



	<b>Chronology</b>	<b>Continuity and change with similarities and differences</b>	<b>Cause and consequence</b>	<b>Significance</b>	<b>Interpreting sources and asking Questions</b>	<b>Vocabulary and writing</b>
Year 3	<p>Place Stone, Bronze and Iron Age on a timeline.</p> <p>Identify key events during this time.</p> <p>To know that the Old Stone Age was 99.5% of human history.</p> <p>Know when the four ancient civilisations existed.</p> <p>To identify BC/BCE and AD/CE on a timeline.</p>	<p>Identify how Britain changed through the different Stone Ages.</p> <p>Identify how Britain changed through the Stone, Bronze and Iron Age.</p> <p>To compare life in Ancient Egypt to our lives today.</p>	<p>To identify how creating better tools changed our diets.</p> <p>Identify reasons for mummification.</p> <p>Compare different versions of the how the pyramids were built.</p>	<p>Explain why the discovery of bronze and iron were important.</p> <p>Explain what significant achievements were made in the Stone Age.</p> <p>Explain why Howard Carter's discovery of Tutankhamun's tomb was significant.</p> <p>Explain that the River Nile was significant to the Ancient Egyptians.</p>	<p>To know what a source is.</p> <p>To know why there are limited sources for the Stone Age.</p> <p>Ask relevant questions about the topic.</p> <p>Look at sources to learn about the past.</p> <p>Compare different versions of the how the pyramids were built.</p>	<p>Write simple sentences to explain their answers.</p> <p>Chronological, century, decade, era, prehistoric, evidence, source, ancient, modern, archaeologists, civilisation</p> <p>Palaeolithic, Mesolithic, Neolithic, hunter-gatherers, mummification, pyramid,</p>
Year 4	<p>Place Ancient Greeks on a timeline.</p> <p>Place Ancient Romans on a timeline.</p> <p>To know that the Ancient Greeks and Ancient Romans existed at some of the same time.</p> <p>To know that the Ancient Egyptians existed at some of the same time as Ancient Romans and Greeks.</p> <p>To identify BC/BCE and AD/CE on a timeline.</p>	<p>Identify how the Ancient Greek's achievement changed and influenced the Western World.</p> <p>To know how the Ancient Romans impacted and changed Britain.</p>	<p>Identify reasons for the invasion of Britain by the Romans and the consequences.</p>	<p>Identify significant achievements of the Ancient Greeks.</p> <p>Identify why Boudicca was such a significant individual.</p> <p>Identify why sources are significant in our understanding of the past.</p>	<p>Identify primary and secondary sources.</p> <p>Start to assess a source's reliability (can we trust it to tell us the truth about history?)</p> <p>Use the Boudicca sources to identify how events can be interpreted differently.</p> <p>Ask questions about a source to determine its reliability.</p>	<p>Write sentences or a paragraph to answer questions.</p> <p>Year 3 vocab + interpretation, artefacts, reliability, primary and secondary source, invasion, architecture, empire.</p> <p>Democracy, Olympic games, gladiator, coliseum, viaduct/aqueduct.</p>



Year 5	<p>Place Anglo-Saxon invasions on a timeline.</p> <p>Place the Viking invasion on a timeline.</p> <p>Understand what came before and after these events.</p> <p>Understand what else was happening in the wider world during this time in Britain.</p> <p>To identify BC/BCE and AD/CE on a timeline.</p>	<p>Identify key changes in Britain during the Anglo-Saxon and Viking invasions.</p> <p>Identify how certain aspects of life changed during this time.</p>	<p>Identify the reasons why the Anglo-Saxons invaded Britain.</p> <p>Identify the reasons the Viking invaded Britain and compare these to the Anglo-Saxon reasons.</p> <p>Identify the cause and consequence of the Spanish explorers on the Maya civilisation – was it positive or negative?</p>	<p>To understand the significance of the Battle of Hastings.</p>	<p>Identify primary and secondary sources and the pros and cons of both.</p> <p>Understand what bias is.</p> <p>Identify the reliability of a source by thinking about its creator, audience and purpose.</p> <p>Ask questions about a source to determine its validity.</p>	<p>Write detailed sentences or a paragraph to answer questions and start to use evidence to support.</p> <p>Year 3 and 4 vocab + kingdoms, withdrawal, claimants, validity, raids.</p> <p>Dark ages, Christianity, Lindisfarne.</p>
Year 6	<p>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.</p> <p>Identify key events during WW2.</p> <p>Identify what countries were involved at the same time.</p> <p>To identify BC/BCE and AD/CE on a timeline.</p>	<p>Identify the effects the war had Britain.</p>	<p>Identify key events and causes leading up to WW2.</p> <p>Identify the consequences of conscription – e.g. women's land army.</p> <p>Identify the consequences of WW2 on life in Britain.</p>	<p>Understand the importance of WW2 and how it has affected our lives today.</p>	<p>Explain how bias can affect the validity of a source.</p> <p>Identify the reliability of sources and start to use this as evidence to form an opinion.</p> <p>Ask questions about opinions and morals within the topic.</p>	<p>Form structured written answers to answer questions and use evidence to support.</p> <p>Year 3, 4 and 5 vocab + propaganda, war, bias, prime minister, Blitz, Anderson shelter, evacuation, alliance, ration, victory.</p>