



History – Medium Term Planning

Y3/4

This is a working document – specific lesson content can be adapted by teachers as each unit is taught.

Each lesson will follow the lesson structure through a powerpoint that includes:

- POP (Point of Progress) task – a question or discussion to recall knowledge from a previous unit (examples at the end of each unit);
- Recap of the last lesson;
- New knowledge;
- Key vocabulary;
- Activity;
- Plenary and self-assessment.

Lesson slides are added to a folder on the Onedrive.

Teachers will build up a working wall in the classroom to show the ‘journey’ through each unit. This will include learning objectives key vocabulary and examples of work that can be referred back to over the course of the unit. The display will feature the Chris Quigley core concepts of ‘Investigate and Interpret the past’, ‘Build an Overview of World History’, ‘Understand Chronology’ and ‘Communicate Historically’ and the symbols for the ten knowledge categories: Artefacts, Location, Beliefs, Settlements, Culture and Pastimes, Food and Farming, Travel and exploration, Society, Conflict, Main Events, Vocabulary (to be used when applicable)

The learning objectives and success criteria will be stuck into books, at the start of a unit, with a knowledge organiser for the children to track their progress throughout the unit.

At the end of each unit, teachers will assess the children as ‘basic’, ‘advancing’ or ‘deep’ through a short test (verbal or written). Questions are found at the end of unit. Teachers will need to select the most appropriate questions that link to the success and then decide how to present these for their class. All children should access the basic questions.

Before teaching History each year:

- Teachers will do a lesson on what makes a good historian.
- Explain that, as historians, we 'Investigate and Interpret the past', 'Build an Overview of World History', 'Understand Chronology' and 'Communicate Historically' (Key concepts)
- Explain that Geography knowledge is divided into ten categories: Artefacts, Location, Beliefs, Settlements, Culture and Pastimes, Food and Farming, Travel and exploration, Society, Conflict, Main Events, Vocabulary
- Timeline of World History to be displayed – this can be added to overtime.
- Access to History books (fiction and non-fiction) in the book area.

Autumn Term – Year A <i>What have we learned from the Stone Age?</i>				
<u>Endeavour</u>		<u>Community</u>		<u>Diversity</u>
We will appreciate how the first people on Earth paved the way for us today. We will respect the difficulties they may have faced.		We will understand that the first people on Earth lived nomadic lives in small communities. We will compare this with our community.		We will appreciate our diverse communities within our world and discussed changes over time.
Milestone 2	Investigate and Interpret the past	Build an Overview of World History	Understand Chronology	Communicate Historically
	• Use evidence to ask questions and find answers to questions about the past. • Suggest suitable sources of evidence for historical enquiries. • Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. • Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. • Suggest causes and consequences of some of the main events and changes in history.	• Describe changes that have happened in the locality of the school throughout history. • Give a broad overview of life in Britain from ancient until medieval times. • Compare some of the times studied with those of other areas of interest around the world. • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.	• Place events, artefacts and historical figures on a time line using dates. • Understand the concept of change over time, representing this, along with evidence, on a time line. • Use dates and terms to describe events.	• Use appropriate historical vocabulary to communicate, including: • dates • time period • era • change • chronology. • Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.
Vocabulary	Source, evidence, historical source, primary source, account, secondary source, historical enquiry, cause, consequences, locality, overview, ancient, medieval, culture, BCE, CE, social, ethnic, society, change, concept, represent Topic: ancestors, consequence, climate, nomadic, communal, historical sources, archaeologists, identifies, density, scavenging, technology, migrate, permanent, predators, sophisticated, preoccupied, processions			
Prior learning	What was Britain like in the Past (Y1/2)			

Trips and Experiences	Trip to Creswell Crags/Flag Fen Experience day in school		
Lesson	Knowledge	Learning question	Lesson outline
1	- To know the three different periods of the Stone Age; - To place events on a timeline.	<i>When was the Stone Age?</i> SC: - I can place the three periods of the Stone Age on a timeline (B) - I can explain changes that happened across the three periods (A) - I can explain why the events of the Stone Age are vague. (D)	Begin the lesson assessing what we already know about the Stone Age and what we would like to find out. Use a timeline and video to show when the Stone Age was. https://www.youtube.com/watch?v=zpTdJ07hq58 https://onedaycreative.com/wp/wp-content/uploads/2022/09/September-History-LAND.png or https://heritage.candle.digital/prehistory/ Children to create a timeline that shows the three periods.
2	To name a Stone Age settlement and know how people lived during this time.	<i>What can we learn about living in the Stone Age from the Skara Brae settlement?</i> SC: - I can find Skara Braw on a map of the UK and describe the dwellings found there. (B) - I can compare Skara Brae to other Stone Age settlements. (A)	https://www.bbc.co.uk/bitesize/topics/z82hsbk/articles/z883g7h Share the information about Skara Brae from the BBC website. What does Skara Brae tell us about life in the Stone Age? What artefacts were discovered and what do they tell us? Children to use an image (or draw) of a house in Skara Brae. Label the image with key information about the following: - Beds, furniture and storage; - Water and toilets; - Doors and windows; - Fire, heat and cooking. Children to answer the following questions: Where is Skara Brae? When was it discovered?

		I can explain why Stone Age settlements has communal areas.	
3	- To know how artefacts help to tell about history - To know the significance of the Lascaux cave paintings	<i>What makes the Lascaux cave paintings a significant discovery?</i> SC: - I can discuss what was found at the Lascaux Cave (B) - I can explain why the findings were so significant (A) - I can use paintings to explain what life was like in the Stone Age (D)	Share images of cave paintings. Children to work in groups to consider: What do you think these paintings tell us? Who do you think did the paintings? How did they paint? Where do you think they were found? Share information about discovery in 1940. Discuss why people painted in the Stone Age. Children to record their findings using images of the cave by answering the questions: - What did people in the Stone Age paint? - What materials did they use? - Why did they paint on the walls of caves? - When and where were the cave paintings discovered? - What do the paintings tell us about the Stone Age? If time, use charcoal and minerals to make paint to create cave style paintings.
4	- To know how our ancestors made tools; - To know what the Oldowan toolkit is.	<i>How did our ancestors make tools and weapons?</i> SC: - I can describe what the Oldowan toolkit is made up of and how tools were made. (B) - I can explain how the tools were used and how they developed	What do you think tools were made from? How do you think they were made? Share information about tool making and the Oldowan toolkit . https://www.bbc.co.uk/teach/class-clips-video/history-ks2-discovering-stone-age-tools-made-of-flint/zitjmfr Children to record their findings answering the following questions: What were tools made of? Why did they make tools? What was the Oldowan toolkit? Why was it significant? Was there conflict in the Stone Age?

		throughout the Stone Age (A) I can explain why conflict was rare in the Stone Age (D)	
5	To know how our ancestors hunted for food	<i>How did our ancestors hunt and gather food?</i> SC: - I can describe how and why our ancestors hunted for food (B) - I can explain how hunting changed over the Stone Age period. (A) - I can compare the hunting methods with other periods of history.	

End of Unit Assessment (Questions to be selected by teachers)

	Basic	Advancing	Deep
 Food and farming	- Describe how people found food during the Stone Age. - What is the name for people who have to move around to find food? - When did the climate become warmer during this period? - When did Stone Age humans start to use bows and arrows? - List the foods Stone Age humans ate.	- Explain the changes that took place in how people found food during this period. - Organise information about agriculture in the Stone Age. - Explain the difference between scavenging and hunting.	- Investigate the Oldowan toolkit. Compare and contrast this with the tools and weapons used in the Neolithic period. - Thinking about food and farming, investigate the social, ethnic and cultural diversity of our early human ancestors. - What have historians discovered about our early ancestors by examining their teeth?
 Settlements	- Describe what is meant by the word 'communal'. - Name a Stone Age settlement. - Describe what is meant by the word 'nomadic'. - When did settlements become more permanent during the Stone Age? - Describe what is meant by the word 'migration'.	- Explain the change from hunter-gatherer to permanent settlers. - Compare and contrast the settlement at Skara Brae with early Mesolithic settlements.	- Suggest some reasons why the settlement at Skara Brae had communal areas. Justify your suggestions. - Investigate Stonehenge. - What evidence is there that climate change brought about the end of the Stone Age?
 Artefacts	- Describe the Oldowan toolkit. - Who was the archaeologist who identified the Oldowan toolkit? - What artefacts were found at Skara Brae? - What makes the Lascaux cave paintings a significant discovery?	- Explain what sources of evidence are available to tell us about the Stone Age. - Why has so much of history gone unrecorded? - Explain the difference between primary and secondary sources.	- Investigate Stone Age cave paintings. - Investigate Homo erectus and Homo sapiens.
 Main events	- Describe the three different periods of the Stone Age. - Label a timeline with the different periods of the Stone Age. - Describe what is meant by the word 'ancestors'.	- Using a timeline and historical language, including the word 'chronology', describe the changes taking place in this era. - Organise information about the Stone Age.	- Why do we use the word 'probably' when trying to explain what life was like during the Stone Age period? - True or false? Conflict was rare in the Early Stone Age. Justify your answer.

Spring Term – Year A

What was the most important change from the Bronze Age to the Iron Age?

<u>Endeavour</u> We will appreciate how the first people on Earth paved the way for us today. We will respect the expertise they showed in the development of tools using metal.. <u>Community</u> We will understand that the first people on Earth lived nomadic lives in small communities. We will compare this with our community. <u>Diversity</u> We will appreciate our diverse communities within our world and discussed changes over time.				
Milestone 2	Investigate and Interpret the past	Build an Overview of World History	Understand Chronology	Communicate Historically
	• Use evidence to ask questions and find answers to questions about the past. • Suggest suitable sources of evidence for historical enquiries. • Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. • Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. • Suggest causes and consequences of some of the main events and changes in history.	• Describe changes that have happened in the locality of the school throughout history. • Give a broad overview of life in Britain from ancient until medieval times. • Compare some of the times studied with those of other areas of interest around the world. • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.	• Place events, artefacts and historical figures on a time line using dates. • Understand the concept of change over time, representing this, along with evidence, on a time line. • Use dates and terms to describe events.	• Use appropriate historical vocabulary to communicate, including: • dates • time period • era • change • chronology. • Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.
Vocabulary	Observe, artefact, represent, past, present, future, recount, appropriate, recent, year, decade, century, nation, civilisation, monarchy, parliament, law, democracy Bronze Age: societies, ancient, trade, custom, hoard, technology, states, irrigation, communication, extracting, archaeologists, preserved, intricate, communal Iron Age: conquest, significant, influential, legacy, consequence, fortified, ore, civilisations, specialist, efficient, dominant, fortification, inhabited, surplus.			
Prior learning	Stone Age (Year A Year 3/4)			

Trips and Visits	Experience day in school. Iron Age hill fort and Flag Fen.		
Lesson	Knowledge (p98-100, 102-104)	Learning Question	Lesson Outline
1	- To know when the Bronze Age started; - To know the significant developments of the Bronze Age; - To know what the Amesbury Archer tells us about the Bronze Age	<i>What happened in the Bronze Age?</i> SC: - I can place the main events of the Bronze Age on a timeline (B) - I can explain the changes and developments of the Bronze Age (A) - I can explain why the discovery of the Amesbury Archer was significant (D)	
2	- To know key dates of the Bronze Age Sumer civilisation; - To know how bronze was made and traded between countries.	<i>What was the impact of the Sumer civilisation?</i> SC: - I can place some key dates in chronological order. (B) - I can explain how bronze was made and traded between countries (A) - I can explain the impact of the bronze trade. (D)	
3	- To know when the Iron Age started and put key events on a timeline; - To know how houses and settlements developed in the Iron Age	<i>What changes happened in the Iron Age?</i> SC: - I can place key events of the Iron Age on a timeline (B) - I can explain the key developments in houses and settlements (A)	

		- I can investigate a specific Iron Age settlement in the UK and make comparisons to Skara Brae (D)	
4	- To know how iron was extracted and used to make tools and weapons; - To know how the use of iron impacted society	<i>How did the introduction of iron improve life?</i> SC: - I can explain how iron was extracted and used to make tools and weapons (B) - I can discuss how iron made improvements to people during this time (A) - I can debate whether iron helped in winning conflict (D)	
5	- To know how Iron Age forts were built; - To know how farming developed during the Iron Age.	<i>How did iron improve farming?</i> SC: - I can describe how farming developed during the Iron Age and why there was 'surplus' food (B) - I can explain how seasonal changes impacted on farming (A) - I can prove why iron had a significant impact on communities being able to farm more (D)	

End of Unit Assessment – Bronze Age

	Basic	Advancing	Deep
 Main events	- List some significant events during the Bronze Age. - When did the Bronze Age start in Britain? - Label a map with the dates when the Bronze Age started in other civilisations. - Describe what makes the Bronze Age significant.	- Create and annotate a timeline including Stone Age and Bronze Age dates. Use your timeline to compare the two time periods. - Using your timeline and some historical language, provide an overview of the changes taking place in this time period.	- Investigate some famous Bronze Age artefacts. Do you agree? The Bronze Age started at the same time across the world. Justify your answer.
 Artefacts	- Describe what is meant by the word 'hoard'. - What is a barrow? - What artefacts have been found in Bronze Age burial sites? - Describe what is meant by the word 'preserved'.	- Describe how artefacts explain the past. - Who was the Amesbury Archer? How did he get his name? - Suggest some reasons why so many Bronze Age hoards have been discovered. - What do the artefacts at Amesbury tell us?	- Investigate Must Farm Quarry. Why is it called Britain's Pompeii? - Give evidence that the Beaker people brought Bronze metalworking skills to Britain. True or false? Bronze Age metalworkers only used bronze to make jewellery.
 Settlements	- Where did Bronze Age people start trading during this time period? - Where is Must Farm Quarry? Why is it a significant site? - When did the construction of Stonehenge start?	- Compare and contrast Sumerian houses with homes in Bronze Age Britain. - Organise information about Stonehenge. - Which island became a centre for trade during the Bronze Age?	Investigate the consequences of trade, travel and exploration during the Bronze Age in Britain.
 Society	- Who were the first people to use bronze? - Describe what made the Sumerians famous. - What are ziggurats? - Who wore bronze jewellery?	- What observations can you make about society in the Bronze Age? - Suggest how jewellery and artwork was a sign of social status.	- Prove that the Beaker people had a significant impact on culture in Britain. - Investigate the Bronze Age in Mesopotamia. Compare and contrast the Bronze Age in Britain and Mesopotamia.
 Beliefs	- How were ordinary people buried in the Bronze Age? - Who were the Beaker people? Where were they from?	Explain how important Bronze Age people were buried.	True or false? In the Bronze Age, people were buried in the same way as in the Stone Age. Justify your answer.

Iron Age



Settlements

- What was significant about the Iron Age?
- **Name** the tribes who settled in Britain in this era.
- **Label** a timeline with important Iron Age dates.
- **Describe** a roundhouse.
- **Describe** the process by which iron is made.



Food and farming

- **Describe** what is meant by the word 'surplus'.
- **Why** is it significant that Iron Age communities were able to grow surplus food?
- **List** some of the ways in which the Celts farmed and preserved food.



Conflict

- **Describe** what is meant by the word 'conquest'.
- **What** types of weapons did Iron Age warriors use?
- **Who** would shelter in hill forts during times of conflict?



Society

- **What** were the lives of the rich and the poor like in Iron Age communities?
- **What** is a blacksmith? **Why** were they important in Iron Age societies?

Basic

Advancing

Deep

- **Explain** why settlements need to be fortified. **Why** is a hill a good place for a fort?
- **Summarise** the key features of an Iron Age settlement.
- **Explain** where villagers usually lived.
- **Organise** information about Iron Age hill forts. Include some examples of significant sites.

- Give an **overview** of the key changes from the Stone Age to the Iron Age, focusing on food, farming and settlements.
- **Explain** how the seasons had an impact on Iron Age farming.

- Make **observations** about the Celtic tribes and their domination of Western Europe during the Iron Age.
- Using **historical sources**, including reports and accounts from Roman writers, **organise** information about Celtic warfare.
- **Why** did Iron weapons make fighting between tribes more common?

- **Create** a timeline including Stone Age, Bronze Age and Iron Age dates. Use your timeline to **compare** and **contrast** society in the different time periods.
- **Explain** the effect Iron Age tools and weapons had on society.

- **Investigate** significant hill fort sites in Britain.
- **Explore** the nature of settlements during the Iron Age, using **historical language** including 'change' and 'continuity'.

- Using multiple sources of **evidence**, prove that Iron Age communities were able to farm more land with iron-made tools.

- **Do you agree?** Technology is the difference between winning and losing a conflict. **Justify** your answer using multiple sources of evidence.

- **Investigate** the Celts. What was their effect on the social, cultural and religious diversity of Britain at that time?
- **Recommend** some significant artefacts from Iron Age Britain that help us understand what life was like for different sections of society.

Summer Term – Year A

What made Ancient Egypt a great civilisation?

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Endeavour

We will appreciate how the first people on Earth paved the way for us today. We will respect the expertise they showed building.

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Community

We will understand that the first people on Earth lived nomadic lives in small communities. We will compare this with our community.

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Diversity

We will appreciate our diverse communities within our world and discuss changes over time.

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Milestone
2

Investigate
and
Interpret
the past

Build an Overview of World History

Understand Chronology

Communicate Historically

- | | |
|--|---|
| | <ul style="list-style-type: none">• Use evidence to ask questions and find answers to questions about the past.• Suggest suitable sources of evidence for historical enquiries.• Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.• Describe different accounts of a historical event, explaining some of the reasons why the |
|--|---|

- Describe changes that have happened in the locality of the school throughout history.
- Compare some of the times studied with those of other areas of interest around the world.
- Describe the social, ethnic, cultural or religious diversity of past society.
- Describe the characteristic

- Place events, artefacts and historical figures on a time line using dates.
- Understand the concept of change over time, representing this, along with evidence, on a time line.
- Use dates and terms to describe events.

- Use appropriate historical vocabulary to communicate, including:
 - dates
 - time period
 - era
 - change
 - chronology.
- Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.

	accounts may differ. • Suggest causes and consequences of some of the main events and changes in history.	features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.		
Vocabulary	Observe, artefact, represent, past, present, future, recount, appropriate, recent, year, decade, century, nation, civilisation, monarchy, parliament, law, democracy Topic: influential, fertile, irrigation, immortality, rituals, decipher, archaeologists, Canopic jars, sarcophagus, mummy, temples, engineering, architects, commemorate, achievements, after life, preserve, essential, embalmed, eternity, pharaoh			
Prior learning	Stone Age to Iron Age (Year 3/4 Year A)			
Trips and experiences	Experience day in school			
Lesson	Knowledge P120-124	Learning question	Lesson outline	
1	- To know significant dates and events and place them on a timeline; - To know the location of Egypt; - To know why the River Nile was so important.	<i>Where is Egypt and what is the significance of the River Nile?</i> SC: - I can place significant events on a timeline and locate Egypt on a map (B) - I can explain why the Egyptians	Where is Egypt? Where does Ancient Egypt fit into the timeline? http://www.ancientegypt.co.uk/time/explore/main.html Why was the River Nile important? What tools did they use? Share video and timeline https://www.bbc.co.uk/bitesize/topics/zg87xnb/articles/z6x2382 https://www.bbc.co.uk/bitesize/topics/zg87xnb/articles/zkkywty Look at farming. What were the three seasons? What techniques did they use? Why was it so important.	

		settled on the Nile (A) I can prove why the Egyptians were skilled farmers (D)	See powerpoint.
2	- To use artefacts to find clues about Ancient Egypt; - To know how Tutankhamen was discovered and its significance	Why was the discovery of Tutankhamen important? SC: - I can use artefacts to explain how Tutankhamen was discovered (B) - I can explain why the discovery of Tutankhamen was so significant (A) - I can write in role as Howard Carter to show empathy with the discovery (D)	https://www.bbc.co.uk/bitesize/topics/zg87xnb/articles/zvmkhhbk http://www.primaryhomeworkhelp.co.uk/tut.html Who was Tutankhamun? Key dates – Born: Became King: Died: When was Tutankhamun's tomb discovered ? Who discovered Tutankhamun's tomb? What was found inside the tomb? Why was the discovery so important for historians? See powerpoint
3	To know what the Rosetta Stone tells us about Ancient	What do artefacts tell us about Ancient Egyptian pastimes? SC:	Discuss what artefacts are and how they help us understand the past. What artefacts might tell us about Ancient Egyptian life? Share paintings and get the children to scribe around the outside: What do they notice? What do they like? What do they tell us about the lives of Ancient Egyptians?

	Egyptian writing To know what tomb paintings tell us about pastimes	- I can describe some Ancient Egyptian past times by exploring artefacts (B) - I can explain the significance of the Rosetta Stone and tomb paintings on our understanding of Ancient Egyptian life (A) - I can justify whether the Ancient Egyptians were the most influential ancient civilisation or not. (D)	https://artsandculture.google.com/streetview/british-museum/AwEp68JO4NECkQ?sv_h=118.02966940441938&sv_p=-1.7165965107211179&sv_pid=et5FHeAljS4m4o5fXm_2OA&sv_lid=3582009757710443819&sv_lng=-0.12731393003593894&sv_lat=51.51993227871718&sv_z=0.6911292499459276 'Visit' the British Museum online and discover what is found there. Children to create their own 'museum' of artefacts on paper. What will they find? Can they label and describe the significance? See powerpoint.
4	- To know how and why the pyramids were built; - To know why obelisks were built.	Why are pyramid and obelisks significant? SC: I can explain why and how pyramids and obelisks were built ((B)	https://www.bbc.co.uk/teach/class-clips-video/history-ks2-pyramids/z2ggydm https://www.bbc.co.uk/teach/class-clips-video/ks2-history-how-the-pyramids-were-built/zgrjjsq (reconstruction) Share powerpoint and videos. Children to create a double page spread that answers the following questions: How were the pyramids built? Who built them? Why were they built?

		- I can explain why the pyramids were so huge (A) - I can explain why artefacts were robbed from the tombs of pyramids (D)	Why were obelisks built? Where were they built?
5	to know how Ancient Egyptians prepared bodies for the afterlife	<i>What were the Ancient Egyptian beliefs of the after-life?</i> SC: - I can describe how a body was prepared for burial. (B) - I can compare Egyptian burials with those in the Stone Age (A) - I can explain why this was significant in history and discuss the impact it had (D)	Share powerpoint which explains the process of mummification including the video: https://www.bbc.co.uk/teach/class-clips-video/history-social-studies-ks2-the-afterlife-in-ancient-egypt/zvphf4j Children to explain the process through pictures and sentences. Have sentences and pictures ready for those that need it.
End of Unit Assessment			

	Basic	Advancing	Deep
 Main events	• Label a timeline with dates from the Ancient Egyptian era. Add other historical events you know to the timeline. • List some significant Egyptian inventions. • What were the names of the Egyptian rulers? • Who conquered the Ancient Egyptians?	• Explain why the Ancient Egyptians were able to settle near the Nile. • Explain what irrigation is and why it was important to the Ancient Egyptians. • Compare and contrast Egyptian hieroglyphics to Sumerian cuneiform script. • Explain what makes the Ancient Egyptians significant.	• Prove that the Egyptians were skilled farmers and engineers. • Do you agree? The Ancient Egyptians were the most influential civilisation of ancient times. Justify your answer.
 Artefacts	• List some influential artefacts from the Ancient Egyptian era. • What does the Narmer Palette tell us about how the Kingdom of Egypt was created? • What is an obelisk? What purpose did it have for Ancient Egyptians? • Describe what an archaeologist does.	• Compare and contrast Egyptian buildings to those from another era. • Create a chronology of Ancient Egyptian times using photographs of significant artefacts. • Why is the Rosetta Stone such an important artefact? Justify your answer. • Organise information about Ancient Egyptian tomb paintings. What do they tell us about daily life in this time period?	• Investigate Hatshepsut's unfinished obelisk. • Investigate the Seven Wonders of the Ancient World. • Suggest reasons why most tombs and pyramids were robbed of all their treasures and artefacts.
 Beliefs	• Describe how a body was prepared for burial. Why was it important to preserve the body in this way? • List the things needed in order to enter the afterlife. • Describe how ordinary people were buried.	• Suggest reasons why the pyramids were built on such a scale. • Compare and contrast Ancient Egyptian burials with those of the Stone Age and the Bronze Age. • Provide an overview of the pyramids at Giza.	• Investigate Ancient Egyptian gods and their influence on Egyptian daily life.
 Society	• What was the name of the last Ancient Egyptian ruler? • Were the builders of the pyramids slaves?	• Organise information about famous Egyptian rulers. • Compare and contrast daily life for pharaohs and ordinary people. • Explain the Egyptian social pyramid.	• Plan an historical enquiry that uses multiple sources of evidence to explain the social and cultural diversity of Ancient Egypt.

Autumn Term – Year B

How were the Romans important in British history?

<u>Endeavour</u>		<u>Community</u>		<u>Diversity</u>
We will understand how the Roman army showed endeavour.		We will learn about daily life in the Roman times and make comparisons to our community today.		We will appreciate our diverse communities within our world and discuss changes over time
Milestone 2	Investigate and Interpret the past	Build an Overview of World History	Understand Chronology	Communicate Historically
	• Use evidence to ask questions and find answers to questions about the past. • Suggest suitable sources of evidence for historical enquiries. • Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. • Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. • Suggest causes and consequences of some of the main events and changes in history.	• Describe changes that have happened in the locality of the school throughout history. • Give a broad overview of life in Britain from ancient until medieval times. • Compare some of the times studied with those of other areas of interest around the world. • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.	• Place events, artefacts and historical figures on a time line using dates. • Understand the concept of change over time, representing this, along with evidence, on a time line. • Use dates and terms to describe events.	• Use appropriate historical vocabulary to communicate, including: • dates • time period • era • change • chronology. • Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.
Vocabulary	Observe, artefact, represent, past, present, future, recount, appropriate, recent, year, decade, century, nation, civilisation, monarchy, parliament, law, democracy Topic: turmoil, frontiers, territory, constitution, dictator, assassinated, economy, importing, exporting, prosperous, acknowledged, emperor, sanitation, resistance, archaeologists, preservation, erosion, mosaics, construction, architects			
Prior Learning	Stone Age to Iron Age (Y3/4 Year A)			

Visits and Experiences	Visit to Lincoln to see Roman sites. Shield making and army formation practice		
Lesson	Knowledge P106-110	Learning question	Lesson outline
1	- to know key dates of The Roman Empire and place them on a timeline; - to know how the myth of Romulus and Remus explains how the city of Rome was founded	<i>When and where did the Roman Empire start?</i> SC: - I can place key dates and events on a timeline (B) - I can explain the myth of Romulus and Remus and how Rome was founded (A)	
2	to know how the Roman Empire expanded around the world	<i>How did the Roman Empire expand?</i> SC: - I can locate countries on a map that were invaded by the Romans (B) - I can explain how the Romans were successful in invading other countries (A) - I can explain how far their invasion spread (D)	
3	- to know how and why the Romans invaded Britain; - to know the significant changes the Romans made to Britain.	<i>Why did the Romans invade Britain?</i> SC: - I can describe how the Romans successfully invaded Britain – who led the army and when (B) - I can compare the successful invasion with the previous attempts (A)	

		I can explain the changes made to Britain by the Romans (D)	
4	- to know how a range of artefacts explain the structure of Roman society and tell us about their beliefs; - to know the significance of the Colosseum	<i>What do artefacts tell us about Roman society and beliefs?</i> SC: - I can use primary and secondary sources to find out about Roman society (B) - I can use artefacts to describe the beliefs of the Romans (A) - I can explain why the Colosseum was so significant (D)	
5	to know what art tells us about daily life in Roman times	<i>What does art tell us about Roman daily life?</i> SC: - I can use artefacts to describe what life was like in Roman Britain (B) - I can compare daily life in Roman Britain to that of Rome (A) - I can use a range of sources to communicate my knowledge of Roman daily life.	

End of Unit Assessment

	Basic	Advancing	Deep
 Main events	• Label a timeline with key dates in the history of the Roman Empire. Highlight the key dates of Roman Britain. • Name the emperors who came to Britain. • When was Britain conquered by the Romans? • When was Julius Caesar assassinated? • What was the name of the first emperor of Rome?	• Explain, using historical vocabulary, the impact and influence of the Romans on Britain. • Organise information about the Roman Empire.	• Investigate how far the Roman Empire spread. • Investigate the fall of the Roman Empire. • True or false? Caesar was killed because he wanted too much power and control. Justify your answer using multiple historical sources.
 Conflict	• Describe what is meant by the word 'territory'. • Where did Hadrian build a wall? Why? • Who led the Iceni tribe against the Romans? • What was the name of the emperor who successfully invaded Britain?	• Organise information about the Punic Wars. • Compare and contrast the invasions of Britain in 55 BCE and 54 BCE with the invasion of 43 CE. • Explain some of the reasons why the Romans left Britain.	• Find out how it was possible for only 1,200 Roman soldiers to beat almost 80,000 Iceni tribespeople. What observations can you make about accounts from the battle? • Investigate the life of Queen Boudicca.
 Artefacts	• Describe what is meant by the word 'preservation'. Why is this important? • List some sources of evidence that help historians understand Roman life. • What is the difference between a primary and secondary source?	• Explain what happened at Pompeii. • Explain why Pompeii can tell us so much about Roman life. • Compare and contrast Herculaneum and Pompeii.	• Do you agree? The remains at Herculaneum are more important than those at Pompeii. Justify your answer.
 Culture and pastimes	• Who were Romulus and Remus? • What was the language of Ancient Rome? • Describe what is meant by the word 'prosperous'.	• Explain the myth of the founding of Rome. • Why did people enjoy watching violent events at the Colosseum? • Compare and contrast the Colosseum to the Theatre of Dionysus in Athens.	• Investigate some famous Roman buildings like the Colosseum.
 Society	• Describe what is meant by the word 'constitution'. • When did Christianity become the official religion of the Roman Empire?	• Explain the changes in how the Roman Empire was governed. • Compare and contrast daily life in Rome with that in Roman Britain.	• Investigate the Ides of March.

Spring Term – Year B

How did the Anglo Saxons and change Britain?

<u>Endeavour</u>		<u>Community</u>		<u>Diversity</u>
We will understand the endeavour show by the armies invading Britain on ships.		We will understand that the Anglo Saxons lived in small communities. We will compare this will our community.		We will appreciate our diverse communities within our world and discussed changes over time. We will understand the impact of the Anglo Saxons on the introduction of Christianity.
Milestone 2	Investigate and Interpret the past	Build an Overview of World History	Understand Chronology	Communicate Historically
	• Use evidence to ask questions and find answers to questions about the past. • Suggest suitable sources of evidence for historical enquiries. • Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. • Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. • Suggest causes and consequences of some of the main events and changes in history.	• Describe changes that have happened in the locality of the school throughout history. • Give a broad overview of life in Britain from ancient until medieval times. • Compare some of the times studied with those of other areas of interest around the world. • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.	• Place events, artefacts and historical figures on a time line using dates. • Understand the concept of change over time, representing this, along with evidence, on a time line. • Use dates and terms to describe events.	• Use appropriate historical vocabulary to communicate, including: • dates • time period • era • change • chronology. • Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.
Vocabulary	Observe, artefact, represent, past, present, future, recount, appropriate, recent, year, decade, century, nation, civilisation, monarchy, parliament, law, democracy Topic: descendants, conquered, stability, collapse, chaos, upheaval, consequences, independent, allegiance, medieval, legacy, Christianisation, pagan, literature			
Prior learning	Stone Age to Iron Age (Year 3/4 Year A)			

	Romans (Year 3/4 Year B)		
Experiences and visits	In school experience day		
Lesson	Knowledge P111-114	Learning question	Lesson outline
1	- to know key dates of The Anglo Saxons and place them on a timeline; - to know where the Anglo Saxons came from; - to know why the Anglo Saxons invaded Britain.	<i>Who were the Anglo Saxons and why did they invade Britain?</i> SC: - I know key dates and can place them on timeline. I know where the Anglo Saxons came from. (B) - I can explain why the Anglo Saxons invaded Britain (A) - I can compare the invasion to the Roman invasion. (D)	
2	- to know how Britain was divided into Kingdoms; - to know how the Kingdoms were ruled.	<i>How was Britain divided and ruled?</i> SC: - I can name some Anglo Saxon Kingdoms and describe how they were ruled. (B) - I can explain why the kingdoms became united (A) - I can investigate how many kingdoms there were and explain why this is significant.	
3	to know what the mystery of Sutton Hoo tells us about Anglo Saxon society	<i>What is the mystery of Sutton Hoo?</i> SC: I can describe what the burial in Sutton Hoo tells us about Anglo Saxon beliefs. (B)	

		• I explain the changing beliefs of the Anglo Saxons (A) • I can investigate Sutton Hoo and communicate my findings. (D)	
4	• to know the impact of the Anglo Saxons on England's journey to becoming a Christian country	<i>What role did the Anglo Saxons play in England becoming a Christian country?</i> SC: • I can describe how Christianity came to England. (B) • I can explain the impact of England becoming a Christian country at this time. (A) • I can justify, with evidence, whether the Anglo Saxons brought Christianity to England or not. (D)	
5	• to know the poem Beowulf was written in 700CE; • to know how the poem 'Beowulf' tells us about Anglo Saxon life.	<i>What can we learn from the poem Beowulf?</i> SC: • I can describe the poem Beowulf (B) • I can describe what life was like in Anglo Saxon times (A) • I can explain the significance of the poem Beowulf (D)	

End of Unit Assessment

	Basic	Advancing	Deep
 Main events	- List some of the reasons why the Anglo-Saxons came to England. - Where in the world were the Anglo-Saxons originally from? - Name some Anglo-Saxon kingdoms. - Describe what is meant by the word 'descendants'. - List the four main Anglo-Saxon kingdoms in the ninth century. - Label a timeline with events of this era.	- Explain some of the reasons why the Anglo-Saxons came to Britain. - Give an overview of the changes in Britain from the Stone Age to Anglo-Saxon times. - Compare and contrast the Anglo-Saxon invasions of Britain with the Roman ones. - Suggest reasons why the Anglo-Saxons united their kingdoms into the Kingdom of England.	- Research and then compare events in England at this time with those in other places around the world. Use a timeline and historical vocabulary to help you. - Summarise the significant changes in the social, ethnic, cultural and religious diversity of Britain during Anglo-Saxon times.
 Conflict	- List the names of the tribes that settled in Britain after the Roman army left. - What was the name of the king who fought back against the Vikings in the ninth century? - What events brought Anglo-Saxon rule to an end? - Describe what is meant by the word 'Bretwalda'.	- Explain what happened after the Roman army left Britain. - Create a map to show where the main kingdoms of Anglo-Saxon times were. Use key dates to show how these kingdoms changed over time. - Explain how rule over England changed during Anglo-Saxon times.	- Investigate how many Anglo-Saxon kingdoms there were. What do you notice? - Investigate the battles of Edington and Stamford Bridge. What made them so significant?
 Culture and pastimes	- List the values in the Anglo-Saxon heroic code. - What was the name of the famous poem written in the year 700?	- Identify the main characteristics of Anglo-Saxon Britain. - Explain the Anglo-Saxon heroic code. - Why do you think it became important for people to try and follow this code?	True or false? The epic poem Beowulf was a story told just for entertainment. Justify your answer.
 Beliefs	- Who brought Christianity to England? - What does the burial site at Sutton-Hoo tell us about Anglo-Saxon beliefs? - Where had Saint Augustine of Canterbury travelled from?	Compare and contrast the beliefs of the Anglo-Saxons when they first arrived in Britain with their beliefs at the start of the tenth century.	- Investigate the burial site at Sutton-Hoo. - True or false? The Anglo-Saxons brought Christianity to England.

Summer Term – Year B

How did the Vikings change Britain?

How did the Vikings change Britain?

Endeavour

We will understand the endeavour show by the armies invading Britain on ships.

Endeavour

We will understand the endeavour show by the armies invading Britain on ships.

Community

We will understand that the Vikings lived in small communities. We will compare this will our community.

Community

We will understand that the Vikings lived in small communities. We will compare this will our community.

Diversity

We will appreciate our diverse communities within our world and discussed changes over time.

Diversity

We will appreciate our diverse communities within our world and discussed changes over time.

Milestone 2

Investigate and Interpret the past

Investigate and Interpret the past

- Use evidence to ask questions and find answers to questions about the past.
- Suggest suitable sources of evidence for historical enquiries.
- Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.
- Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.
- Suggest causes and consequences of some of the main events and changes in history.

	Build an Overview of World History
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	Build an Overview of World History
s	• Describe changes that have happened in the locality of the school throughout history. • Give a broad overview of life in Britain from ancient until medieval times. • Compare some of the times studied with those of other areas of interest around the world. • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.
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Understand Chronology	
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Understand Chronology
• Place events, artefacts and historical figures on a time line using dates. • Understand the concept of change over time, representing this, along with evidence, on a time line. • Use dates and terms to describe events.

Communicate Historically

Communicate Historically

- Use appropriate historical vocabulary to communicate, including:
 - dates
 - time period
 - era
 - change
 - chronology.
- Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.

Vocabulary

Observe, artefact, represent, past, present, future, recount, appropriate, recent, year, decade, century, nation, civilisation, monarchy, parliament, law, democracy
Topic: Scandinavia, explorers, colonised, evidence, raid, accounts, seaborne, navigation, symmetrical, reputation, volatile, descendant

Observe, artefact, represent, past, present, future, recount, appropriate, recent, year, decade, century, nation, civilisation, monarchy, parliament, law, democracy
Topic: Scandinavia, explorers, colonised, evidence, raid, accounts, seaborne, navigation, symmetrical, reputation, volatile, descendant

Prior learning

Stone Age to Iron Age (Year 3/4 Year A)
Romans (Year 3/4 Year B)
Anglo Saxons (Year 3/4 Year B)

	Christopher Columbus (Y1/2 Year A) The Battle of Hastings (Y1/2 Year B)		
Experiences and visits	In school experience day.		
Lesson	Knowledge P116-118	Learning question	Lesson outline
1	- to know where the Vikings came from; - to know significant dates and place them on a timeline.	Who were the Vikings and where did they come from? SC: - I can put key dates on a timeline and show the countries where Vikings came from on a map. (B) - I can use my knowledge of Anglo Saxons to get an overview of this time period. (AD)	
2	- to know what made the Vikings great explorers. - To know what it meant to 'colonise' the places they sailed to. - To know where they conquered in England.	Why were the Vikings great explorers? SC: - I can name goods that the Vikings traded and describe why they were good explorers. (B) - I can explain what colonised means and show where they conquered in England. (A) - I can explain the tools used by sailors for navigation (D)	
3	- To know when the Viking raid on Lindisfarne was. - To know why churches and monasteries were targeted	Why was Lindisfarne raided? SC: I can describe when and why the churches and monasteries were targeted (B)	

		- I can explain how Viking beliefs were different to Christian beliefs (A) - I can discuss why Christianity was not adopted during Viking rule (D)	
4	To know how Britain changed as the Vikings raided and battled with the Anglo Saxons	<i>Who ruled Britain?</i> SC: - I can describe how the Vikings raided and battled with the Anglo Saxons (B) - I can explain the importance of a Viking longboat in the raids and battles (A) - I can prove that the Vikings were not just fierce warriors (D)	
5	To know how the Battle of Hastings ended the Anglo Saxon and Viking rule of Britain	<i>What happened at the Battle of Hastings?</i> SC: - I can recall key dates and explain what happened at the Battle of Hastings (B) - I can explain the impact of the Battle of Hastings on the ending of Viking and Anglo Saxon rule. (A) - I can communicate my knowledge of the rulers that laid claim to the English throne in 1066 (D)	

End of Unit Assessment

	Basic	Advancing	Deep
 Main events	- Describe what made the Vikings good warriors. - What was the other name the Vikings were known by? - Name some of the places the Vikings raided. - Label a timeline with important dates in Viking history.	- Using a timeline and historical vocabulary, give an overview of significant Viking and Anglo-Saxon events. Organise information about significant Viking artefacts. What do they tell us about this time period? Compare and contrast a famous Viking ruler with a famous Anglo-Saxon one. Explain what makes the Vikings so significant in British history.	Investigate famous battles between the Vikings and the Anglo-Saxons. Use historical language to help present your information.
 Travel and exploration	- Describe what is meant by the word 'colonised'. - What was the name of the Viking explorer who discovered North America? - Where in the world did the Vikings come from? - List some of the materials Vikings traded.	- What observations can you make about Viking sailors? Organise information about Viking longboats. Explain how the Vikings navigated on their expeditions. Explain why Vikings were such good traders.	True or false? Christopher Columbus was the first European to reach North America. Prove your answer is correct using multiple sources of evidence. Do you agree? William the Conqueror was a Viking. Investigate the Viking sunstone and other navigation tools used at the time.
 Conflict	- Describe what is meant by the word 'Dane-geld'. - What did the word 'Vikings' mean in old Norse? - What name did the Viking invaders give to their capital in England? - What are the Vikings most remembered for?	Compare and contrast a raid and a conquest. Organise information about Viking raids on monasteries. What observations can you make about the accounts that were written by monks after the attacks? Explain what made the Viking longboat such an important feature of battle.	Prove that the Vikings were not just fierce warriors. Investigate the three rulers who laid claim to the English throne in 1066.
 Beliefs	- Why were churches and monasteries targeted by the Vikings? - When was the Viking raid on the monastery at Lindisfarne?	Organise information about Viking beliefs. Explain how Viking beliefs were different from Christian beliefs.	True or false? The Vikings never adopted Christianity while they were in England.