

Skills	Year 3	Year 4	Year 5	Year 6
Topics	Stone Age Bronze & Iron Age Romans	Anglo-Saxons & Scots Vikings Ancient Egypt	Tudors Benin Victorians	WWII Ancient Greece Islamic Civilisation (Baghdad)

Use of Evidence	Chronological understanding	Connections, contrasts and themes (including asking and answering questions)	Vocabulary
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<p>Feature fictional and non-fictional characters from a range of times in storytelling.</p> <ul style="list-style-type: none"> <li>Ug is a fictional character and Romulus and Remus were also considered fictional. Boudicca and Julius Caesar were real people.</li> </ul>	<p>Understand fictional and non-fictional characters from a range of times in storytelling.</p> <ul style="list-style-type: none"> <li>Norse Gods are mythological.</li> <li>Beowulf is a fictional character.</li> <li>Howard Carter and the discovery of Tutankhamun's tomb was a real event.</li> </ul>	<p>Explain ways in which primary and secondary sources are useful.</p> <ul style="list-style-type: none"> <li>It's harder to go further back in time to find evidence of the Benin Empire vs the Tudors and Victorians.</li> <li>The benefits and drawbacks of Ancient traditions vs Oral history (linked with the Benin Empire).</li> </ul>	
<p>Explain the difference between primary and secondary sources.</p> <ul style="list-style-type: none"> <li>A primary source is from the time period (Skara Brae, Amesbury Archer, Stonehenge, Lascaux Cave Paintings, Fishbourne Roman Palace, and Roman Colosseum).</li> <li>A secondary source is after the time period (Website, BBC Bitesize, Museum websites).</li> </ul>	<p>Explain the difference between primary and secondary sources, giving examples where appropriate.</p> <ul style="list-style-type: none"> <li>E.g. a primary source is from the time period (Sutton Hoo, Viking sword, Rosetta Stone).</li> <li>A secondary source is after the time period (Website, BBC Bitesize, Museum websites).</li> </ul>		
<p>Select a range of sources to help develop their historical curiosity of what has happened in the past.</p> <ul style="list-style-type: none"> <li>Skara Brae, Stonehenge and Roman towns such as Cirencester.</li> </ul>	<p>Select a range of sources to help develop their historical curiosity and <b>begin to</b> construct their own opinion about what has happened in the past.</p> <ul style="list-style-type: none"> <li>Sutton Hoo helmet and the artefacts from the discovery,</li> </ul>	<p>Select and use sources to construct their own opinions about the past</p> <ul style="list-style-type: none"> <li>Henry VIII and the Reformation</li> <li>Tudor Wives</li> <li>Benin Bronzes</li> </ul>	

<ul style="list-style-type: none"> <li>Artefact boxes from Chertsey Museum.</li> </ul>	<p>Viking longships, Viking sword from Chertsey Museum.</p> <ul style="list-style-type: none"> <li>Artefact boxes from Chertsey Museum.</li> <li>Research lesson about the River Nile.</li> </ul>	<ul style="list-style-type: none"> <li>Oral history of the Benin Empire through the eyes of the British.</li> </ul>	<ul style="list-style-type: none"> <li>Diary entries from the British side vs the Germans during WWII.</li> <li>Pottery and buildings from Ancient Greece showing their life. Include Alexander the Great in this with Rosetta Stone.</li> <li>Early Islam – How did the early Islamic Civilisation have a good understanding of the world? BW Map of early Islamic civilisation covers parts of Egypt and Europe (link with Y4).</li> </ul>
<p>Show some understanding of how we can find out about the past.</p> <ul style="list-style-type: none"> <li>Archaeology.</li> <li>Cave paintings.</li> <li>Boudicca Statue.</li> <li>Fishbourne Roman Palace mosaics.</li> <li>Storytelling (Stone Age Boy and mythology through Romulus and Remus)</li> </ul>	<p>Identify ways in which the past is represented</p> <ul style="list-style-type: none"> <li>Artefacts found at Sutton Hoo.</li> <li>Viking sword at Chertsey Museum.</li> <li>Narmer Tablet – what does this say about the significance of pharaohs in society?</li> <li>Howard Carter discovery.</li> </ul>	<p>Begin to explain how the past can be interpreted to from opinions and use historical facts to support forming opinions.</p> <ul style="list-style-type: none"> <li>Hampton Court Palace – influence of Henry VIII on society and religion at the time (children learn about this and form their own opinion when there).</li> <li>How Tudors were portrayed in paintings and how this influences people’s opinions (explore when at Hampton Court).</li> <li>The Benin Empire – if the Benin book was written by British soldiers, then how does that compare with a photo of soldiers holding Benin bronze?</li> <li>Invention of the telephone – how did this help shape communication in Victorian times</li> </ul>	<p>Summarise other people’s opinions about the past and begin to argue them using historical perspective and the concept of bias.</p> <ul style="list-style-type: none"> <li>British broadcasts are only from one side.</li> <li>The Trojan horse myth</li> <li>Propaganda in WWII from both sides and its effectiveness.</li> <li>If most of early Baghdad was destroyed, then how can we accurately compare it to London at a similar time?</li> </ul>

		when not everyone could afford this?	
<p>Begin to discuss how reliable historical evidence is.</p> <ul style="list-style-type: none"> <li>Lascaux cave paintings are real.</li> <li>Skara Brae and Stonehenge as archaeological sites.</li> <li>The story of Boudicca's rebellion and the three Roman invasion attempts (Julius Caesar and Claudius).</li> </ul>	<p>Compare the reliability of different historical sources.</p> <ul style="list-style-type: none"> <li>Sutton Hoo and Howard Carter discoveries (Tutankhamun's tomb).</li> <li>Attack on Lindisfarne (Alcuin's diary and how there may be different versions of this).</li> </ul>	<p>Start to explain the validity and reliability of different sources.</p> <ul style="list-style-type: none"> <li>Tudor loan box (why these sources) vs Hampton Court Palace.</li> <li>British account on the attack on Benin and how the photo of soldiers holding Benin bronze are conflicting.</li> </ul>	<p>Explain the validity and reliability of different sources. (Using sources together to help 'paint a picture' to aid validity).</p> <ul style="list-style-type: none"> <li>How much can we learn from Chamberlain and Churchill's broadcasts?</li> <li>Are all depictions of Alexander the Great a realistic representation?</li> <li>What was the real reason for the fall of the Islamic civilisation?</li> </ul>

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<p>Children can begin to sequence events</p> <ul style="list-style-type: none"> <li>Stone Age came before the Bronze Age that came before the Iron Age that came before the Roman invasion of Britain.</li> <li>Stone Age came in three parts: Palaeolithic, Mesolithic then Neolithic.</li> </ul>	<p>Children can sequence events</p> <ul style="list-style-type: none"> <li>Anglo-Saxons invaded Britain and this came before the Vikings.</li> </ul>	<p>Children can sequence events and begin to explain their thinking.</p> <ul style="list-style-type: none"> <li>Know that the Tudor era started with the Battle of Bosworth and ended with the death of Elizabeth I.</li> <li>Victorians came after the Tudor era but not immediately (explain that Henry VIII was born hundreds of years before Queen Victoria, so their influences were very different).</li> </ul>	<p>Children can sequence events and explain their thinking.</p> <ul style="list-style-type: none"> <li>Know the key events of WWII</li> <li>Know the time period of the Ancient Greek civilisation and explain their thoughts on Alexander the Great's reign.</li> <li>The events during the Early Islamic Civilisation and how it fell.</li> </ul>
<p>Children can start to note connections over time.</p> <ul style="list-style-type: none"> <li>Know that the Celts lived during the Iron Age.</li> </ul>	<p>Children can note connections over time.</p> <ul style="list-style-type: none"> <li>The Ancient Egyptians civilisation happened at a</li> </ul>	<p>Children can note connections, contrasts and trends over time.</p> <ul style="list-style-type: none"> <li>Spotting similarities and differences between the Tudors</li> </ul>	<p>Children can use their sense of chronology and historical perspective to inform wider learning.</p> <ul style="list-style-type: none"> <li>Early Islamic Civilisation (Baghdad) was very different</li> </ul>

<ul style="list-style-type: none"> <li>Know that Boudicca and Julius Caesar (and other Roman Emperors) were both in charge of an army.</li> </ul>	<p>similar time as prehistoric Britain.</p>	<p>and the Kingdom of Benin as they were happening at the same time.</p> <ul style="list-style-type: none"> <li>Spotting similarities and differences between Obas and Pharaohs as a similar level of importance and both being regarded as 'Godly.'</li> </ul>	<p>to London in the 9<sup>th</sup> &amp; 10<sup>th</sup> centuries, despite happening at the same time.</p>
<p>Children can date events to the nearest century or era.</p> <ul style="list-style-type: none"> <li>The three different periods of the Stone Age followed by the Bronze and Iron Age.</li> <li>The events that happened during the Roman era by referring to the era it happened in (e.g. Caesar and Claudius invaded early 1<sup>st</sup> Century and the Battle of Watling Street)</li> </ul>	<p>Children can date events to the nearest century, with increased confidence.</p> <ul style="list-style-type: none"> <li>The Anglo-Saxons invaded in the mid-5<sup>th</sup> Century (ideally c 449CE).</li> <li>Attack of Lindisfarne late 8<sup>th</sup> Century (ideally 793CE).</li> <li>Egyptian period began c3150BCE with the unification (joining) of the two kingdoms.</li> </ul>	<p>Children can use precise dates and can explain why some are significant.</p> <ul style="list-style-type: none"> <li>King Richard III died at the Battle of Bosworth in 1485, this was significant as it was the start of the Tudor era.</li> <li>European traders met with the Oba people of Benin in 1485, this is significant because the Tudor period was only just starting at the same time.</li> <li>Queen Victoria died in 1901 (ideally January 22<sup>nd</sup>), which was significant as she was Britain's longest reigning monarch at the time.</li> </ul>	<p>Children can start to use different levels of precision in dating events, and explain why that may be appropriate.</p> <ul style="list-style-type: none"> <li>Confidently use accurate dates when talking about WWII (invasion of Poland in 1939 to D-Day landings in 1944 followed by VE Day in 1945).</li> <li>332BCE Death of Alexander the Great and the end of the classical period.</li> <li>When discussing Ancient Baghdad, using the year, group of years or even century and knowing why this is the case.</li> </ul>

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<p>Children can make connections within and across periods, both those that they study and others they draw on independently.</p> <ul style="list-style-type: none"> <li>As new materials are discovered in prehistoric Britain, weapons and tools improve.</li> <li>Stone Age vs Iron Age settlements – from nomadic</li> </ul>	<p>Children can make connections within and across periods, both those that they study and others they draw on independently.</p> <ul style="list-style-type: none"> <li>Anglo-Saxon vs Viking clothing, weapons and tools.</li> <li>Links to reasons for invading and settling in new lands for both Anglo-Saxons and Vikings.</li> </ul>	<p>Children can note connections, contrasts and trends across time, but also between places and cultures.</p> <ul style="list-style-type: none"> <li>Make connections between trade between the Tudors and Benin.</li> <li>Hampton Court Palace along the river Thames – link to the Nile in Y4 and possible reasons for this.</li> </ul>	<p>Children can compare and contrast places, people and cultures, justifying their ideas with evidence.</p> <ul style="list-style-type: none"> <li>Compare development of weapons of both British and German sides of WW2 (e.g. Spitfire vs Luftwaffe). How other weaponry developments caused advantages on both sides at</li> </ul>

<p>Stone Age caves to Iron Age hillforts.</p> <ul style="list-style-type: none"> <li>• Army tactics and weapons – Romans vs Celts (drawn on through Boudicca rebellion).</li> <li>• Burials across the prehistoric time period and into the Roman era (mass burials to Amesbury Archer and Stonehenge).</li> </ul>	<ul style="list-style-type: none"> <li>• Burials across the prehistoric time period (retrieval of prehistoric in Y3 along with Christianity burials vs Pagan burial rituals – Sutton Hoo).</li> <li>• Links of growth of settlements on a river and links to importance of trade (e.g. Nile vs Thames).</li> </ul>	<ul style="list-style-type: none"> <li>• Leadership of Britain in Tudor times vs Victorian times (compare with Benin where appropriate).</li> </ul>	<p>different times (e.g. enigma code at Bletchley?)</p> <ul style="list-style-type: none"> <li>• Comparing and contrasting religious beliefs of WWII vs Ancient Greece vs Islamic Civilisation.</li> </ul>
<p>Children can begin to comment on historical changes, including suggestions about cause and effect.</p> <ul style="list-style-type: none"> <li>• The changes in farming in the Iron Age due to the materials they were now using.</li> <li>• Stone Age vs Iron Age farming equipment.</li> <li>• Stone Age vs Iron Age settlements – from nomadic Stone Age caves to Iron Age hillforts.</li> <li>• Army tactics and weapons – Romans vs Celts (e.g. shields and swords)</li> <li>• Roman impact on Britain</li> </ul>	<p>Children can comment on historical changes, including suggestions about cause and effect.</p> <ul style="list-style-type: none"> <li>• Anglo-Saxon invasion vs Viking invasions.</li> <li>• Burial rituals – Christianity graveyards vs Viking boat burials (Sutton Hoo).</li> <li>• Kingdoms and Danelaw.</li> <li>• Alfred the Great and his fight against the Vikings while spreading Christianity.</li> <li>• The joining of upper and lower Egypt to build a stronger Empire.</li> </ul>	<p>Children can start to suggest reasons for connections over time and across place and cultures.</p> <ul style="list-style-type: none"> <li>• Commenting on the changes that happened in Tudor society related to Henry VIII becoming the head of the Church of England (reformation).</li> <li>• Portuguese ships arriving in West Africa (cause) led to the conquering of Benin (effect). Still disputes over where Benin bronzes belong.</li> </ul>	<p>Children can suggest reasons for connections over time and across place and cultures.</p> <ul style="list-style-type: none"> <li>• The lives of women in different societies and different time periods (WWII/Greece/Baghdad)</li> <li>• Suggest reasons why the Alexander the Great’s Empire rose and fell, along with the Greeks as an era (Athens vs Sparta).</li> </ul>
<p>Children can start to frame questions and answers in historically valid ways about changes and differences.</p> <ul style="list-style-type: none"> <li>• How was life different in the Stone Age vs the Iron Age?</li> <li>• How was Palaeolithic different from Neolithic?</li> <li>• How did weapons and tools change over time?</li> <li>• How did life change when the Romans invaded Britain?</li> </ul>	<p>Children can ask and answer historically valid questions about contrast, cause and effect.</p> <ul style="list-style-type: none"> <li>• Ask questions around artefact boxes from Chertsey Museum.</li> <li>• What does the Sutton Hoo discovery tell us about Pagan burial beliefs?</li> <li>• What is the significance of Tutankhamun’s tomb?</li> <li>• How did the Rosetta Stone develop our understanding of Ancient Egypt?</li> </ul>	<p>Children can ask and answer historically valid questions about significance, or the basis of people’s opinions.</p> <ul style="list-style-type: none"> <li>• Hampton Court Palace – primary and secondary sources linked to Henry VIII (e.g. paintings).</li> <li>• How significant was the Industrial Revolution on Victorian society?</li> </ul>	<p>Children can ask and answer reflective questions in historically valid ways.</p> <ul style="list-style-type: none"> <li>• How has the works of women, particularly, Suffragettes influence modern Britain during WWII?</li> <li>• How did Alexander the Great’s influence impact on the expansion of his Empire?</li> <li>• How was Ancient Baghdad considered to be ‘ahead of its time?’</li> </ul>

Past, ancient, modern day, present, before, after, pre-history, BC/AD (BCE/CE), age, millennium, chronology	Chronology, past, ancient, modern day, prior to/following, pre-history, BC/AD (BCE/CE), age, period	Chronology, past, ancient, modern day, prior to/following, pre-history, BC/AD (BCE/CE), age, period/era, duration, change/continuity	Chronology, past, ancient, modern day, prior to/following, pre-history, use of 20 <sup>th</sup> Century when referring to 1900s, BC/AD (BCE/CE), age, period/era, duration, change/continuity, movement
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archaeology c. dwelling homo sapiens hunter gatherer Mesolithic migrate Neolithic nomadic Palaeolithic Prehistory settlement <b>*Primary/ Secondary</b>	Celt Crops Farming Hillfort Plough Population Smelting Tools Tribe	Aqueduct Amphitheatre Barbarian Conquest Defence Empire Expansion Impact Legacy Rebellion Religion Society Taxes Territory	Angles conquered Chronicle conversion Heptarchy Jutes monk monasteries pagan Saxons Thane wergild	Bayeux Tapestry Burial Customs Danelaw Invasion Longboat Norse Paganism Raid Resistance	Pharaoh Unification Tomb Sarcophagus Fertile Papyrus scrolls Hieroglyphs Decipher Afterlife Preserved Canopic jars Immortality	cardinal Catholic Church of England Elizabethan Lancaster monarchy Pope Protestant Reformation Stuarts wattle and daub York	Bronze Currency Decline Defence (fortification) Griot Guild Invaders Looted Oba Oral history Ramparts	Abolished Affluent Economy Health Industry Innovations Poverty Railway Revolution Trade Workforce Workhouses	Atomic bomb Auschwitz blackout Blitz Communism declaration evacuated Holocaust military propaganda rationing resistance	Architecture Athens Classical Corinthian Culture Democracy Hellenistic Monarchy Oligarchy Olympic Games Parthenon Religion Sparta Temples	Abbasid Caliphate Dark Age Golden Age Dynastic Legacy Medicine Prophet Silk roads Siege Travel Umayyad Wisdom
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