

Unit/Period	Year 3/4 Rot A Stone Age to Iron Age Britain	Year 3/4 Rot A The Roman Empire Its Impact on Britain	Year 3/4 Rot B Saxon and Scots Settlement	Year 3/4 Rot B Viking and Anglo Saxon Conflict	Year 3/4 Rot B Local Study Mary Rose	Year 5/6 Rot A Thematic British Study Battle of Britain	Year 5/6 Rot A Ancient Greece	Year 5/6 Rot B Earliest Civilizations Overview and Ancient Egypt	Year 5/6 Rot B Non Euro Contrast with Britain from Islamic Civilisation. The Mayans
Chronology including duration/interval/overlap UK/World timeline from history centre	Timeline comparison of durations etc <u>Assessment Chronology</u> Year 3 Using a timeline show understanding of date reversal BC/BCE and names given to each period in the Stone to Iron Age E.g. Neolithic Year 4 Show on a timeline <u>duration</u> of historical periods Stone, Bronze and Iron Age. Use precise chronological vocab. E.g. Neolithic after Palaeolithic, Mesolithic age	Examine expansion of empire via timeline and world map	Timeline / map Work to see when and where they came from. Why they left their homelands? maps to chart changing kingdoms <b>Hampshire History Anglo Saxon The Ruin Of Britain Pack</b> <u>Assessment Chronology</u> Year 3 Can answer simple questions about before and after relating to timeline for period studied. Year 4 Can show change over time with evidence on a timeline.	Explore where/when Vikings came from/ travelled to on world map & timeline.	Timeline for the Tudors when where who why ? <u>Assessment Chronology</u> Year 3 Can answer simple questions about before and after relating to a timeline for the period studied. Can understand historians give names to periods in the past with distinct characteristics. Year 4 Can place period on a timeline showing duration and in relation to other times studied.	Explore timing and duration via timeline and locations on map**	Explore duration and timing via timeline and locations via world map <u>Assessment Chronology</u> Year 5 Can show past civilisations overlap with others in different parts of the world and that their respective durations vary. Use terminology legacy, period. Year 6 Can correctly use dates in relation to historical/archaeological period. Can accurately place civilizations studied in chronological order. Take into account overlap, duration and intervals between them.	Compare durations/explore overlaps via timeline. Compare locations via world map	Compare to Britain c900 via timelines and locate on world map <u>Assessment Chronology</u> Year 5 Can show past civilisations overlap with others in different parts of the world and that their respective durations vary. Use terminology legacy, period Year 6 Can use terminology continuity, social, religious, political, technological, and cultural. Can link current historical study to previous studies and make comparisons
Characteristic features of the period/society studied beliefs, attitudes, diversity	Tools, technology, burials, shelters and settlements, art. Stone, Bronze Iron Age Box and CD *** <u>Assessment Knowledge and Understanding</u> Year 3 Describe a key characteristic of the Stone, Bronze and Iron Age. Year 4 Explain that not everyone in the Stone to Iron Age lived in the same way. Use period specific	Roman Soldier/Life Box The Romanisation of Britain ***	Anglo Saxon Life and Death Box Change from paganism to Christianity/ Saxon culture **	<b>Hampshire History Viking Life Box</b>	How different was life for people at different levels of tudor society? *** <u>Assessment Knowledge and Understanding</u> Year 3 Describe the main features associated with the Tudor period. Year 4 Can give a simple explanation that not everyone in the past lived in the same way. E.g., Explain how life was different for people at different		Role of women, religion, Olympics, Democracy *** <u>Assessment Knowledge and Understanding</u> Year 5 Can explain that people in the past had different ways of looking at their world and their relationship/ responsibilities to it. Can identify and make links between significant characteristics of a period and others previously studied. (A.Greece to Tudor society)	<b>Hampshire History Earliest civilizations. Overview Enquiry pack.</b>	<b>Mayan Box and CD Islamic civilisation Enquiry pk</b>

	vocab in your explanation.				levels of Tudor society.				
Change and Continuity Difference and Similarity	Changes from Stone to Iron Age *** Between periods e.g. tools, burials, technology, shelters and settlements *** <u>Assessment Knowledge and Understanding</u> Year 3 describe some changes and some things that stayed the same from Stone Age to Iron Age. Year 4 Can describe and give examples of a range of changes from Stone Age to Iron Age	Romanisation – forts and farms to towns and roads Roman Life/Soldier Box **	Changing Saxon Kingdoms Christian Conversion from Paganism *** <u>Assessment Knowledge and Understanding</u> Year 3 Can describe the changes in Britain with Saxon and Scots Settlement and identify how much the same stayed. How much continued after the Romans? Year 4 Can describe with examples why there was a range of changes at particular points in history whilst some things stayed the same	Watery places compare to Stone Bronze & Iron ages			Why was Athens successful at Marathon? **	What did Ancient Egypt have in common with other civilisations? Compare civilizations. What is different? What is similar? *** <u>Assessment Knowledge and Understanding</u> Year 5 Can explain changes during a particular period of history in 1 place and in different parts of the world and how they become more complex. Year 6 Can show an overview of the kinds of things that significantly impact change and have an impact on human history.	
Cause and consequence Inc short term/ long term		Why did the romans come to Britain? Reasons for Claudius Invasion. Tribe resistance *** <u>Assessment Year 3 Knowledge and Understanding</u> Can describe the causes and consequences of the Roman Invasion. Year 4 Can describe with examples giving detail of the causes	Hampshire History Anglo Saxon Ruin Of Britain Pack Why came to Britain? Angles, Saxons, Jutes. Push/Pull Factors Why/how converted to Christianity? ***	Hampshire History Vikings: Raiders or Traders Pack Why Vikings came to Britain, conflict with Saxons. *** <u>Assessment Knowledge and Understanding</u> Year 3 Can describe the causes and consequences of Viking Invasion of Britain Saxon Conflict Year 4 Can describe with examples giving detail the causes and	Why did the Mary Rose sink? ***	Reasons for invasion and consequent Battle Of Britain Why did Britain win? *** <u>Assessment Knowledge and Understanding</u> Year 5 Can link causes and explain that 1 cause might be linked to another making an event much more likely to happen. Reasons for Battle Of Britain happening.			Quest for beneficial knowledge driven by Islamic beliefs ***

		and consequences of the Roman invasion.		consequences of the Viking Invasion and struggle of Saxons and Vikings.		Year 5 Can explain consequences in terms of short/long term effect and that people were affected differently. Year 6 Can explain causes and consequences of quite complex events, even though some may still be linked in a simple way.			
Significance inc short term/ long term		<p><b>Hampshire History Roman Impact Pack</b> What is the most widespread and enduring aspect of legacy ? *** <u>Assessment Knowledge and Understanding</u> Year 3 Can describe the Roman impact on Britain at the time and over time. Year 4 Can describe with examples the Roman Impact on Britain at the time and over time and how its impact is not the same for everyone. Romanisation forts and farms to towns and roads.</p>	<p><b>Hampshire History Anglo Saxons The Ruin Of Britain Pack</b> The Saxon Legacy – language learning, Christian centres *</p>	<p><b>Hampshire History Alfred the Great Pack</b> Survival/dominance Of Wessex and later Wessex Kings *** <u>Assessment Knowledge and Understanding</u> Year 3 To show an understanding of the significance of the Wessex king. His Achievements (consequences for people at the time/over time) Year 4 To identify that significance reveals something about history or contemporary life. Link to Alfred The Great and his achievements.</p>	Why were the tudors significant? **	<p>Key turning points *** Why was the Battle Of Britain significant ? How might life be different if we had lost ?</p>	<p>Greatest Achievements Ancient Greece Box Greek Legacy Pack ***</p>	<p><b>Hampshire History Earliest Civilizations Overview Enquiry Pack.</b> Compare and contrast achievements of each civilization. ***</p>	Islamic civilization preserved classical learning. ***
Interpretation of the past inc how and why contrasting vie Yearws arise	Scarcity of evidence gaps need to be filled by reasoned interpretation Why Stonehenge was built ? ***			<p><b>Hampshire History Alfred The Great Pack</b> Does Alfred deserve his title ? Was he great or just lucky ? ***</p>		<p>Propaganda *** How and why used ? <u>Assessment Interpretation and Investigation</u></p>	<p>Battle of Marathon Different interpretations-sparse evidence *</p>		

	<p><u>Assessment Interpretation and Investigation</u></p> <p>Year 3 To recognise differences between different versions of the origins of Stonehenge. Why is there more than 1 version ?</p> <p>Year 4 Describe how different interpretations arise. Explain that historical understanding is continuously revised, if we find new evidence we have to rewrite the past.</p>			<p><u>Assessment Interpretation and Investigation</u></p> <p>Year 3 Can recognise differences between 2 accounts of Alfred The Great</p> <p>Year 4 Can describe how different historical accounts of Alfred The Great arise.</p>		<p>Year 5 Can show an understanding that different accounts of the past emerge for different reasons – different people may give a different emphasis Propaganda. Show an understanding that some interpretations are more reliable than others.</p> <p>Year 6 Can show an understanding that interpretations can be questioned on the grounds of the range of evidence used to support them or due to the aims of the creator of the interpretation. Understands that all history is to some extent an interpretation and can identify a range of reasons for this.</p>			
<p>Historical Enquiry Source comparison and written analysis. How evidence is used to make historical claims (includes evaluation)</p>	<p>How can we know what life was like at Skara Brae ? **</p>	<p>Roman Soldier Artefacts (Roman Lady visit)</p> <p>Deducing information from objects. **</p> <p><u>Assessment Interpretation and Investigation</u></p> <p>Year 3 Can describe in simple terms how sources of evidence reveal information about the past. Recognise the</p>	<p>Hampshire History Anglo Saxon Life and Death Box</p> <p>To explore Christian conversion/ Saxon culture **</p>	<p>Using a variety of sources create a report why the Mary Rose sank ? ***</p> <p><u>Assessment Interpretation and Investigation</u></p> <p>Year 3 Can describe in simple terms how sources reveal information about the past. Recognise the absence of certain types of sources make it</p>	<p>Propaganda ***</p> <p>Create propaganda poster</p> <p><u>Assessment Interpretation and Investigation</u></p> <p>Year 5 Can explain with examples why a source might be unreliable.</p> <p>Year 6 Can understand that some evidence is propaganda and it affects</p>	<p>Role Of Ancient Greek Women Why is it so difficult to know about AG women? **</p> <p>Report Explanation</p>	<p>Egyptian achievements box to examine e.g. astronomy, maths, medicine.</p>	<p>Historical report. Use tentative language. Combination of factors. Why did the Mayan civilisation end so quickly ?</p> <p><u>Assessment Interpretation and Investigation</u></p> <p>Year 5 Can select reliable source material to use evidence to answer question about the past and</p>	

		absence of certain types of sources make it harder to draw conclusions. Year 4 Ask perceptive questions about the past. Find and select and use suitable information/ sources to formulate/ investigate a hypothesis.			more difficult to draw conclusions.	interpretation of history			show an understanding why some source material maybe unreliable. Year 6 Can develop a hypothesis for their point of view and give a reasoned argument based on evidence.
Connections between local, national and international history	Refer back to period from later world studies that were Bronze Age cultures *	Examine local impact. Portchester **	Saxon Legacy. Language, cultural identity and important Christian centres **	Evidence of Viking trading & settlement across the known world. Normans		How Tudors, Victorians, WW2 manipulated images **	Many modern ideas and institutions stem from Ancient Greece. Contrast with Britain *** <u>Assessment Knowledge and Understanding</u> Year 5 Can explain which Ancient Greek achievements had an impact on different societies and the modern world. Year 6 Can give a reasoned argument for which 3 Ancient Greek achievements had the most impact on different societies and the modern world.	All our Bronze Age cultures – compare to Britain in Bronze Age *** <u>Assessment Knowledge and Understanding</u> Year 5 Can identify and make links between Ancient Egypt a Bronze Age culture and Britain in the Bronze Age. Year 6 Can give a reasoned explanation (evaluation) between with specific examples of connections between Ancient Egypt, Earliest Civilizations and Bronze Age Britain	

NB You will not necessarily have entries in every box for every unit. Not all skills will be covered in all topics. However each skill/process should be visited at least twice in a key stage and approached at a high level. \* light use of skill \*\* overt use of skill \*\*\* strong emphasis on skill

In Year 5 and 6 Key skill Interpretation of the past only covered in Battle Of Britain Rot A (focus skill for this unit of work)