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|  | **Chronology** | **Continuity and change with**  **similarities and differences** | **Cause and consequence** | **Significance** | **Interpreting sources and asking Questions** | **Vocabulary and writing** |
| Year 3 | Place Stone, Bronze and Iron Age on a timeline.  Identify key events during this time.  To know that the Old Stone Age was 99.5% of human history.  Know when the four ancient civilisations existed.  To identify BC/BCE and AD/CE on a timeline. | Identify how Britain changed through the different Stone Ages.  Identify how Britain changed through the Stone, Bronze and Iron Age.  To compare life in Ancient Egypt to our lives today. | To identify how creating better tools changed our diets.  Identify reasons for mummification.  Compare different versions of the how the pyramids were built. | Explain why the discovery of bronze and iron were important.  Explain what significant achievements were made in the Stone Age.  Explain why Howard Carter’s discovery of Tutankhamun’s tomb was significant.  Explain that the River Nile was significant to the Ancient Egyptians. | To know what a source is.  To know why there are limited sources for the Stone Age.  Ask relevant questions about the topic.  Look at sources to learn about the past.  Compare different versions of the how the pyramids were built. | Write simple sentences to explain their answers.  Chronological, century, decade, era, prehistoric, evidence, source, ancient, modern, archaeologists, civilisation  Palaeolithic, Mesolithic, Neolithic, hunter-gatherers, mummification, pyramid, |
| Year 4 | Place Ancient Greeks on a timeline.  Place Ancient Romans on a timeline.  To know that the Ancient Greeks and Ancient Romans existed at some of the same time.  To know that the Ancient Egyptians existed at some of the same time as Ancient Romans and Greeks.  To identify BC/BCE and AD/CE on a timeline. | Identify how the Ancient Greek’s achievement changed and influenced the Western World.  To know how the Ancient Romans impacted and changed Britain. | Identify reasons for the invasion of Britain by the Romans and the consequences. | Identify significant achievements of the Ancient Greeks.  Identify why Boudicca was such a significant individual.  Identify why sources are significant in our understanding of the past. | Identify primary and secondary sources.  Start to assess a source’s reliability (can we trust it to tell us the truth about history?)  Use the Boudicca sources to identify how events can be interpreted differently.  Ask questions about a source to determine its reliability. | Write sentences or a paragraph to answer questions.  Year 3 vocab + interpretation, artefacts, reliability, primary and secondary source, invasion, architecture, empire.  Democracy, Olympic games, gladiator, coliseum, viaduct/aqueduct. |
| Year 5 | Place Anglo-Saxon invasions on a timeline.  Place the Viking invasion on a timeline.  Understand what came before and after these events.  Understand what else was happening in the wider world during this time in Britain.  To identify BC/BCE and AD/CE on a timeline. | Identify key changes in Britain during the Anglo-Saxon and Viking invasions.  Identify how certain aspects of life changed during this time. | Identify the reasons why the Anglo-Saxons invaded Britain.  Identify the reasons the Viking invaded Britain and compare these to the Anglo-Saxon reasons.  Identify the cause and consequence of the Spanish explorers on the Maya civilisation – was it positive or negative? | To understand the significance of the Battle of Hastings. | Identify primary and secondary sources and the pros and cons of both.  Understand what bias is.  Identify the reliability of a source by thinking about its creator, audience and purpose.  Ask questions about a source to determine its validity. | Write detailed sentences or a paragraph to answer questions and start to use evidence to support.  Year 3 and 4 vocab + kingdoms, withdrawal, claimants, validity, raids.  Dark ages, Christianity, Lindisfarne. |
| Year 6 | Identify how long WW2 was and when it happened in relation to our lives and that it is modern history and within living memory for some people.    Identify key events during WW2.  Identify what countries were involved at the same time.  To identify BC/BCE and AD/CE on a timeline. | Identify the effects the war had Britain. | Identify key events and causes leading up to WW2.  Identify the consequences of conscription – e.g. women’s land army.  Identify the consequences of WW2 on life in Britain. | Understand the importance of WW2 and how it has affected our lives today. | Explain how bias can affect the validity of a source.  Identify the reliability of sources and start to use this as evidence to form an opinion.  Ask questions about opinions and morals within the topic. | Form structured written answers to answer questions and use evidence to support.  Year 3, 4 and 5 vocab + propaganda, war, bias, prime minister, Blitz, Anderson shelter, evacuation, alliance, ration, victory. |