

# Topic 1 and 2 – Prehistoric Britain – Stone Age, Bronze Age, Iron Age

National Curriculum statements	Key Concepts	Key Skills	Topic specific knowledge	Essential vocabulary (Use and define)	
Chronologically secure knowledge and understanding of British, local and world history	<p><b><u>Continuity and Change</u></b> Describe / make links between main events, situations and changes within and across different periods/societies</p>	<p><b><u>Chronology</u></b> Compare lengths of time. Place time period studied in lesson on a timeline. Introduced to the idea of how timelines are sectioned. (BCE/CE)</p>	Prehistory means before written history (history wasn't written down in Britain until the Romans invaded)	Change Calendar Event Affected Long ago, Yesterday The past, exploration, local global,	decade, museum, AD, BC, BCE, CE archaeology, artefact, source, leader, legacy, century, civilisation, Oral/ Written history.
regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.	<p><b><u>Cause and consequence</u></b> Identify and give reasons for, results of, historical events, situations, changes</p>	<p><b><u>Enquiry</u></b> Devise relevant historical questions using artefacts. Begin to distinguish between primary and secondary sources Beginning to understand how the past is constructed from a range of sources</p>	Prehistory is split in 3 ages (Stone, Bronze and Iron)		
Understand how our knowledge of the past is constructed from a range of sources.	<p><b><u>Similarity and difference</u></b> Describe social, cultural, religious and ethnic diversity in Britain &amp; the wider world Start to explain the differences and similarities between different times and locations at the same time.</p>	<p><b><u>Interpretation</u></b> Describe causes and consequences. Appreciate that events in history can be causally linked Identify and give reasons for different ways in which the past is represented Distinguish between different sources – compare different versions of the same story Look at representations of the period – museum, cartoons etc</p>	Stone Age is split into 3 periods (Neolithic, Mesolithic and Palaeolithic)		
Changes in Britain from the Stone Age to the Iron Age	<p><b><u>Significance</u></b> Talk about who was important e.g. in a simple historical account</p>		The Bronze Age and Iron age is when people started to make static settlements.		

## Key Questions

## Sentence Stems

## Topic 3 – Prehistoric Britain – Egyptians

National Curriculum statements	Key Concepts	Key Skills	Topic specific knowledge	Essential vocabulary (Use and define)	
Chronologically secure knowledge and understanding of British, local and world history	<p><b><u>Continuity and Change</u></b> Describe / make links between main events, situations and changes within and across different periods/societies</p>	<p><b><u>Chronology</u></b> Compare lengths of time. Place time period studied in lesson on a timeline. Introduced to the idea of how timelines are sectioned. (BCE/CE)</p>	<p>To understand where Egypt is in the world.</p> <p>Ancient Egypt began in 3100BCE (same time as Stonehenge)</p>	<p>Change Calendar Event Affected Long ago, Yesterday The past, exploration, local global,</p> <p>decade, museum, AD, BC, BCE, CE archaeology, artefact, source, leader, legacy, century, civilisation, Oral/ Written history.</p>	
regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.	<p><b><u>Cause and consequence</u></b> Identify and give reasons for, results of, historical events, situations, changes</p>	<p><b><u>Enquiry</u></b> Devise relevant historical questions using artefacts. Begin to distinguish between primary and secondary sources Beginning to understand how the past is constructed from a range of sources</p>	<p>A pharaoh was their leader.</p> <p>The uses of the River Nile and its importance in Ancient Egyptian culture.</p>		
Understand how our knowledge of the past is constructed from a range of sources.	<p><b><u>Similarity and difference</u></b> Describe social, cultural, religious and ethnic diversity in Britain &amp; the wider world Start to explain the differences and similarities between different times and locations at the same time.</p>	<p><b><u>Interpretation</u></b> Describe causes and consequences. Appreciate that events in history can be causally linked Identify and give reasons for different ways in which the past is represented Distinguish between different sources – compare different versions of the same story Look at representations of the period – museum, cartoons etc</p>	<p>The mummification process and the beliefs behind it.</p> <p>The Egyptian Gods and the afterlife</p>		
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	<p><b><u>Significance</u></b> Talk about who was important e.g. in a simple historical account</p>		<p>The invention of Hieroglyphics and their importance.</p> <p>When the period came to an end</p>		

### Key Questions

### Sentence Stems

# Topic 1 – Ancient Greeks

National Curriculum statements	Key Concepts	Key Skills	Topic specific knowledge	Essential vocabulary (Use and define)					
Chronologically secure knowledge and understanding of British, local and world history	<p><b><u>Continuity and Change</u></b> Describe / make links between main events, situations and changes within and across different periods/societies</p>	<p><b><u>Chronology</u></b> Compare lengths of time. Create timelines which show the relative lengths of time that events/ cultures lasted as well as their sequence. Place events studied in lesson on a timeline. Develop understanding of how a timeline is sectioned (BCE/CE) Continue develop a secure understanding of the sequence of periods of history</p>	Greece is in the world	change, calendar, event, affected, long ago, yesterday, the past, exploration, local, global, decade, museum, AD, archaeology, artefact, invasion, conquest, senate, emperor, leader, source, settler, democracy, slavery, century, paganism, slavery, rebellion, empire, migration, oral/written history, primary/secondary, settler, millennia, conquest, invasion, legacy.					
regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.	<p><b><u>Cause and consequence</u></b> Identify and give reasons for, results of, historical events, situations, changes</p>	<p><b><u>Enquiry</u></b> Regularly devise relevant historical questions using context and the timeline to frame the questions.</p>	Ancient Greeks invaded Egypt						
Understand how our knowledge of the past is constructed from a range of sources.	<p><b><u>Similarity and difference</u></b> Describe social, cultural, religious and ethnic diversity in Britain &amp; the wider world Start to explain the differences and similarities between different times and locations at the same time.</p>	<p>Developing understanding of how the past is constructed from a range of sources</p>	Major regions (Sparta/ Athens)						
Ancient Greece – a study of Greek life and achievements and their influence on the western world	<p><b><u>Significance</u></b> Talk about who was important e.g. in a simple historical account</p>	<p><b><u>Interpretation</u></b> Describe social, cultural, religious and ethnic diversity in Britain &amp; the wider world Start to explain the differences and similarities between different times and locations at the same time.</p>	Birthplace of democracy						

## Key Questions

## Sentence Stems

# Topic 2 and 3 – Ancient Rome

National Curriculum statements	Key Concepts	Key Skills	Topic specific knowledge	Essential vocabulary (Use and define)			
Chronologically secure knowledge and understanding of British, local and world history	<p><b><u>Continuity and Change</u></b> Describe / make links between main events, situations and changes within and across different periods/societies</p>	<p><b><u>Chronology</u></b> Compare lengths of time. Create timelines which show the relative lengths of time that events/ cultures lasted as well as their sequence. Place events studied in lesson on a timeline. Develop understanding of how a timeline is sectioned (BCE/CE) Continue develop a secure understanding of the sequence of periods of history</p>	<p>To understand where the Roman Empire fits within the timeline (compare to the previous topics and present day)</p> <p>To know the names and powers of the Roman gods and compare then to the Greek Gods</p>	<p>change, calendar, event, affected, long ago, yesterday, the past, exploration, local, global, decade, museum, AD, archaeology, artefact, invasion, conquest, senate, emperor, leader, source, settler, democracy, slavery, century, paganism, slavery, rebellion, empire, migration, oral/written history, primary/secondary, settler, millennia, conquest, invasion, legacy.</p>			
regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.	<p><b><u>Cause and consequence</u></b> Identify and give reasons for, results of, historical events, situations, changes</p>	<p><b><u>Enquiry</u></b> Regularly devise relevant historical questions using context and the timeline to frame the questions.</p> <p>Developing understanding of how the past is constructed from a range of sources</p>	<p>To understand where the Roman Empire fits within the timeline (compare to the previous topics and present day)</p>				
	<p><b><u>Similarity and difference</u></b> Describe social, cultural, religious and ethnic diversity in Britain &amp; the wider world</p>		<p>To understand the landscape of ancient Rome (volcanoes, Pompeii)</p>				
Understand how our knowledge of the past is constructed from a range of sources.	<p>Start to explain the differences and similarities between different times and locations at the same time.</p>	<p><b><u>Interpretation</u></b> Describe social, cultural, religious and ethnic diversity in Britain &amp; the wider world Start to explain the differences and similarities between different times and locations at the same time.</p>	<p>The leader was an emperor</p> <p>There was some democracy (the senate)</p> <p>The Roman army was considered the best in the world at the time</p>				
the Roman Empire and its impact on Britain	<p><b><u>Significance</u></b> Talk about who was important e.g. in a simple historical account</p>		<p>The spread of the Roman Empire</p> <p>The dates of the invasion of Britain</p>				

## Key Questions

## Sentence Stems

# Topic 1 – Tudors

National Curriculum statements	Key Concepts	Key Skills	Topic specific knowledge	Essential vocabulary (Use and define)
Chronologically secure knowledge and understanding of British, local and world history	<p><b><u>Continuity and Change</u></b> Describe / make links between main events, situations and changes within and across different periods/societies and begin to explain why the changes may have occurred.</p>	<p><b><u>Chronology</u></b> Compare lengths of time. Recognise periods of continuity as well as change. Analyse timelines to identify periods of stasis as well as rapid change. Continue to develop a secure understanding of the sequence of periods of history. Know and sequence key events of time studied Use relevant terms and period labels Make comparisons between different times in the past</p>		Change, calendar, event, affected, long ago, yesterday, the past, exploration, local, global, decade, museum, AD, parliament, archaeology, artefact, invasion, conquest, monarchy, source, settler, reign, century, civilisation, BC, BCE. CE, global, paganism, slavery, rebellion, interpretation, invasion, trade, co-operation, migration, oral/written history, democracy, primary/secondary, period, millennia, peasantry, court, denominations/sects, treason, traitor, values, monarchy, global. Leader, legacy.
regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.	<p><b><u>Cause and consequence</u></b> Identify and give reasons for, results of, historical events, situations, changes Explain how some people may have felt about the changes that occurred</p>	<p><b><u>Enquiry</u></b> Introduce the concept of bias: Consider different evidence and appreciate how human motivation and emotion affects the ‘truth’ of evidence. Start to look at multiple sources about a single event and to corroborate these sources. Secure understanding of how knowledge of the past is constructed from a range of sources Ask a variety of questions.</p>		
Understand how our knowledge of the past is constructed from a range of sources.	<p><b><u>Similarity and difference</u></b> Describe social, cultural, religious and ethnic diversity in Britain &amp; the wider world</p> <p>Start to explain the differences and similarities between different times and locations at the same time and give reasons for these changes.</p>	<p><b><u>Interpretation</u></b> Begin to identify primary and secondary sources Use evidence to build up a picture of a past event Select relevant sections of information Use the library and internet for research with increasing confidence Compare accounts of events from different sources – fact or fiction Offer some reasons for different versions of events</p>		
study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066	<p><b><u>Significance</u></b> Talk about who was important e.g. in a simple historical account</p>			

## Key Questions

## Sentence Stems



## Topic 2 and 3 - Mayans

National Curriculum statements	Key Concepts	Key Skills	Topic specific knowledge	Essential vocabulary (Use and define)
Chronologically secure knowledge and understanding of British, local and world history	<p><b><u>Continuity and Change</u></b> Describe / make links between main events, situations and changes within and across different periods/societies and begin to explain why the changes may have occurred.</p>	<p><b><u>Chronology</u></b> Compare lengths of time. Recognise periods of continuity as well as change. Analyse timelines to identify periods of stasis as well as rapid change. Continue to develop a secure understanding of the sequence of periods of history. Know and sequence key events of time studied Use relevant terms and period labels Make comparisons between different times in the past</p>	<p>Mayans (2600 BCE- 900 CE)</p> <p>Was occurring at the same time as all the other periods they have covered.</p> <p>Current Day Mexico</p> <p>Gods and Goddesses</p> <p>King Pakal and his tomb</p>	<p>. Change, calendar, event, affected, long ago, yesterday, the past, exploration, local, global, decade, museum, AD, parliament, archaeology, artefact, invasion, conquest, monarchy, source, settler, reign, century, civilisation, BC, BCE. CE, global, paganism, slavery, rebellion, interpretation, invasion, trade, co-operation, migration, oral/written history, democracy, primary/secondary, period, millennia, peasantry, court, denominations/sects, treason, traitor, values, monarchy, global. Leader, legacy.</p>
regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.	<p><b><u>Cause and consequence</u></b> Identify and give reasons for, results of, historical events, situations, changes Explain how some people may have felt about the changes that occurred</p>	<p><b><u>Enquiry</u></b> Introduce the concept of bias: Consider different evidence and appreciate how human motivation and emotion affects the ‘truth’ of evidence. Start to look at multiple sources about a single event and to corroborate these sources. Secure understanding of how knowledge of the past is constructed from a range of sources Ask a variety of questions.</p>	<p>Mayans built temples still around today</p>	
Understand how our knowledge of the past is constructed from a range of sources.	<p><b><u>Similarity and difference</u></b> Describe social, cultural, religious and ethnic diversity in Britain &amp; the wider world</p> <p>Start to explain the differences and similarities between different times and locations at the same time and give reasons for these changes.</p>	<p><b><u>Interpretation</u></b> Begin to identify primary and secondary sources Use evidence to build up a picture of a past event Select relevant sections of information Use the library and internet for research with increasing confidence Compare accounts of events from different sources – fact or fiction Offer some reasons for different versions of events</p>		
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.	<p><b><u>Significance</u></b> Talk about who was important e.g. in a simple historical account</p>			

## Key Questions

## Sentence Stems

# Topic 1 – Tudors and Monarchs

National Curriculum statements	Key Concepts	Key Skills	Topic specific knowledge	Essential vocabulary (Use and define)
Chronologically secure knowledge and understanding of British, local and world history	<p><b><u>Continuity and Change</u></b> Describe / make links between main events, situations and changes within and across different periods/societies and begin to explain why the changes may have occurred.</p>	<p><b><u>Chronology</u></b> Recognise periods of continuity as well as change. Place current study on time line in relation to other studies Use relevant dates and terms Sequence up to 10 events on a time line</p>	<p>The Tudor dynasty (Henry VII to Elizabeth 1)</p> <p>Christian sects (Protestant/ Catholic)</p> <p>Prince Philip</p>	<p>Change, calendar, event, affected, long ago, yesterday, the past, exploration, local, global, decade, museum, AD,</p>
regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.	<p><b><u>Cause and consequence</u></b> Identify and give reasons for, results of, historical events, situations, changes Explain how some people may have felt about the changes that occurred</p>	<p><b><u>Enquiry</u></b> Develop the concept of bias: Consider different evidence and appreciate how human motivation and emotion affects the ‘truth’ of evidence.</p> <p>Independently search multiple sources about a single event and to corroborate these sources.</p>	<p>The wives of Henry VIII</p> <p>Henry VIII (reign 1509-1547)</p> <p>Elizabeth 1 (reign 1558- 1603)</p> <p>Who was Shakespeare</p> <p>What is the Globe theatre?</p>	<p>parliament, archaeology, artefact, invasion, conquest, monarchy, source, settler, reign, century, civilisation, BC, BCE. CE</p>
Understand how our knowledge of the past is constructed from a range of sources.	<p><b><u>Similarity and difference</u></b> Describe social, cultural, religious and ethnic diversity in Britain &amp; the wider world</p> <p>Start to explain the differences and similarities between different times and locations at the same time and give reasons for these changes.</p>	<p>Understand the difference between primary and secondary sources and be able to use both to interpret an event in the topic studied</p>		<p>global, paganism, slavery, medieval, dark ages, empire, interpretation, migration,</p>
a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066	<p><b><u>Significance</u></b> Talk about who was important e.g. in a simple historical account</p>	<p><b><u>Interpretation</u></b> Analyse and explain causes and consequences. Identify factors that precipitate change; explain how change happens e.g. impact of Henry VIII’s wives on England’s relationship with the church Link sources and work out how conclusions were arrived at</p> <ul style="list-style-type: none"> <li>• Consider ways of checking the accuracy of interpretations – fact or fiction and opinion</li> <li>• Be aware that different evidence will lead to different conclusions</li> <li>• Confidently use the library and internet for research</li> </ul>		<p>oral/written history, primary/secondary, period, millennia, epoch, peasantry, court, democracy, tyrant, heresy, punishment, judge, trail, justice, prejudice , trends, analysis, basis</p>

## Key Questions

## Sentence Stems

## Topic 2 – Victorians

National Curriculum statements	Key Concepts	Key Skills	Topic specific knowledge	Essential vocabulary (Use and define)
Chronologically secure knowledge and understanding of British, local and world history	<p><b><u>Continuity and Change</u></b> Describe / make links between main events, situations and changes within and across different periods/societies and begin to explain why the changes may have occurred.</p>	<p><b><u>Chronology</u></b> Recognise periods of continuity as well as change. Place current study on time line in relation to other studies Use relevant dates and terms Sequence up to 10 events on a time line</p>	<p>Victorian Period</p> <p>Dates of Queen’s reign.</p> <p>The life of Victorian children</p>	<p>Change, calendar, event, affected, long ago, yesterday, the past, exploration, local, global, decade, museum, AD, parliament, archaeology, artefact, invasion, conquest, monarchy, source, settler, reign, century, civilisation, BC, BCE. CE global, paganism, slavery, medieval, dark ages, empire, interpretation, migration, oral/written history, primary/secondary, period, millennia, epoch, peasantry, court, democracy, tyrant, heresy, punishment, judge, trail, justice, prejudice , trends, analysis, basis</p>
regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.	<p><b><u>Cause and consequence</u></b> Identify and give reasons for, results of, historical events, situations, changes Explain how some people may have felt about the changes that occurred</p> <p><b><u>Similarity and difference</u></b> Describe social, cultural, religious and ethnic diversity in Britain &amp; the wider world</p> <p>Start to explain the differences and similarities between different times and locations at the same time and give reasons for these changes.</p>	<p><b><u>Enquiry</u></b> Develop the concept of bias: Consider different evidence and appreciate how human motivation and emotion affects the ‘truth’ of evidence.</p> <p>Independently search multiple sources about a single event and to corroborate these sources.</p> <p>Understand the difference between primary and secondary sources and be able to use both to interpret an event in the topic studied</p>	<p>Rural vs Urban</p> <p>The role of Factories in the industrial revolution</p> <p>What the workhouse is</p>	
Understand how our knowledge of the past is constructed from a range of sources.		<p><b><u>Interpretation</u></b> Analyse and explain causes and consequences. Identify factors that precipitate change; explain how change happens e.g. impact of Henry VIII’s wives on England’s relationship with the church Link sources and work out how conclusions were arrived at</p> <ul style="list-style-type: none"> <li>• Consider ways of checking the accuracy of interpretations – fact or fiction and opinion</li> <li>• Be aware that different evidence will lead to different conclusions</li> <li>• Confidently use the library and internet for research</li> </ul>	<p>What the industrial revolution is and the dates it first occurred.</p>	
a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066	<p><b><u>Significance</u></b> Talk about who was important e.g. in a simple historical account</p>			

## Key Questions

## Sentence Stems

## Topic 2 – Crime and punishment

National Curriculum statements	Key Concepts	Key Skills	Topic specific knowledge	Essential vocabulary (Use and define)
Chronologically secure knowledge and understanding of British, local and world history	<b><u>Continuity and Change</u></b> Describe / make links between main events, situations and changes within and across different periods/societies and begin to explain why the changes may have occurred.	<b><u>Chronology</u></b> Recognise periods of continuity as well as change. Place current study on time line in relation to other studies Use relevant dates and terms Sequence up to 10 events on a time line	To understand the dates of the periods studied.  To understand what justice is	Change, calendar, event, affected, long ago, yesterday, the past, exploration, local, global, decade, museum, AD, parliament, archaeology, artefact, invasion, conquest, monarchy, source, settler, reign, century, civilisation, BC, BCE. CE global, paganism, slavery, medieval, dark ages, empire, interpretation, migration, oral/written history, primary/secondary, period, millennia, epoch, peasantry, court, democracy, tyrant, heresy, punishment, judge, trail, justice, prejudice, trends, analysis, basis
regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.	<b><u>Cause and consequence</u></b> Identify and give reasons for, results of, historical events, situations, changes Explain how some people may have felt about the changes that occurred	<b><u>Enquiry</u></b> Develop the concept of bias: Consider different evidence and appreciate how human motivation and emotion affects the 'truth' of evidence.  Independently search multiple sources about a single event and to corroborate these sources.  Understand the difference between primary and secondary sources and be able to use both to interpret an event in the topic studied	To understand the processes of prosecution across the different ages  To understand the different methods of punishment  To understand how leaders, affect the type and level of punishments.	
Understand how our knowledge of the past is constructed from a range of sources.	<b><u>Similarity and difference</u></b> Describe social, cultural, religious and ethnic diversity in Britain & the wider world  Start to explain the differences and similarities between different times and locations at the same time and give reasons for these changes.	<b><u>Interpretation</u></b> Analyse and explain causes and consequences. Identify factors that precipitate change; explain how change happens e.g. impact of Henry VIII's wives on England's relationship with the church Link sources and work out how conclusions were arrived at • Consider ways of checking the accuracy of interpretations – fact or fiction and opinion • Be aware that different evidence will lead to different conclusions • Confidently use the library and internet for research		
a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	<b><u>Significance</u></b> Talk about who was important e.g. in a simple historical account			

## Key Questions

## Sentence Stems