



**National Curriculum Subject Content**

- changes in Britain from the Stone Age to the Iron Age **5**
- the Roman Empire and its impact on Britain **6**
- Britain's settlement by Anglo-Saxons and Scots **7**
- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor **8**
- a local history study **9**
- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 **10**
- 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 **11**
- Ancient Greece – a study of Greek life and achievements and their influence on the western world **12**
- 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. **13**

| Year | Were the Saxons Smashing?  | When was Egypt Ancient?   |
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| 3    | <ul style="list-style-type: none"> <li>• Describe events from the past using dates when things happened.</li> <li>• Use a timeline within a specific time in history to set out the order things may have happened.</li> <li>• Use their mathematical knowledge to work out how long ago events would have happened.</li> <li>• Appreciate that the early Brits would not have communicated as we do or have eaten as we do.</li> <li>• Begin to picture what life would have been like for the early settlers.</li> <li>• Recognise that Britain has been invaded by several different groups over time.</li> <li>• Realise that invaders in the past would have fought fiercely, using hand to hand combat.</li> <li>• Use various sources of evidence to answer questions.</li> <li>• Use various sources to piece together information about a period in history.</li> <li>• Use their 'information finding' skills in writing to help them write about historical information.</li> <li>• Through research, identify similarities and differences between given periods in history.</li> </ul> <p><b>CHALLENGING</b></p> <ul style="list-style-type: none"> <li>• Begin to recognise and quantify the different time periods that exists between different groups that invaded Britain</li> <li>• Set out on a timeline, within a given period, what special events took place.</li> <li>• Begin to use more than one source of information to bring together a conclusion about an historical event.</li> <li>• Use specific search engines on the Internet to help them find information more rapidly.</li> </ul> | <ul style="list-style-type: none"> <li>• Describe events and periods using the words: BC, AD and decade.</li> <li>• Describe events and periods using the words: ancient and century.</li> <li>• Use a timeline within a specific time in history to set out the order things may have happened.</li> <li>• Use their mathematical knowledge to work out how long ago events would have happened.</li> <li>• Suggest why certain events happened as they did in history.</li> <li>• Suggest why certain people acted as they did in history.</li> <li>• Recognise the part that archaeologists have had in helping us understand more about what happened in the past.</li> <li>• Use various sources of evidence to answer questions.</li> <li>• Use various sources to piece together information about a period in history.</li> <li>• Research a specific event from the past.</li> </ul> <p>Begin to appreciate why Britain would have been an important country to have invaded and conquered.</p> <ul style="list-style-type: none"> <li>• Appreciate that war/s would inevitably have brought much distress and bloodshed.</li> <li>• Appreciate that invaders were often away from their homes for very long periods and would have been 'homesick'.</li> <li>• Have an appreciation that wars start for specific reasons and can last for a very long time.</li> </ul>  |
| 4    | <ul style="list-style-type: none"> <li>• Plot recent history on a timeline using centuries.</li> <li>• Place periods of history on a timeline showing periods of time.</li> <li>• Use their mathematical skills to round up time differences into centuries and decades.</li> <li>• Explain how events from the past have helped shape our lives.</li> <li>• Appreciate that wars have happened from a very long time ago and are often associated with invasion, conquering or religious differences.</li> <li>• Research two versions of an event and say how they differ.</li> <li>• Give more than one reason to support an historical argument.</li> </ul> <p>Communicate knowledge and understanding orally and in writing and offer points of view based upon what they have found out.</p> <p><b>CHALLENGING</b></p> <ul style="list-style-type: none"> <li>• Begin to build up a picture of what main events happened in Britain/ the world during different centuries.</li> <li>• Use their mathematical skills to help them work out the time differences between certain major events in history.</li> </ul> <p>Independently, or as part of a group, present an aspect they have researched about a given period of history using multi-media skills when doing so.</p> <p>Independently, or as part of a group, present an aspect they have researched about a given period of history using multi-media skills when doing so.</p>   | <ul style="list-style-type: none"> <li>• Plot recent history on a timeline using centuries.</li> <li>• Place periods of history on a timeline showing periods of time.</li> <li>• Know that people who lived in the past cooked and travelled differently and used different weapons from ours.</li> <li>• Recognise that the lives of wealthy people were very different from those of poor people.</li> </ul> <p>Appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past.</p> <ul style="list-style-type: none"> <li>• Research what it was like for a child in a given period from the past and use photographs and illustrations to present their findings.</li> <li>• Communicate knowledge and understanding orally and in writing and offer points of view based upon what they have found out.</li> </ul> <ul style="list-style-type: none"> <li>• Appreciate that the food people ate was different because of the availability of different sources of food.</li> <li>• Appreciate that weapons will have changed by the developments and inventions that would have occurred within a given time period.</li> <li>• Recognise that people's way of life in the past was dictated by the work they did.</li> </ul> <p>Appreciate that wealthy people would have had a very different way of living which would have impacted upon their health and education.</p> |

**CHRONOLOGICAL UNDERSTANDING**

**KNOWLEDGE AND INTERPRETATION**

**HISTORICAL ENQUIRY**