

## Year 3 History

| Objectives  | Topics-ideas  | Milestone 2   |
|---|---|---|
| <p>a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 <b>Examples (non-statutory)</b> □□the changing power of monarchs using case studies such as John, Anne and Victoria □□changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20<sup>th</sup> Century □□the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day □□a significant turning point in British history, for example, the first railways or the Battle of Britain 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</p> <p>A local history study<br/><b>Examples (non-statutory)</b> □□a depth study linked to one of the British areas of study listed above □□a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066) □□a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.</p> | <p>Term 1<br/>History of Chocolate</p> <p>Term 2<br/>Victorians and Tudors</p> <p>Term 3<br/>The Ancient Egyptians</p> <p>Term 2<br/>King Richard</p> | <p><b>To build an overview of world history Tudor and Victorians</b></p> <ul style="list-style-type: none"> <li>• Describe changes that have happened in the locality of the school throughout history.</li> <li>• Give a broad overview of life in Britain from ancient until medieval times.</li> <li>• Compare some of the times studied with those of other areas of interest around the world.</li> <li>• Describe the social, ethnic, cultural or religious diversity of past society.</li> <li>• Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children</li> </ul> <p><b>To understand chronology Victorians, Tudors and King Richard</b></p> <ul style="list-style-type: none"> <li>• Place events, artefacts and historical figures on a time line using dates.</li> <li>• Understand the concept of change over time, representing this, along with evidence, on a time line.</li> <li>• Use dates and terms to describe events.</li> </ul> <p><b>To communicate historically</b></p> <ul style="list-style-type: none"> <li>• Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> <li>• dates</li> <li>• time period</li> <li>• era</li> <li>• change</li> <li>• chronology.</li> </ul> </li> <li>• Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past</li> </ul> |

Year 4 History

| Objectives  | Topics-ideas   | Milestone 2  |
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| <p>□□the Roman Empire and its impact on Britain Romans<br/>Examples (non-statutory) This could include: □□Julius Caesar’s attempted invasion in 55-54 BC □□the Roman Empire by AD 42 and the power of its army □□successful invasion by Claudius and conquest, including Hadrian’s Wall □□British resistance, for example, Boudica<br/>□□‘Romanisation’ of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity</p> <p>Britain’s settlement by Anglo-Saxons and Scots<br/>Examples (non-statutory) This could include: □□Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire □□Scots invasions from Ireland to north Britain (now Scotland) □□Anglo-Saxon invasions, settlements and kingdoms: place names and village life □□Anglo-Saxon art and culture □□Christian conversion – Canterbury, Iona and Lindisfarne</p> <p>the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor<br/>Examples (non-statutory) This could include: □□Viking raids and invasion □□resistance by Alfred the Great and Athelstan, first king of England □□further Viking invasions and Danegeld □□Anglo-Saxon laws and justice □□Edward the Confessor and his death in 1066</p> | <p>Term 1<br/><i>Space-Moon Landing</i><br/><i>Cross curricular writing</i></p> <p>Term 2<br/>Romans, Vikings &amp; Anglo Saxons</p> <p>Term 3<br/>General Knowledge with link to Europe</p> | <p><b>.Science Milestone 2</b><br/><b>To understand the Earth’s movement in space</b></p> <ul style="list-style-type: none"> <li>• Describe the movement of the Earth relative to the Sun in the solar system.</li> <li>• Describe the movement of the Moon relative to the Earth</li> </ul> <p><b>To investigate and interpret the past Romans, Anglo Saxons and Vikings</b></p> <ul style="list-style-type: none"> <li>• Use evidence to ask questions and find answers to questions about the past.</li> <li>• Suggest suitable sources of evidence for historical enquiries.</li> <li>• Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</li> <li>• Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.</li> <li>• Suggest causes and consequences of some of the main events and changes in history.</li> </ul> <p><b>To understand chronology Romans, Vikings and Anglo Saxons</b></p> <ul style="list-style-type: none"> <li>• Place events, artefacts and historical figures on a time line using dates.</li> <li>• Understand the concept of change over time, representing this, along with evidence, on a time line.</li> <li>• Use dates and terms to describe events.</li> </ul> <p><b>To communicate historically SPACE-Moon Landing</b></p> <ul style="list-style-type: none"> <li>• Use appropriate historical vocabulary to communicate, including:             <ul style="list-style-type: none"> <li>• dates</li> <li>• time period</li> <li>• era</li> <li>• change</li> <li>• chronology.</li> </ul> </li> <li>• Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.</li> </ul> |

## Year 5 History

| Objectives   | Topics-ideas  | Milestone 3   |
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| <p>Pupils should be taught about:</p> <ul style="list-style-type: none"> <li>□□ Changes in Britain from the Stone Age to the Iron Age</li> </ul> <p><b>Examples (non-statutory)</b> This could include: □□ late Neolithic hunter-gatherers and early farmers, for example, Skara Brae □□ Bronze Age religion, technology and travel, for example, Stonehenge □□ Iron Age hill forts: tribal kingdoms, farming, art and culture</p> <p><b>History 192</b></p> <ul style="list-style-type: none"> <li>□□ 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 c. AD 900; Benin (West Africa) c. AD 900-1300.</li> </ul> | <p>Term 1<br/>Horrible Histories<br/>Focus on topics not taught previously<br/>Emphasis on Aztecs, Mayans &amp; Stone Age to Iron Age</p> <p>Term 2<br/>Double Geography</p> <p>Term 3<br/>History of Fashion</p> | <p><b>To investigate and interpret the past</b></p> <ul style="list-style-type: none"> <li>• Use sources of evidence to deduce information about the past.</li> <li>• Select suitable sources of evidence, giving reasons for choices.</li> <li>• Use sources of information to form testable hypotheses about the past.</li> <li>• Seek out and analyse a wide range of evidence in order to justify claims about the past.</li> <li>• Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.</li> <li>• Understand that no single source of evidence gives the full answer to questions about the past.</li> <li>• Refine lines of enquiry as appropriate.</li> </ul> <p><b>To build an overview of world history</b></p> <ul style="list-style-type: none"> <li>• Give a broad overview of life in Britain from medieval until the Tudor and Stuarts times.</li> <li>• Describe the social, ethnic, cultural or religious diversity of past society.</li> <li>• Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</li> </ul> <p><b>To understand chronology</b></p> <ul style="list-style-type: none"> <li>• Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).</li> <li>• Identify periods of rapid change in history and contrast them with times of relatively little change.</li> <li>• Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line.</li> <li>• Use dates and terms accurately in describing events.</li> </ul> <p><b>To communicate historically</b></p> <ul style="list-style-type: none"> <li>• Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> <li>• dates</li> <li>• time period</li> <li>• era</li> <li>• chronology</li> <li>• continuity</li> <li>• change</li> <li>• century</li> <li>• decade</li> <li>• legacy.</li> </ul> </li> <li>• Use literacy, numeracy and computing skills to a exceptional standard in order to communicate information about the past.</li> <li>• Use original ways to present information and ideas.</li> </ul> |

## Year 6 History

| Objectives   | Topics-ideas   | Milestone 3  |
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| <p>□□ Ancient Greece – a study of Greek life and achievements and their influence on the western world</p> | <p>Term 1<br/>Britain since the 1930s &amp; Famous People in History</p> <p>Term 2<br/>Double Geography</p> <p>Term 3<br/>Ancient Greeks</p> | <p><b>To investigate and interpret the past</b></p> <ul style="list-style-type: none"> <li>• Use sources of evidence to deduce information about the past.</li> <li>• Select suitable sources of evidence, giving reasons for choices.</li> </ul> <p><b>To build an overview of world history</b></p> <ul style="list-style-type: none"> <li>• Identify continuity and change in the history of the locality of the school.</li> <li>• Compare some of the times studied with those of the other areas of interest around the world.</li> <li>• Describe the social, ethnic, cultural or religious diversity of past society.</li> <li>• Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</li> </ul> <p><b>To understand chronology</b></p> <ul style="list-style-type: none"> <li>• Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).</li> <li>• Identify periods of rapid change in history and contrast them with times of relatively little change.</li> <li>• Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line.</li> <li>• Use dates and terms accurately in describing events.</li> </ul> <p><b>To communicate historically</b></p> <ul style="list-style-type: none"> <li>• Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> <li>• dates</li> <li>• time period</li> <li>• era</li> <li>• chronology</li> <li>• continuity</li> <li>• change</li> <li>• century</li> <li>• decade</li> <li>• legacy.</li> </ul> </li> <li>• Use literacy, numeracy and computing skills to a exceptional standard in order to communicate information about the past.</li> <li>• Use original ways to present information and ideas.</li> </ul> |