

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn	Toys	Victorians	Early Civilisations	Ancient Greece	Anglo Saxons & Scots	WW1
	<p>Chronology: order old, older, oldest</p> <p>Comparison: compare a toys from the past and present</p>	<p>Chronology: order famous people by age</p>	<p>Chronology: order civilisations studied by date</p> <p>Significance: characteristic features of a civilisation</p> <p>Evidence and interpretation: artefacts and what are left, what can they tell us?</p>	<p>Chronology: order key events, people</p> <p>Significance: What is still left behind by the Greeks</p> <p>Evidence and Interpretation: What is still left behind from the Greeks and what can we learn from it?</p> <p>Key concept: Freedom and slaves</p>	<p>Chronology: order key events</p> <p>Significance: unification of England</p> <p>Cause and Consequence: What caused the unification of Britain</p> <p>Evidence and Interpretation: what does evidence tell us about Anglo Saxons and is it reliable? How do we know?</p> <p>Key concept: Monarchy</p>	<p>Chronology: order key events & people</p> <p>Cause and consequence: How was the consequence of events leading up to WWI the cause of it.</p> <p>Cause and consequence: What events during WWI caused life in Britain to change?</p>
Spring	Local History	Victorian Nursing	Prehistoric Britain (Stone age)	Pre Roman Britain (Iron/Bronze age)	Vikings	WWII
	<p>Chronology: Order events or objects</p> <p>Evidence and interpretation: use a range of sources to find out characteristic features of the past.</p> <p>Evidence and interpretation: Ask and answer questions related to different sources and objects</p> <p>Comparison: Describe historical events before living memory.</p>	<p>Chronology: order significant people and timelines</p> <p>Comparison: compare a profession in the past and present</p>	<p>Chronology: dates of the stone age / understanding BC</p> <p>Significance: definition of pre-history (no writing)</p> <p>Evidence and Interpretation: What evidence is there without writing (tools, cave paintings, stone henge) what evidence shows who they were (hunter gathers) Cheddar Man</p> <p>Key concept:</p>	<p>Chronology: order from stone age (yr3) to bronze to iron age</p> <p>Cause and consequence: Why move from stone to bronze to iron? What is the consequence of this (herders became farmers)</p> <p>Evidence and interpretation & significance What evidence was there that people were farmers in iron age?</p> <p>Key concept: ancestors, tribe</p>	<p>Chronology: order key events, advances and changes throughout the Viking era</p> <p>Continuity and change: between raiding, invading and settling</p> <p>Evidence and Interpretation: What was left behind by the Vikings (artefacts, stories, myths, place names) and what does this tell us.</p> <p>Evidence and Interpretation: What does evidence from other people suggest about the Vikings? Which is more reliable?</p> <p>Comparison:</p>	<p>Comparison: two world wars and the similarities and differences</p> <p>Chronology: When did WWII start and end and some dates of key events.</p> <p>Cause and consequence: what happened at the end of WWI that caused WWII?</p> <p>Cause and consequence: What events during WWII caused life in Britain to change?</p> <p>Key concept: Invasion</p>

					Key concept: army, invasion	
Summer	Great Fire of London	Victorian Childhood	Ancient Egypt	Roman Britain	The Maya	20th Century Changes
	<p>Chronology: Order events</p> <p>Evidence and interpretation: use diaries and pictures to learn about an event</p>	<p>Comparison: compare lives of children in the past to their own - explaining similarities and differences</p> <p>Evidence and interpretation: use evidence (pictures, artefacts, stories) to learn what life was like in the past</p>	<p>Chronology: dates of era and key events and people</p> <p>Significance: characteristic features of the era (pyramids, hieroglyphs, people)</p> <p>Continuity and change: continuity pharaohs etc by change person how this might impact</p> <p>Key concepts: Religion, power, monarchy</p>	<p>Chronology: order the invasion of Britain by the Romans</p> <p>Continuity and change: What stayed the same and what changed after the Romans invaded</p> <p>Significance: What is the impact</p> <p>Key concept: army, invasion, empire</p>	<p>Evidence and Interpretation: What evidence is there of the Maya civilisation?</p> <p>Significance: Characteristic features (writing, architecture, maths)</p> <p>Continuity and change: how has the civilisation continued and descended (live in the same area and speak same language)</p>	<p>Continuity and change: What changed or stayed the same throughout the century</p> <p>Chronology: technological developments, people, events and changes</p> <p>Key concept: Empire (British linked to Rome)</p>