	Note connections, contrasts and trends over time.	Develop the appropriate use of historical terms.	Understand how knowledge of the past is constructed from a range of sources.		Construct informed responses by selecting and organising relevant historical information.	Understand that different versions of the past may exist, giving some reasons for this.	Regularly address and sometimes devise historically valid questions.	Continuity & change in and between periods.	Cause & Consequence	Similarity & difference within a period/situation. (Social diversity including beliefs and attitudes.)	Significance of events/people.
CHANGES IN BRITAIN FROM THE STONE AGE TO THE IRON AGE	Timeline representation and duration BC/AD	Changes in tools, shelter, food, clothes and settlement	Changes in tools, shelter, food, clothes and settlement be- tween periods and why	Vocabulary list—topic words	Limited evidence and resource = interpretation. Archaeology		Pictorial and photo- graphic evidence to support enquiry question answers.	Identifying 'false' evidence, differ- ences in artist rep- resentation etc— questioning reliabil- ity	Key Qs for each era to focus enquiry and interpretation	Compare changes in tools, shelter, food, clothes and settlement across periods	Compare changes in tools, shelter, food, clothes and settle- ment across periods and reasons for change.	Compare differences in tools, shelter, food, clothes and settle- ment within periods (i.e. Scara Brae)	
THE ROMAN EM- PIRE AND ITS IM- PACT ON BRITAIN	British and world timeline—overlaps (Maps of Empire)	Development, spread and demise of Ro- man Empire before and after Britain.		Vocabulary list—topic words	Different views; Roman and Celt. (Boudicca)	Portchester, Chichester, (Fishbourne Roman Palace)	Artefact images	Different view; Roman and Celt.	Key Qs to focus enquiry.	Technology and developments in- troduced by Ro- mans	Why the Romans invaded—what did Britain have? Why was the Roman army so successful? Why did the Empire come to an end?	Romans, Britons, soldiers, slaves— diversity in society	Boudicca Impact of Romans on Britain
BRITAIN'S SETTLEMENT BY ANGLO-SAXONS (& SCOTS)	Development of British timeline Maps to locate ori- gins	Where they came from and why? (maps, tribes)	Difference between Roman and Saxon lifestyle	Vocabulary list—topic words	Sutton Hoo (Trip to Butser Ancient Farm— Saxon house/ workshops)	Local place names— Anglo-Saxon link Winchester/ Wessex—King Alfred	Sutton Hoo		Key Qs to focus enquiry.	Paganism to Christi- anity Development of kingdoms		Paganism to Christi- anity	Arrival of Christianity King Alfred
THE VIKING (& ANGLO-SAXON) STRUGGLE FOR ENGLAND (UP TO 1066)	Development of British timeline and mapwork to identify settlement	Arrival of Vikings— how and why/		Vocabulary list—topic words				Representation of Vikings as maraud- ing invaders—how true is this?	Key Qs to focus enquiry.	Struggle for power between Saxons and Vikings—	The first and last Saxon kings and the arrival of the Nor- mans.		
ACHIEVEMENTS OF EARLIEST CIVILISATIONS (Overview) & EGYPT (in depth)	World timeline— overlaps. Compare durations and locate on World map	Overview of ancient civilisations and locations around the world (NB between the tropics)	General similarities and differences. Compare Egypt to Britain in same era.	Vocabulary list—topic words	Artefacts Discovery of tombs Hieroglyphs		Artefacts Hieroglyphs (Mummifying a tomato)		Key Qs to focus enquiry.	Overlap—Ancient Egypt/Ancient Rome/Britain— links		Diversity in society— slavery, Pharaohs Religion/ beliefs— burial	
ASPECT/THEME IN BRITISH HISTORY POST 1066. BATTLE of BRITAIN WWII	timelines—key dates/events of peri-	Why did the war start? What was happening in Europe?	Changes in allies/axis during war.	Vocabulary list—topic words	(living memory) photos, newspa- pers—first histori-	Portsmouth/ Gosport—naval/ army links. D- Day, evacuation, Blitz impact		Propaganda National bias/pride/ morale—question impact on reliability of sources.	Key Qs to focus enquiry.	Changes for women and children	Evacuation Holocaust Migration	Roles of men, women and children	Battle of Britain
ANCIENT GREECE: LIFE, ACHIEVE- MENTS, INFLU- ENCE ON WEST- ERN WORLD	World timeline— overlaps. Compare durations and locate on World map			Vocabulary list—topic words	Interpretation of artefacts/images			Interpretation of artefacts/images	Key Qs to focus enquiry.	Legacy of Ancient Greek technology on modern Britain; politics, Olympics, language, mathe-	Emergence of de- mocracy	Sparta/Athens - difference in societies (women/slaves)	Olympics
NON-EUROPEAN CONTRAST WITH BRITAIN: MAYA CIVILISATION c. AD.900	World timeline— overlaps. Specific comparison to Anglo- Saxon Britain	Map work—where were the Maya. Comparison with Britain AD900 (Anglo-Saxon/Viking era)	Demise of the Maya city states	Vocabulary list—topic words			Exploration of arte- facts— interpretation of purpose and life- style		Key Qs to focus enquiry.	Demise of the Maya city states	Demise of the Maya city states Impact of Europeans on Maya	Hierarchy in society—importance of priests	

	CHRONOLOGICAL KNOWLEDGE & UNDER- STANDING (including characteristic fea- tures of periods.)			INTERPRETATION of history	HISTORICAL ENQUIRY: Using EVIDENCE/ COMMUNICATING ideas			HISTORICAL ENQUIRY: KEY CONCEPTS				
	(Continue to) develop chrono- logically secure knowledge of history.	Establish clear narra- tives within and across periods stud- ied.	Note con- nections, contrasts and trends over time.	Understand how knowledge of the past is constructed from a range of sources.	Construct informed responses by selecting and organising relevant historical information.	Understand that different versions of the past may exist, giving some reasons for this.	Regularly address and sometimes devise historically valid questions.	Continuity & change in and between periods.	Cause & Consequence	Similarity & difference within a period/situation. (Social diversity including beliefs and attitudes.)	Significance of events/ people.	
CHANGES IN BRIT- AIN FROM THE STONE AGE TO THE IRON AGE THE ROMAN EMPIRE AND ITS IMPACT ON BRITAIN BRITAIN'S SETTLE- MENT BY ANGLO- SAXONS (& SCOTS) THE VIKING (& AN- GLO-SAXON) STRUG- GLE FOR ENGLAND (UP TO 1066) ACHIEVEMENTS OF EARLIEST CIVILISA- TIONS (Overview) & EGYPT (in depth)	Children can: 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).		sing dates, times further e unit being n be divided	change in the light of new evidence. Children can; 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	Children know that; archaeological evidence can be used to find out about the past. we can make inferences and deductions using images from the past. Children can; Use a range of sources to find out about a period. Use evidence to build up a picture of a past event. Observe the small details when using artefacts and pictures. begin to identify sources which are influenced by the personal beliefs of the author. Children are able to; Create historically-valid questions across a range of time periods, cultures and groups of people. Aski questions about the main features of everyday life in periods studied, e.g. how did people live. Ask questions about the bias of historical evidence.		Children can note key changes over a period of time and be able to give reasons for those changes. Children know: That change can be brought about by advancements in transport and travel. That change can be brought about by advancements in materials. That change can be brought about by advancements in materials.	Children can Identify the consequences of events and the actions of people. Identify reasons for historical events, situations and changes. Children know that; the actions of people can be the cause of change advancements in science and technology can be the cause of change.	Children can Identify similarities and differences between periods of history. Explain similarities and differences between daily lives of people in the past and today. Identify similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world.	Children can; Recall some important people and events. Identify who is important in historical sources and accounts. Children know that significant archaeological findings are those which change how we see the past. 'historically significant' events are those which changed many people's lives and had an impact for many years to come.		
ASPECT/THEME IN BRITISH HISTORY POST 1066. BATTLE of BRITAIN WWII ANCIENT GREECE: LIFE, ACHIEVE- MENTS, INFLUENCE ON WESTERN WORLD NON-EUROPEAN CONTRAST WITH BRITAIN: MAYA CIVI- LISATION c. AD.900	Children can: Order an increase events, movemed line using dates Accurately use of scribe historical Understand and the main change in history. Understand how periods occurred locations, e.g. All ya.	ents and dates accurately. lates and term events. describe in some storic and aspectal concurrently.	on a time- ons to de- ome detail t in a period cal events/	Children can: Find and analyse a wide range of evidence about the past. Begin to evaluate the usefulness of different sources; 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. Show an awareness of the concept of propaganda and historical use of persuasion and bias.	Use a range of sour aspect of the past. Identify bias in a so sources to historical sources. Describe how second beliefs, cultures and Suggest the evident Ask historical questions about perspectives held be Children know that	t; sources are primary	e value of the mitations of fluenced by the cut an enquiry. Ifficulty e.g. who on.	Children know that change can be brought about by conflict. (Change can be traced using the census.)	Children can; give reasons for historical events, the results of his- torical events, situations and changes. Start to analyse and ex- plain the reasons for, and results of historical events, situations and change. Children know that members of society standing up for their rights can be the cause of change.	Children can; Describe similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world. Make links with different time periods studied. Describe change throughout time.	Children can; Identify significant people and events across different time periods. Compare significant people and events across different time periods. Explain the significance of events, people and developments.	