



National Curriculum Subject Content

- changes in Britain from the Stone Age to the Iron Age **5**
- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor **8**
- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 **10**
- 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	The Vikings are Coming	The Groovy Greeks
5	<ul style="list-style-type: none"> • Use dates and historical language in their work. • Draw a timeline with different time periods outlined which show different information, such as, periods of history, when famous people lived, etc.. Use their mathematical skills to work out exact time scales and differences as need be. • Describe historical events from the different period/s they are studying/have studied. • Make comparisons between historical periods; explaining things that have changed and things which have stayed the same. • Appreciate that significant events in history have helped shape the country we have today. • Have a good understanding as to how crime and punishment has changed over the years. • Test out a hypothesis in order to answer a question. • Appreciate how historical artefacts have helped us understand more about British lives in the present and past. 	<ul style="list-style-type: none"> • Use dates and historical language in their work. • Draw a timeline with different time periods outlined which show different information, such as, periods of history, when famous people lived, etc.. Use their mathematical skills to work out exact time scales and differences as need be. • Describe historical events from the different period/s they are studying/have studied. • Make comparisons between historical periods; explaining things that have changed and things which have stayed the same. • Explain the role that Britain has had in spreading Christian values across the world. • Begin to appreciate that how we make decisions has been through a Parliament for some time. • Test out a hypothesis in order to answer a question.
	<p>Challenging Create timelines which outline the development of specific features, such as medicine; weaponry; transport, etc. Appreciate how plagues and other major events have created huge differences to the way medicines and health care was developed.</p>	<p>Research the life of one person who has had an influence on the way Great Britain is divided into four separate countries.</p>
6	<ul style="list-style-type: none"> • Say where a period of history fits on a timeline. • Place a specific event on a timeline by decade. • Place features of historical events and people from past societies and periods in a chronological framework. • Summarise the main events from a specific period in history, explaining the order in which key events happened. • Summarise how Britain has had a major influence on world history. • Describe features of historical events and people from past societies and periods they have studied. • Recognise and describe differences and similarities/ changes and continuity between different periods of history. • Look at two different versions and say how the author may be attempting to persuade or give a specific viewpoint. • Identify and explain their understanding of propaganda. • Describe a key event from Britain's past using a range of evidence from different sources. 	<ul style="list-style-type: none"> • Say where a period of history fits on a timeline • Place a specific event on a timeline by decade. • Place features of historical events and people from past societies and periods in a chronological framework. • Summarise what Britain may have learnt from other countries and civilizations through time gone by and more recently. • Describe features of historical events and people from past societies and periods they have studied. • Recognise and describe differences and similarities/ changes and continuity between different periods of history. • Look at two different versions and say how the author may be attempting to persuade or give a specific viewpoint.
	<p>Challenging • Appreciate that some ancient civilizations showed greater advancements than people who lived centuries after them. • Suggest relationships between causes in history. • Appreciate how Britain once had an Empire and how that has helped or hindered our relationship with a number of countries today. • Trace the main events that define Britain's journey from a mono to a multi-cultural society.</p>	<p>Research the life of one person who has had an influence on the way Great Britain is divided into four separate countries.</p>

CHRONOLOGICAL UNDERSTANDING

KNOWLEDGE AND INTERPRETATION

HISTORICAL ENQUIRY