

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 Examples (non-statutory) □□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 20th 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 Examples (non-statutory) □□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 History of Chocolate</p> <p>Term 2 Victorians and Tudors</p> <p>Term 3 The Ancient Egyptians</p>	<p>To investigate and interpret the past</p> <ul style="list-style-type: none"> • Use evidence to ask questions and find answers to questions about the past. • Suggest suitable sources of evidence for historical enquiries. • Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. • Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. • Suggest causes and consequences of some of the main events and changes in history. <p>To build an overview of world history</p> <ul style="list-style-type: none"> • Describe changes that have happened in the locality of the school throughout history. • Give a broad overview of life in Britain from ancient until medieval times. • Compare some of the times studied with those of other areas of interest around the world. • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children <p>To understand chronology</p> <ul style="list-style-type: none"> • Place events, artefacts and historical figures on a time line using dates. • Understand the concept of change over time, representing this, along with evidence, on a time line. • Use dates and terms to describe events. <p>To communicate historically</p> <ul style="list-style-type: none"> • Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> • dates • time period • era • change • chronology. • Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past

Year 4 History

Objectives	Topics-ideas	Milestone 2
<p>□□the Roman Empire and its impact on Britain Romans 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 □□‘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 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 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 2 Romans, Vikings & Anglo Saxons</p> <p>Term 3 General Knowledge</p>	<p>To investigate and interpret the past Romans, Anglo Saxons and Vikings</p> <ul style="list-style-type: none"> • Use evidence to ask questions and find answers to questions about the past. • Suggest suitable sources of evidence for historical enquiries. • Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. • Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. • Suggest causes and consequences of some of the main events and changes in history. <p>To understand chronology Romans, Vikings and Anglo Saxons</p> <ul style="list-style-type: none"> • Place events, artefacts and historical figures on a time line using dates. • Understand the concept of change over time, representing this, along with evidence, on a time line. • Use dates and terms to describe events. <p>To communicate historically SPACE-Moon Landing</p> <ul style="list-style-type: none"> • Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> • dates • time period • era • change • chronology. • Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.

Year 5 History

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

Year 6 History

Objectives	Topics-ideas	Milestone 3
<p>□□ Ancient Greece – a study of Greek life and achievements and their influence on the western world</p> <p>Pupils should 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. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.</p> <p>In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.</p>	<p>Term 1 WW2 , Britain since the 1930s & Famous People in History</p> <p>Term 2 Double Geography</p> <p>Term 3 Ancient Greeks</p>	<p>To investigate and interpret the past</p> <ul style="list-style-type: none"> • Use sources of evidence to deduce information about the past. • Select suitable sources of evidence, giving reasons for choices. <p>To build an overview of world history</p> <ul style="list-style-type: none"> • Identify continuity and change in the history of the locality of the school. • Compare some of the times studied with those of the other areas of interest around the world. • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. <p>To understand chronology</p> <ul style="list-style-type: none"> • Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). • Identify periods of rapid change in history and contrast them with times of relatively little change. • Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line. • Use dates and terms accurately in describing events. <p>To communicate historically</p> <ul style="list-style-type: none"> • Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> • dates • time period • era • chronology • continuity • change • century • decade • legacy. • Use literacy, numeracy and computing skills to a exceptional standard in order to communicate information about the past. • Use original ways to present information and ideas.