



	Autumn term	Spring Term	Summer Term
Y3	<p>Stone Age</p> <p>Changes in Britain from the Stone Age to the Iron Age.</p> <p>Chronology <i>Develop increasingly secure chronological knowledge and understanding of history, local, British and world.</i> <i>Put events, people, places and artefacts on a timeline.</i> <i>Use correct terminology to describe events in the past.</i></p> <p>Historical Terms <i>Develop use of appropriate subject terminology, such as: empire, civilisation, monarch.</i></p> <p>Historical Enquiry <i>Ask and answer questions about the past, considering aspects of change, cause, similarity and difference and significance.</i></p> <p>Continuity and Change <i>Describe and begin to make links between main events, situations and changes within and across different periods and societies.</i></p> <p>Similarities and Differences <i>Describe some of the similarities and differences between different periods, e.g. social, belief, local, individual.</i></p>	<p>Rainforest (Science & Geography focus)</p>	<p>Ancient Egypt</p> <p>The achievements of the earliest civilisations – an overview of where and when the first civilisations appeared and an in depth study of Ancient Egypt.</p> <p>Chronology <i>Develop increasingly secure chronological knowledge and understanding of history, local, British and world.</i> <i>Put events, people, places and artefacts on a timeline.</i> <i>Use correct terminology to describe events in the past.</i></p> <p>Historical Enquiry <i>Suggest where we might find answers to questions considering a range of sources.</i> <i>Understand that knowledge about the past is constructed from a variety of sources.</i> <i>Construct and organise responses by selecting relevant historical data.</i></p> <p>Historical Terms <i>Develop use of appropriate subject terminology, such as: empire, civilisation, monarch.</i></p> <p>Significance <i>Identify and begin to describe historically significant people and events in situations.</i></p>

<p>Y4</p>	<p style="text-align: center;">Ancient Greece</p> <p>Study of the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt;</p> <p>Chronology <i>Develop increasingly secure chronological knowledge and understanding of history, local, British and world.</i> <i>Put events, people, places and artefacts on a timeline.</i> <i>Use correct terminology to describe events in the past.</i></p> <p>Historical Enquiry <i>Suggest where we might find answers to questions considering a range of sources.</i> <i>Understand that knowledge about the past is constructed from a variety of sources.</i> <i>Construct and organise responses by selecting relevant historical data.</i></p> <p>Interpreting History <i>Be aware that different versions of the past may exist and begin to suggest reasons for this</i></p> <p>Causes and Consequences <i>Identify and give reasons for historical events, situations and changes.</i> <i>Identify some of the results of historical events, situations and changes.</i></p>	<p style="text-align: center;">Around the World in 80 days (Geography focus)</p> <p style="text-align: center;">Local History Study 2</p>	<p style="text-align: center;">Romans</p> <p>The Roman Empire and its impact on Britain Britain’s settlement by Anglo-Saxons and Scots the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor a local history study</p> <p>Historical Terms <i>Develop use of appropriate subject terminology, such as: empire, civilisation, monarch.</i></p> <p>Historical Enquiry <i>Ask and answer questions about the past, considering aspects of change, cause, similarity and difference and significance.</i> <i>Suggest where we might find answers to questions considering a range of sources.</i></p> <p>Continuity and Change <i>Describe and begin to make links between main events, situations and changes within and across different periods and societies.</i></p> <p>Significance <i>Identify and begin to describe historically significant people and events in situations.</i></p>
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<p>Y5</p>	<p style="text-align: center;">Anglo Saxons and Vikings</p> <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> <p>Historical Terms Record knowledge and understanding in a variety of ways, using dates and key terms appropriately.</p> <p>Continuity and Change Describe and begin to make links between main events, situations and changes within and across different periods and societies.</p> <p>Similarities and Differences Show understanding of some of the similarities and differences between different periods, e.g. social, belief, local, individual.</p> <p>Significance Give reasons why some events, people or developments are seen as more significant than others.</p>	<p style="text-align: center;">Tudor</p> <p>Historical Terms Record knowledge and understanding in a variety of ways, using dates and key terms appropriately.</p> <p>Historical Enquiry Devise, ask and answer more complex questions about the past, considering key concepts in history. Select sources independently and give reasons for choices. Analyse a range of source material to promote evidence about the past. Construct and organise response by selecting and organising relevant historical data.</p> <p>Interpreting History Understand that the past is represented and interpreted in different ways and give reasons for this.</p> <p>Causes and Consequences Begin to offer explanations about why people in the past acted as they did.</p> <p>Significance Give reasons why some events, people or developments are seen as more significant than others.</p>	<p style="text-align: center;">Local History and Rivers</p> <p>Local history study- Darlington- birth of the railway, George Stephenson</p> <p>Historical Enquiry Devise, ask and answer more complex questions about the past, considering key concepts in history. Select sources independently and give reasons for choices. Analyse a range of source material to promote evidence about the past. Construct and organise response by selecting and organising relevant historical data.</p> <p>Causes and Consequences Begin to offer explanations about why people in the past acted as they did.</p> <p>Significance Give reasons why some events, people or developments are seen as more significant than others.</p>
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<p>Y6</p>	<p style="text-align: center;">Britain At War</p> <p style="text-align: center;">A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p>Historical Terms <i>Record knowledge and understanding in a variety of ways, using dates and key terms appropriately.</i></p> <p>Historical Enquiry <i>Devise, ask and answer more complex questions about the past, considering key concepts in history. Select sources independently and give reasons for choices.</i></p> <p><i>Analyse a range of source material to promote evidence about the past.</i></p> <p><i>Construct and organise response by selecting and organising relevant historical data.</i></p> <p>Continuity and Change <i>Describe and begin to make links between main events, situations and changes within and across different periods and societies.</i></p>	<p style="text-align: center;">Brazil</p> <p style="text-align: center;">A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066- The Tudors</p> <p>Chronology <i>Develop increasingly secure chronological knowledge and understanding of history, local, British and world</i></p> <p><i>Put events, people, places and artefacts on a timeline</i></p> <p><i>Use correct terminology to describe events in the past.</i></p> <p>Causes and Consequences <i>Begin to offer explanations about why people in the past acted as they did.</i></p> <p>Similarities and Differences <i>Show understanding of some of the similarities and differences between different periods, e.g. social, belief, local, individual.</i></p> <p>Significance <i>Give reasons why some events, people or developments are seen as more significant than others.</i></p>	<p style="text-align: center;">Natural Disasters</p> <p>Historical Terms <i>Record knowledge and understanding in a variety of ways, using dates and key terms appropriately.</i></p> <p>Historical Enquiry <i>Devise, ask and answer more complex questions about the past, considering key concepts in history.</i></p> <p><i>Select sources independently and give reasons for choices.</i></p> <p><i>Analyse a range of source material to promote evidence about the past.</i></p> <p><i>Construct and organise response by selecting and organising relevant historical data.</i></p> <p>Interpreting History <i>Understand that the past is represented and interpreted in different ways and give reasons for this.</i></p> <p>Causes and Consequences <i>Begin to offer explanations about why people in the past acted as they did.</i></p> <p>Significance <i>Give reasons why some events, people or developments are seen as more significant than others.</i></p>
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