



	By the end of Year 3	By the end of Year 4	By the end of Year 5	By the end of Year 6
<b>Knowledge acquisition</b>	<p><b>Children know...</b></p> <ul style="list-style-type: none"> <li>The changes in Britain from the Stone Age to the Iron Age</li> <li>The Roman Empire and its impact on Britain</li> </ul>	<p><b>Children know...</b></p> <ul style="list-style-type: none"> <li>Britain's settlement by Anglo-Saxons</li> <li>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</li> <li>The achievements of the earliest civilizations - Ancient Egypt</li> </ul>	<p><b>Children know...</b></p> <ul style="list-style-type: none"> <li>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (The Tudors)</li> <li>a non-European society that provides contrasts with British history – Ancient Maya</li> </ul>	<p><b>Children know...</b></p> <ul style="list-style-type: none"> <li>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (Victorians)</li> <li>Ancient Greece – a study of Greek life and achievements and their influence on the western world</li> </ul>
<b>Chronological understanding</b>	<p><b>Children can...</b></p> <ul style="list-style-type: none"> <li>Order events within a specific period of history using the correct historical terms relating to the passing of time.</li> </ul>	<p><b>Children can...</b></p> <ul style="list-style-type: none"> <li>Place their current study on a timeline and relate it to previous studies.</li> <li>Order events over a large timescale using centuries and will begin to think about the impact of historical events/people.</li> </ul>	<p><b>Children can...</b></p> <ul style="list-style-type: none"> <li>Place their current study on a timeline and relate it to previous studies.</li> <li>Show some understanding and talk with some clarity about the historical impact of these historical events.</li> </ul>	<p><b>Children can...</b></p> <ul style="list-style-type: none"> <li>Place their current study on a timeline and make comparisons to previous studies</li> <li>Talk in depth about the theme in relation to other historical events and the impact of these linking to modern day.</li> </ul>
<b>Analyse and evaluate the impact of significant events/people in history.</b>	<p><b>Children can...</b></p> <ul style="list-style-type: none"> <li>Question why something happened and how it impacted people at the time. (Roman Britain / farming – Iron)</li> </ul>	<p><b>Children can...</b></p> <ul style="list-style-type: none"> <li>Question why something has happened and how it impacted people long term.</li> <li>Complete a detailed study of a particular event/person and their historical legacy from at least two different viewpoints. (Alfred the Great/Vikings)</li> </ul>	<p><b>Children can...</b></p> <ul style="list-style-type: none"> <li>Complete a detailed study of a particular event / person in history and their historical legacy. (Henry VIII – affirmation Catholicism / Church of England).</li> <li>Analyse the theories of what caused the mass abandonment of Maya cities.</li> </ul>	<p><b>Children can...</b></p> <ul style="list-style-type: none"> <li>Complete a detailed study of a particular event/person and their historical legacy from at least two different viewpoints.</li> <li>Complete a study of how the Olympics originated and how it is still important in today's society.</li> </ul>
<b>Historical interpretation</b>	<p><b>Children can...</b></p> <ul style="list-style-type: none"> <li>Look at 2 versions of the same event and identify differences in the accounts. (Roman invasion)</li> <li>Understand how historians use primary sources to build different interpretations</li> </ul>	<p><b>Children can...</b></p> <ul style="list-style-type: none"> <li>Look at 2 versions of the same event and give reasons for these differences. (Monks and Vikings)</li> <li>Identify and understand why Pharaohs were buried with certain objects and the reasons behind that.</li> </ul>	<p><b>Children can...</b></p> <ul style="list-style-type: none"> <li>Look at different versions of the same event and identify differences in the accounts; giving clear reasons why there may be different accounts of history. (Battle of Bosworth / Henry VIII's wives)</li> <li>Identify that people (now and in the past) can represent events or ideas in ways that persuade others.</li> </ul>	<p><b>Children can...</b></p> <ul style="list-style-type: none"> <li>Look at different versions of the same event and suggest accurate and plausible reasons for how/why aspects of the past have been represented and interpreted in different ways.</li> <li>Identify and understand that some evidence is propaganda, opinion or misinformation and that this affects interpretations of history</li> <li>Make interpretations about what drawings on different primary sources (pottery) may mean and justify.</li> </ul>
<b>Historical enquiry</b>	<p><b>Children can...</b></p> <ul style="list-style-type: none"> <li>Pose questions to gain an understanding of a topic.</li> <li>Use sources to distinguish between fact and opinion and give reasons for this.</li> <li>Introduce primary and secondary sources.</li> </ul>	<p><b>Children can...</b></p> <ul style="list-style-type: none"> <li>Generate purposeful questions to better understand a topic.</li> <li>Recognise and understand the difference between primary and secondary sources.</li> </ul>	<p><b>Children can...</b></p> <ul style="list-style-type: none"> <li>Begin to ask questions to better understand significant events and make connections between them.</li> <li>Compare historical sources and suggest the validity of these sources.</li> </ul>	<p><b>Children can...</b></p> <ul style="list-style-type: none"> <li>Ask questions to better understand significant events, make connections and analyse trends.</li> <li>Choose and use a variety of reliable sources to gain a deeper understanding of a subject.</li> </ul>

<p><b>Vocabulary</b></p>	<p>Chronological order, era/period, B.C.E. (Before common era), C.E. (common era), B.C. (before Christ), A.D. (Anno Domini), millennium, thousands of years, Stone Age, Iron Age, Celts, Skara Brae, Neolithic, hunter-gatherer, Stonehenge, hill forts, sacrifice, Britons, nomadic, nomads, settlement, hominins, homo-sapiens, neanderthals, archaeology, beaker culture, grave goods shelter, warmth, protection, domesticate, cattle, crops, wattle, daub, agricultural, monument, ceremony, sacrifice, Romans, invasion, civilization, Emperor, Caesar, republic, empire, army/soldiers, conquest, revolt, colony, archeologist, sources, significance, legacy, impact, effects, reason, change, continuity, first-hand evidence, second-hand evidence, myths and legends, oral history, museum, deduce, infer, settle, conquer, Celtic, empire, helmet, tunic, armor, gladius, atrium, amphitheater, public baths, soldiers, mosaic, soldiers,</p>	<p>Chronological order, era/period, B.C.E. (Before common era), C.E. (common era), B.C. (before Christ), A.D. (Anno Domini), millennium, thousands of years, The Saxons, The Vikings, The Dark Ages, Middle Ages, empire, invasion, civilization, settlers, migration, Roman withdrawal, kingdoms, settlements, conversion, Christianity, reputation, raids, resistance, Danegeld, achievements, legacy, Ancient Egypt, The Nile, flood, fertile, agriculture, tomb, Pharaoh, pyramid, Tutankhamun, Howard Carter, civil war, Roundheads, Cavaliers, Parliamentarians, Royalists, Mortar, Cannon, Musket, Pike, Siege, Monarch, Monarchy, treason, Charles I, democracy, Civil rights, absolute power, Divine right, impact, effects, consequences, change, continuity, causes, infer, suggest, historian, archaeologist, archaeology, first-hand evidence, second-hand evidence, myths and legends, oral history, deduce, pharaoh, Gods, Goddesses, canopic jar, mummification, hieroglyphics, embalming, antechamber, sarcophagus, afterlife, amulet, papyrus, sphinx, temple,</p>	<p>Chronological order, era/period, B.C.E. (Before common era), C.E. (common era), B.C. (before Christ), A.D. (Anno Domini), millennium, thousands of years, The Tudors, The Pope, The Break with Rome, Roman Catholic, Protestant, divorce, male heir, power struggle, beheading, The Reformation, monasteries, Islam, caliph, dynasty, scholar, calligraphy, vegetal, geometric, Silk Road, merchant, trade, Baghdad, House Of Wisdom, mosque, mathematics, on one hand, however, impact, effects, consequences, legacy, significance, impression, change, continuity, causes, infer, suggest, historian, archaeologist, primary evidence, secondary evidence, eye witness, reliable, deduce, Henry VIII, peasants, monarch, War of the Roses, execution, treason, inherit, causation, reign, nation, protestants, ancient, civilization, Maya, Chichen Itza, cacao, trade, glyphs, city-state, temple, pyramid, farmer, artefact,</p>	<p>Chronological order, era/period, B.C.E. (Before common era), C.E. (common era), B.C. (before Christ), A.D. (Anno Domini), millennium, thousands of years, 20<sup>th</sup> century, The Ancient Greeks, Olympics, democracy, democratic, Parliament, represent, House of Commons, House Of Lords, vote, assembly, Athenian, citizens, The Boule, The Ekklesia, The Dikasteria, decisions, jurors, slaves, prisoners, Gods/Goddesses, beliefs, Zeus, Mount Olympus, on one hand, however, impact, effects, consequences, legacy, significance, impression, change, continuity, causes, infer, suggest, historian, archaeologist, primary evidence, secondary evidence, eye witness, reliable, deduce, Trojan War, tunic, labyrinth, acropolis, Greek Empire, soldier, helmet, archaic, Athens, city states, columns, demigod, Mount Olympus, myth, Olympics, temple, Sparta, Aristotle, Socrates, cane, cobbles, dormitory, factories, governor, industrial revolution, landlord, mangle, matron, pauper, pinafore, privy, Queen Victoria, refractory cell, slum, sovereign, taxidermy, workhouse, houses of parliament, industry, invention, rural, compulsory, crime, government, laws</p>
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