

EYFS	Cycle A	Cycle B
Autumn	Families Guy Fawkes/ Remembrance	
ELG UW/PC  UW/PC  UW/TW	<b>Early Learning Goal UW/PC</b> Children talk about past and present events in their own lives and in the lives of family members.  They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.  <b>Early Learning Goal UW/TW</b> Children know about similarities and differences in relation to places, objects, materials and living things.	
Vocabulary	old, new, past, ago, before, after, some, different, Bonfire, Guy Fawkes, gunpowder, remembrance, poppy.	
Enrichment	Family stay and play Church visit	
Spring		Space
ELG UW/PC  UW/TW		
Vocabulary		
Enrichment		
Summer	Journey back in time (space and/or dinosaurs)	Holidays

<p>ELG</p> <p>UW/PC</p> <p>UW/PC</p> <p>UW/TW</p>	<p><b>Early Learning Goal UW/TW</b> Children know about similarities and differences in relation to places, objects, materials and living things.</p> <p><b>Early Learning Goal UW/PC</b> Children talk about past and present events in their own lives and in the lives of family members.</p>	
Vocabulary	space, Neil Armstrong, Tim Peake, moon, rocket, planet, sun, Earth, old, new, past, ago, before, after, some, different.	
Enrichment		

Year 1/2	Cycle A - 2020-2021	Cycle B - 2021-2022
Autumn	Fire of London	Who is the greatest history maker? (Grace Darling/ Mary Anning/ Jacques Cousteau)
NC POS		<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> <li>the lives of significant individuals in the past who have contributed to national and international achievements</li> <li>events beyond living memory that are significant nationally or globally.</li> </ul>
Skills		<ul style="list-style-type: none"> <li>Identify, describe and explain what is commemorated on Guy Fawkes Night, 5 November every year in the United Kingdom;</li> <li>Describe, reason and explain what it means for someone such as Guy Fawkes to make history, that is, doing something so significant (good or bad and that may not have been done before) and that is remembered and studied for a long time because of the effect they had on other people's lives, beliefs or ideas;</li> <li>Identify, describe and explain how significant people made history during their lifetime;</li> <li>Compare and contrast the achievements of these individuals, producing a rank order of historical importance explaining and justifying their decision;</li> <li>Reflect upon what history makers might achieve during the remainder of this century and describe and explain what they might wish to be remembered for in the future – the mark they would wish to leave on history;</li> <li>Identify, describe and explain why Mary Anning and Grace Darling are considered history makers.</li> </ul>
Vocabulary		Commemoration; Commemorate; Ceremony; Celebration; Guy Fawkes Night; Bonfire Night; Firework Night; Annual; Event; Engraving; Unlawful; Harmful; Impression; Assassinate; King James I; Parliament; House of Lords; Rent; Cellar; Stockpile; Gunpowder; Guard; Catholic; Protestant; Plot; Discovered; Arrested; Torture; Executed; Survive; Windsor Castle; Effigy; Beliefs; Ideas; Timeline; Chronology; Evidence; Significant; Independent; Chieftain; Scotland; Ireland; Poland; France; Kingdom; Ancient Egypt; BC; Tribe; Native Americans; United States; United Kingdom; Country;
Enrichment		
Spring	How do our favourite toys and games compare to that of children living in 1960s?	How do we know so much about where Shppa used to live?

NC POS	<p>Pupils should be taught about:</p> <p>changes within living memory – where appropriate, these should be used to reveal aspects of change in national life</p> <p>the lives of significant individuals in the past who have contributed to national and international achievements</p> <p>significant historical events, people and places in their own locality</p>	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> <li>events beyond living memory that are significant nationally or globally.</li> </ul>
Skills	<p><b>Identify</b> and <b>describe</b> some of the ways in which historians divide up time such as BC and AD and decades and <b>suggest reasons</b> for doing this;</p> <p><b>Compare, contrast</b> and <b>sequence</b> historical events to create a simple timeline of British history and a personal timeline of their life to date;</p> <p><b>Identify</b> through <b>observation</b> and discussion some of the most memorable events of the 1960s and <b>suggest reasons</b> for their significance;</p> <p><b>Identify</b> and <b>describe</b> some of the most popular toys and games of the 1960s;</p> <p><b>Compare and contrast</b> toys and games of the 1960s with those of today, <b>identifying</b> and <b>describing</b> similarities (<i>continuity</i>) and differences they <b>observe</b> (<i>change</i>);</p> <p><b>Describe</b> and <b>explain</b> the cause of the major change to toys and games since 1960s;</p> <p><b>Describe</b> what Tim Berners-Lee invented in 1989 and <b>suggest reasons to explain</b> how this change affected toys and games and other aspects of life since then;</p> <p><b>Recognise, describe</b> and <b>explain</b> how they can use Wi-Fi-enabled toys and games safely and securely;</p> <p><b>Describe</b>, collate and <b>compare and contrast</b> the memories of adults who lived in the 1960s through the gathering of primary evidence through interviews (oral histories).</p>	<ul style="list-style-type: none"> <li><b>Identify, recognise, describe</b> and <b>suggest reasons</b> for the way in which people lived in the city of Pompeii based on the evidence of the reconstructions of modern-day artists;</li> <li><b>Describe</b> a ‘typical’ day in the life of Sappho, a wealthy young teenager, and <b>suggest reasons</b> why she was able to live the life she did <b>compared</b> with many others in the city at the time;</li> <li><b>Identify and describe</b> in simple terms what the Roman Empire was and <b>recognise</b> some of the ways in which the lives of the rich and poor were different in the city of Pompeii;</li> <li><b>Describe</b> and <b>provide reasons</b> for the causes and effects of the destruction of Pompeii in AD 79;</li> <li><b>Describe</b> the differences between primary and secondary historical evidence about what happened in Pompeii;</li> <li><b>Compare and contrast</b> the trustworthiness of pieces of primary (the writing of Pliny) and secondary (Briullov painting) evidence about what happened in Pompeii in AD 79;</li> <li><b>Identify, describe</b> and <b>suggest reasons</b> for the use of a range of smaller artefacts excavated by archaeologists at Pompeii;</li> <li><b>Identify and describe</b> the main larger buildings of Pompeii based on artistic and digital reconstructions;</li> <li><b>Understand through explanation</b> and modelling how archaeologists reconstructed the remains of the dead at Pompeii and how they died;</li> <li><b>Describe</b> and <b>give reasons</b> for the significance of one piece of personal primary historic evidence;</li> <li><b>Describe</b> one piece of personal secondary historic evidence and <b>explain</b> some of the ways in which it tells us about the lives of people at some point in the past.</li> </ul>

Vocabulary	<p>Historian; time; BC; AD; abbreviation; order; years; Jesus; timeline; chronological; recent; Ice Age; English Channel; farmer; crops; Britain; Stonehenge; construct; village; Celtic; manufacture; iron; coins; money; Roman; Caesar; Emperor; invade; Queen; Boadicea; rebellion; Hadrian's Wall; conquer; Wales; Vikings; raid; withdraw; Anglo Saxon; kingdom; plaque; King; battle of Hastings; Crusades; Holy Land; Spanish Armada; navy; English Civil War; Great Fire of London; Napoleon; France; slavery; territory; First World War; Second World War; computer; television; Channel Tunnel; Olympic Games; referendum; European Union; decade; century; millennium; order; sequence; change; introduced; replace; shilling; humans; Moon; transplant; Barbie; The Beatles; James Bond; cinema; ring pull; <i>The Jungle Book</i>; film; Walt Disney; videotape recorder; human rights; Martin Luther King; Nobel Peace Prize; Muhammad Ali; boxing; champion; John F. Kennedy; President; United States of America; audiocassette; episode; television; Doctor Who; broadcast; miniskirt; Mary Quant; England; World Cup; Concorde; supersonic; airliner; maiden; flight; Harold Wilson; Prime Minister; ATM; cashpoint; London; colour; toy; game; doll; fashion; television; science fiction; space; continuity; change; similar; different; smart toy; computer; internet; app; Wi-Fi; digital; tablet; algorithm; intelligence; simulate; World Wide Web (WWF); Tim Berners-Lee; interactive; smartphone; social networking; platform; online; CD; DVD; personal computer; website; radical; education; honour; primary evidence; interview; research.</p>	<p>Fresco; stylus; student; accountant; book keeper; city; country; Italy; recreation; trader; sailor; merchant; Roman; holiday; slave; Mediterranean Sea; business; shop; prosperous; manufacturing; ship; empire; emperor; army; rebellion; order; disorder; anno domini; volcano; crater; eruption; lava; earthquake; ash; explosion; Earth's crust; gas; escape; landscape; evidence; historian; century; active; unsupported; tremor; foundations; danger; pumice; protection; torches; shore; uncooperative; eyewitness; sulphur; flight; firsthand; primary evidence; secondary evidence; trustworthy; emotion; gladiator; feelings; artist; synonym; soil; carving; coins; painting; mosaic; statue; preserved; archaeologist; artefacts; jewellery; temple; theatre; arena; villa; reconstruction; suffocate; excavated.</p>
Enrichment		
Summer	Why was Charles sent to prison? (WWI)	What does it take to be a great explorer
NC POS	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> <li>events beyond living memory that are significant nationally or globally.</li> </ul>	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> <li>changes within living memory and, where appropriate, these should be used to reveal aspects of change in national life</li> <li>events beyond living memory that are significant nationally or globally</li> <li>the lives of significant individuals in the past who have contributed to national and international achievements.</li> </ul>
Skills	<ul style="list-style-type: none"> <li><b>Recognise</b> some of the ways in which the First World War changed how adults were able to behave in Britain;</li> <li><b>Describe</b> and <b>suggest reasons</b> why communication was such a challenge during the First World War and consequently <b>explain</b> why messenger pigeons were so important to the armed forces overseas;</li> <li><b>Compare and contrast</b> means of communication in Britain during the time of the First World War with today;</li> <li><b>Identify</b> and <b>describe</b> some of the ways in which the ways of life of children, members of their families and local communities changed in Britain during the First World War;</li> <li>Offer <b>reasons</b> for the causes of some of the changes in ways of life they have identified;</li> </ul>	<ul style="list-style-type: none"> <li><b>Describe</b> the achievements of Ranulph Fiennes, the qualities he possesses and <b>give reasons</b> why he is recognised as the world's greatest living explorer;</li> <li><b>Give an account</b> of the accomplishments of Amy Johnson and <b>give reasons</b> which suggest why they can be considered remarkable given the role of women in society at the time;</li> <li><b>Identify</b> and <b>recognise</b> the main motives of the explorer Christopher Columbus, <b>describe</b> what he achieved and <b>give reasons</b> to help understand why he was able to accomplish what he did;</li> <li><b>Describe</b> and <b>suggest reasons</b> to help <b>explain</b> why the achievement of Neil Armstrong was so significant in the history of mankind and what enabled him to accomplish what he did;</li> <li><b>Recognise, observe</b> and <b>suggest reasons</b> for the particular challenges explorers venturing to Mars will face and explain the personal qualities they will require to complete the expedition successfully;</li> <li>Through personal research, <b>describe</b> the achievements of another major explorer and <b>identify, give reasons</b> and <b>begin to explain</b> the ways of life of most people in the historic period in which they lived.</li> </ul>

	<ul style="list-style-type: none"> <li>• <b>Describe</b> the variety of ways in which horses were used during the First World War and <b>explain</b> why their use was so important to the war effort;</li> <li>• <b>Describe</b> the variety of ways in which other animals were used during the First World War and <b>explain</b> why their use was so important to the war effort;</li> <li>• <b>Know and understand through explanation</b> some of the ways in which animals are used by the military, rescue and support services and organisations in Britain today.</li> </ul>	
Vocabulary	war; prison; crime; enemy; army; pacifist; deserter; secret; code; front line; soldier; trench; headquarters; fine; government; molest; punish; defence; public; suppression; conviction; police; communication; telephone; internet; postcard; letter; telegraph; message; cypher; reinforcements; regiment; general; advance; retreat; desperate; rescue; village; code; decoded; anagram; censored; cinema; casualty; mercy; rationing; requisition; circus; town; village; countryside; artillery; overseas; trade; propaganda; patriotic; munitions; factory; manufacturing; queue; battleship; bombardment; rehabilitation; hospital; emorial; dedication; honour; commemorate; habitat; food chain; carnivore; herbivore; omnivore.	Explorer; expedition; continent; ocean; North Pole; South Pole; Antarctica; mountain; Mount Everest; summit; polar; United Kingdom; Himalayas; Asia; courage; energy; spirit; bravery; persistence; resilience; patience; determination; purpose; aeroplane; transport; pioneer; aviator; university; 'in service'; occupation; textiles; Civil Service; clerical; administrative; management; salary; equality; 'women's work'; engineering; domestic; gender; discrimination; Old World; New World; Europe; Asia; Africa; North America; South America; Oceania; Australia; port; trade; merchant; navigated; compass; voyage; China; silk; manufactured; crew; King; Queen; ship; damaged; palm; anchor; inform; discovered; voyage; islands; numerous; possession; unfurling; standard; abound; gold; inhabitants; affection; trust; Christian; flag; banner; symbol; landscape; native; indigenous; emotions; commercial; rocket; aircraft; NASA; space; astronaut; lunar; universe; mankind; planet; mission; President; United States; billion; dollars; government; world; timeline; speech; Mars; goal; ultimate; extended; remain; solar system; planet; Sun; Venus; kilometres; extremes; advertisement; recruit.
Enrichment		

Year 3/4	Cycle A – 2019-20	Cycle B – 2020-2021
Autumn	Anglo Saxons – Who were the Anglo Saxons and how do we know what was important to them?	How did the lives of Ancient Britons change during the stone age?
NC POS	<ul style="list-style-type: none"> <li>Britain's settlement by Anglo-Saxons and Scots.</li> </ul>	Changes in Britain from the Stone Age to the Iron Age.
Skills	<ul style="list-style-type: none"> <li><b>Interpret</b> both primary and secondary sources of evidence to <b>describe and explain</b> what occurred in AD 410 that contributed to the Romans abandoning Britain forever;</li> <li><b>Empathise</b> with the situation and feelings of Emperor Honorius in AD 410 and make a <b>judgement</b> about why the Romans left Britain and the emotions the Emperor may have expressed;</li> <li><b>Describe and explain</b> why Anglo-Saxon settlers created village communities in the countryside rather than living in the towns that the Romans had vacated when they withdrew from Britain, and <b>evaluate</b> the advantages and disadvantages of living in this way compared with occupying the existing towns;</li> <li><b>Identify and describe</b> a number of Anglo-Saxon gods and <b>explain</b> why the beliefs and religious practices of the Anglo-Saxons were called pagan;</li> <li><b>Describe and explain</b> why Britain converted to Christianity following the visit of Augustine and make a <b>reasoned judgement</b> about what the message from Pope Gregory to King Ethelbert might have been;</li> <li><b>Recognise and describe</b> some of the changes that occurred to buildings and ways of life in Anglo-Saxon Britain as a result of the country's conversion to Christianity, and <b>evaluate</b> the costs and benefits for ordinary people compared with those of lords and noblemen;</li> <li><b>Identify and describe</b> the artefacts that were discovered in the Anglo-Saxon ship burial at Sutton Hoo, <b>explain</b> why they are so important to historians and, using these artefacts, <b>reach a judgement</b> as to how the burial would have been constructed and carried out;</li> </ul> <p><b>Identify, interpret and make a judgement</b> about the origin of Anglo-Saxon place names in their own area or region of England</p>	<ul style="list-style-type: none"> <li><b>Describe</b> the ways of life which are typically associated with the Stone Age period of history and <b>identify</b> and give <b>reasons</b> for those which are likely to be accurate and those that are anachronisms – simply could not have occurred then;</li> <li><b>Recognise</b> that the Stone Age in Britain is a period of prehistory which began when the first modern humans arrived in Britain between 850,000 and 950,000 years ago and ended approximately 4,500 years ago with the beginning of the Bronze Age;</li> <li><b>Describe and suggest reasons</b> for the presence of a small family group of people from the Old Stone Age on a beach in Norfolk and <b>compare and contrast</b> this with how most people use beaches today;</li> <li><b>Describe and explain</b> how archaeologists use a great variety of artefacts, including monuments, to try to understand how ancient Britons lived during the Stone Age;</li> <li><b>Describe</b> the likely features of Stone Age summer and winter camps in Britain and <b>offer reasons and explain</b> why they were required;</li> <li><b>Recognise, describe and compare and contrast</b> the difference between historical facts (what we know for certain) and historical supposition (assumptions we make about the actions of people and events without certain knowledge or evidence);</li> <li><b>Identify, describe, compare and contrast and explain</b> some of the important ways in which life for ancient Britons changed during the Stone Age</li> </ul>
Vocabulary	Primary evidence; secondary evidence; Gothics; Barbarians; Sack of Rome; Visigoths; Christian; Germany; tribe; Picts; Vandals; Huns; Franks; Saxons; alleged; defences; apologetic; empathise; weaker; vulnerable; Angles; Jutes; Anglo-Saxon; Denmark; Netherlands; Germany; settlement; West Stow; farmers; thatched; reeds; decayed; disrepair; ruins; plundered; villages; extended family; forest; lowland; fields; flour; leather; annotated; religion; superstitions; pagan; Wodin; Eastre; Saxnet; Tiw; Thor; Frja; feast; spring; Easter; Augustine; overseas; Kent; King Ethelbert; Church; stained-glass window; Pope Gregory; Bishop of Rome; Pope; Roman Catholic Church; slave; convert; church; abbey; priory; cross; devote; monk; nun; Lindisfarne; Whitby; portion; Lord; nobleman; dues; serf; estate; Sutton Hoo; mound; excavation; rivets; timbers; warrior; helmet; iron; bronze; tin; manufacture; Scandinavia; Norway; Sweden; brooch; cloak; clasp; gold; enamel;	Imagine; Stone Age; cave; cave man; misconception; dinosaur; chronological; time; anachronism; beach; footprint; Norfolk; United Kingdom; archaeologist; evidence; sediment; accurately; pollen; extinct; remains; mammoth; giant beaver; eroded; excavation; reconstruction; analysis; Natural History Museum; suggest; individuals; family; plants; edible; shellfish; deposit; cliff; receding; dig; exposed; organic; three-dimensional; tools; vegetation; deciduous; coniferous; discovery; continuity; change; communication; Old Stone Age; Palaeolithic; New Stone Age; Neolithic; hunter-gatherers; nomadic; weapons; flint; knapped; harpoon; crops; wheat; barley; domesticated; leather; fields; quern; grain; flour; village; Skara Brae; pottery; flute; bone;

	<p>gamets; sceptre; ruler; ceremonial; purse; decorated; leather; buckle; spear; bear; coins; Gaul; France; Belgium; Italy; bowl; stacked; Mediterranean; Greece; Turkey; warrior; battle; shield; copper; inlay; Redwald; East Anglia; craftsmanship; armour; jewellery; trade; travelling; reconstruction; place name.</p>	<p>spindle whorl; spin; yarn; weave; monument; Silbury Hill; Stonehenge; summer camp; winter camp; permanent; seasons; pasture; autumn; temporary; butchery; ceremonial; burial; Western Europe; necklace; clue; life expectancy; illness; injury; fighting; sustained; cremated; ritual; ochre; pigment; iron oxide; tusk; mammoth; magical; worship; pray; myth; legend; ancient; generation; incorporates; honoured; supposition; belief; proof; knowledge; assumption; wattle; daub; manure; farming; agriculture; livestock; crops; flour; bread; settlement.</p>
Enrichment		
Spring		How do artefacts help us to understand the lives of the Iron Age?
NC POS		Changes in Britain from the Stone Age to the Iron Age.
Skills		<p>During the enquiry pupils will have opportunities through the application and analysis of a wide range of historical skills and resources to:</p> <ul style="list-style-type: none"> <li>● <b>Identify</b> and <b>describe</b> the common features of the archaeological remains of Iron Age hill forts found around Britain today;</li> <li>● Suggest how an Iron Age hill fort might have appeared when first constructed, giving <b>reasons to justify the choice</b> of features which have been included;</li> <li>● <b>Describe</b> the main features of an Iron Age roundhouse and <b>identify</b> and <b>suggest reasons</b> for the purpose of artefacts found within them;</li> <li>● <b>Compare and contrast</b> their reconstruction with that which professional archaeologists have produced based on available evidence;</li> <li>● <b>Interpret</b> a range of evidence to <b>generate reasons</b>, and then <b>explain</b>, why Iron Age Britain was often a violent time;</li> <li>● <b>Recognise</b> and <b>describe</b> the importance of Iron Age stators and understand through explanation how archaeologists suggest they were used by people over 2,000 years ago;</li> <li>● <b>Recognise</b> the range of <b>reasons</b> suggested for the discovery of a magnificent Iron Age shield in the River Witham and <b>synthesise</b> these reasons into an <b>explanation</b>;</li> <li>● <b>Describe</b> who Boudica was and <b>explain</b> why she fought the Romans when they invaded Britain at the end of the Iron Age.</li> </ul>
Vocabulary		<p>Iron Age; hill fort; hectare; area; mound; earth; earthworks; constructed; hill; steep; wall; earth; ditches; rampart; plateau; remains; decay; organic; decomposed; archaeologist; evidence; protection; reconstruction; palisade; sharpened; shelter; grain; pit; framework; vulnerable; gate; weak; maze; dangerous; evidence; tribe; line graph; population; culture; social customs; religious beliefs; smelting; plough; diet; healthier; fierce; aggressive; Celts; Europe; fertile; occupied; neighbouring; attack; steal; rush; temporary; well; underground; venturing; siege; surrender; stator; animal; vegetable; mineral; Ancient Greece; coin; inscription; Wales; Germany; Catti; money; barter; swap; exchange; goods;</p>



		services; metal detectorists; hoard; store; heap; underground; Jersey; Yorkshire; Leicestershire; offering; gods; goddesses; controlled; Otherworld; farmers; ploughing; newspaper; media recount; artefacts; underwater; river; lake; well; precious; tools; chariot; boat; shield; votive offering; ceremony; pathway; Battersea Shield; theory; River Thames; summarise; synthesise; explanation; conclusion; connective; Boudica; Romans.
Enrichment		
Summer	What did the Vikings want and how did Alfred help to stop them getting it?	How did the arrival of the Romans change Britain?
NC POS	the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor	the Roman Empire and its impact on Britain
Skills	<ul style="list-style-type: none"> <li>● <b>Describe the reasons</b> for the attack on the Holy Island of Lindisfarne in 793 by people referred to today as ‘the Vikings’;</li> <li>● <b>Describe</b> why ‘Vikings’ is not, in fact, the correct name for these people and <b>explain</b> who the attackers really were;</li> <li>● <b>Empathise</b> with the likely feelings of the people of the Kingdom of Northumbria and the <b>judgements</b> they might have made as news of the attack spread;</li> <li>● <b>Identify and describe</b> the design features of a longship and <b>explain</b> why it was an ideal vessel for Viking raiding parties along the coast of Britain;</li> <li>● Interpret a range of source evidence to <b>explain</b> why most Viking Norsemen travelled to Britain in Anglo-Saxon times and <b>justify their judgement</b>;</li> <li>● <b>Identify and describe</b> the distribution of those areas of Britain settled by Viking Norsemen;</li> <li>● <b>Compare and contrast</b> the homes of Viking Norsemen with those of Anglo-Saxons and <b>suggest reasons</b> for the similarities and differences <b>observed</b>;</li> <li>● <b>Explain</b> the difference between historical evidence and a myth, folklore and a legend, with reference to both the commonly held belief that Viking Norsemen wore helmets with horns and that the outlaw Robin Hood really existed;</li> <li>● <b>Evaluate</b> evidence relating to the achievements of Anglo-Saxon King Alfred the Great, <b>reach a judgement</b> as to whether he is justifiably ‘great’ and <b>justify their decision</b>;</li> <li>● <b>Describe</b> and <b>explain</b> why William, Duke of Normandy, fought the Anglo-Saxon King Harold for the English crown at Hastings on 14 October 1066.</li> </ul>	<ul style="list-style-type: none"> <li>● Identify and describe the modern-day countries of Europe and North Africa which formed part of the Roman Empire prior to invasion of Britain by Emperor Claudius;</li> <li>● Understand through explanation the motives for Emperor Claudius to invade and occupy Britain in ad 43;</li> <li>● Interpret primary sources of historical evidence to describe the physical appearance of Boudica and make a judgement about the causes and effects of her harsh treatment by the Romans;</li> <li>● Compare and contrast the armies of Boudica and the British Roman governor Paulinus and predict the likely outcome of their battle and justify their decision;</li> <li>● Understand through explanation the difference between historical evidence and legends and folklore;</li> <li>● Distinguish between historical evidence and legend and folklore in relation to the ‘historical’ figures of King Arthur or Robin Hood;</li> <li>● Explain what the content of letters written in the first century tells us about the lives of high-status and wealthy Romans in Britain;</li> <li>● Identify and describe the main design features of Hadrian’s Wall and explain why it proved necessary for Emperor Hadrian to order its construction in ad 122;</li> <li>● Identify and describe the key features of the layout of typical Roman towns in Britain and explain why historians know so much about how they were designed and built;</li> <li>● Describe what a gladiator was and what occurred at gladiatorial games;</li> <li>● Explain who ianistae were and why they owned and trained gladiators in private schools;</li> </ul>

		<ul style="list-style-type: none"> <li>● Understand through explanation why the Romans went to so much effort and expense in organising gladiatorial games for the lower classes or plebeians;</li> <li>● Explain why some Romans held different perspectives about gladiatorial games and how they justified their viewpoints.</li> </ul>
Vocabulary	<p>Inhabited; terror; lovely; appeared; suffered; pagan; race; inroad; blood spattered; priest; despoiled; ornaments; venerable; prey; closeness; joy; distress; suffering; grief; heathens; poured; saint; compass; altar; destroyed; trampled; bodies; temple; street; cliffs; rowed; longships; uprooted; rugged; storm; crest; debris; eroded; Vikings; Norsemen; Men of the North; tribe; race; chieftain; separate; Scandinavia; Norway; Sweden; Denmark; culture; unattached; invasion; homeland; adventure; <i>viking</i>; <i>viking</i>; Lindisfarne; Holy Island; chalice; monk; slave; priory; tabloid newspaper; journalistic report; media recount; York; Durham; iconic; symbol; design; connectives; hull; plank; overlapped; shallow; draft; waterline; narrow; lightweight; symmetrical; bow; stern; mast; rigged; port; starboard; strong; flexible; voyage; river; shallow; obstacles; waterfall; beach; escape; camp; shelter; reverse; enemy; entangled; overhanging; headway; surprise; families; treasure; settlement; location; landscape; climate; temperature; precipitation; mean; average; range of temperature; growing season; Lincoln; Lincolnshire; Norway; Hamar; farmers; per cent; mountainous; restricted; barren; flat land; temperate; fertile; occupy; counties; England; Scotland; Wales; Ireland; synonymous; myth; opera; legend; unauthenticated; Robin Hood; medieval; defend; tyranny; landlord; officers; persecuted; outlaw; play; ballad; generation; notorious; associated; standards; thence; shield-wall; fought; fiercely; spirited; overthrew; slaughter; fortress; boldly; encamped; horrors; famine; fear; despair; peace; concluded; pity; speedily; King Guthrum; Christianity; accept; baptism; fulfilled; fortified; burhs; defences; moat; Oxford; Buckingham; scripture; pagan; psalms; Bible; scholars; translate; navy; advisers; guidance; counsel; Witan; Privy Council; soldiers; Standing Army; volunteer; training; professional; Royal Navy; Royal Air Force; Army; law; code; court; judge; appointed; judgement; legal; learning; illiterate; compulsory; education; inscription; battle of Hastings; William; Duke of Normandy; Normans; Edward the Confessor; Normandy; English Channel; legacy</p>	<p>Rome; Romans; Roman Empire; emperor; empress; Italy; invasion; motives; city; ruled; assemble; manufacture; weapons; armour; ships; raw materials; lead; forest; wood; army; leather hides; wool; gold; silver; coins; jewellery; mine; slaves; slavery; countries; Emperor Claudius; Emperor Augustus Caesar; miners; galley; gladiators; amphitheatre; entertainment; strengths; rule; pacify; impose; rule of law; morality; proud; battle; civilisation; advanced; weather; destroyed; Boudica; Celts; Iceni; tribe; East Anglia; Norfolk; Suffolk; Cambridgeshire; Bedfordshire; quotation; primary evidence; sources; historian; Cassius Dio; Tacitus; extract; consequences; synonym; archaic words; taxes; protect; will; family; avoid; plundered; prize; chieftain; deprived; estate; relatives; possessions; revenge; pleads; battlefield; capital city; Colchester; surprise; ablaze; ransacked; temple; protection; surround; looted; governor; rebels; Druid; speech; outnumbered; professional; prepared; hacking; panic; retreat; trapped; wagon; legionnaires; legend; folklore; word of mouth; King Arthur; Robin Hood; stature; appearance; fierce; harsh; tawniest; tunic; diverse; mantle; invariable; archaeologist; fort; handwritten; document; Latin; commander; translation; necklace; ring; bracelet; brooch; fibula; rank; status; garments; toga; cloak; design; incorporate; hinge; pin; officer; guard; tasked; Emperor Hadrian; patrol; fortified; gate; control; direction; Picts; Caledonia; Scotland; challenge; fierce; warrior; Calgacus; Julius Agricola; professional; experienced; regrouped; confronting; tactics; surprise; attack; mountains; glen; ambush; coast; barbarians; town; village; countryside; modern; educated; cultured; encourage; stone; brick; layout; ruin; subsequently; city; London; St Albans; York; Chester; Bath; Caerwent; unearthed; statue; bath house; gateway; theatre; amphitheatre; garden; basilica; forum; skull; cemetery; guard house; main road; regular; grid; pattern; right angle; toilet; fountain; gladiator; gladiatorial games; mural; mosaic; senator; nobleman; consul; entertainment; spectators; complimentary; sponsor; Colosseum; condemned; criminal; prisoner of war; bravery; deserted; Christian; Jesus Christ; brutal; skill; courage; victorious; opposition; survived; contest; ianistae; combatant; hire; nutrition; comfortable; potential; runaway; elected; officials; magistrate; compelling; testimonial; social class; plebeians; ruling class; election; defied; rebel; butchery; corrupted; spectacle; philosopher; Seneca.</p>
Enrichment		

Year 5/6	Cycle A – 2019-20	Cycle B – 2020-2021
Autumn	Ancient Egyptians	Battle of Britain
NC POS	Pupils should be taught about 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; <b>Ancient Egypt</b> ; The Shang Dynasty of Ancient China.	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.
Skills	<ul style="list-style-type: none"> <li>• <b>Describe</b> the discovery made by the archaeologist Howard Carter in Egypt in 1922 and <b>explain</b> its historical importance;</li> <li>• <b>Explain</b> who the pharaoh Tutankhamun was and <b>identify</b> and <b>describe</b> some of the many artefacts found by Carter in Tutankhamun's tomb and <b>make judgements</b> and <b>justify their opinion</b> as to their purpose what they indicate about life in Ancient Egypt;</li> <li>• <b>Make a judgement</b> as to which of the artefacts might be considered of most significance in terms of understanding the life and times of Tutankhamun and <b>justify their views</b>;</li> <li>• Consider the evidence of how ancient Egyptians portrayed the stages of entry into the afterlife in a number of murals and <b>make a reasoned and justified judgement</b> as to what they might represent;</li> <li>• <b>Describe and explain</b> the most likely cause of Tutankhamun's death at just eighteen years of age and <b>make and justify a judgement</b> as to most plausible explanation;</li> <li>• <b>Understand</b> through <b>explanation</b> and <b>reasoning</b> why the cause of the death of Tutankhamun is a contentious issue through <b>critiquing</b> the available evidence and <b>evaluating</b> the conflicting arguments;</li> <li>• <b>Present their hypothesis</b> as to what may have happened to cause the death of Tutankhamun in the form of a piece of historical fiction which demonstrates the conventions of that genre of writing.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Evaluate</b> a range of primary and secondary sources to <b>explain</b> why Britain faced the risk of an invasion in June 1940 and <b>reach a judgement</b> about how serious that threat was;</li> <li>• Interpret numerical and written evidence to <b>explain</b> and <b>justify</b> why Hitler needed to defeat the British Royal Air Force before launching an invasion of Britain in 1940;</li> <li>• <b>Identify, describe, explain</b> and <b>evaluate</b> the relative importance of the factors that contributed to Britain winning the Battle of Britain in 1940 and <b>make a judgement</b> as to which of these they feel were most significant;</li> <li>• <b>Describe</b> and <b>explain</b> the reasons why King John signed the Magna Carta in 1215, and <b>evaluate</b> and reach a <b>judgement</b> about why, like the Battle of Britain, it can be considered an important turning point in British history.</li> </ul>

Vocabulary	Howard Carter, archaeologist, artefacts, descending, sealed, replica, feverishly, passage, breach, chamber, procured, ancient, subterranean, excavation, accustomed, glimmer, interior, loomed, medley, extraordinary, beautiful, heaped, suspense, sufficiently, precaution, sensations, astonishment, marvellous, treasures, opera, vanished, property, civilization, bewildering, tomb, pharaohs, Tutankhamun, Ancient Egypt, Valley of the Kings, River Nile, Luxor, Lord Carnarvon, perspective, intact, tomb robbers, catalogue, mural, evidence, royalty, religious belief, gilded, canopic jar, mummification, visceral, organs, linen, shed light, ascended, pectoral, pendant, necklace, lapis lazuli, scarab, Ra, depicted, course, chariot, sumptuously, ceremonial, public event, every day, survey, shabti doll, accompanied, derived, corresponds, referred, function, sarcophagus, magnificent, throne, ultimate, power, social status, overlaid, semi-precious, decorated, glaze, throwing stick, boomerang, traditional, translucent, alabaster, inscription, tombstone, beholding, repossess, recognisable, consequently, underwent, process, embalming, mummification, high priest, Arubis, jackal, supervised, discarded, deceased, corpse, desiccate, moisture, dice, die, pastime, gambling, spinning top, clay. Quartzite, rawhide, twine, whipping, attached, sling, hurl, pebble, lead, privilege, opulent, leadership, responsibilities, Akhenaten, Tutankhaten, widow, Ankhesenamun, still born, mural, funeral cortege, officials, purification, Horemheb, Commander in Chief, ritual, vizier, High Priest, reassuring, comfort, baboon, Osiris, Ma'at. Anubis, Hathor, ankh, Book of the Dead, Hall of Death, Ammit, parasite, mosquito, malaria, bout, weakened, immune system, susceptible, infection, impact injury, compound fracture, femur, sustained, gangrene, decomposition, bacterial, wound, trauma, poison, forensic scientist, sinister, motive, commissioned, procession, colonnade, dedicated, worshipped, Luxor, sustain, ultimately, Ay, Horemheb, adviser, Prime Minister, effectively, preceding, Commander in Chief, reputation, restore, low birth, commoner, servant, seize, plotting, wild game, privilege, noblemen, gazelle, antelope, ox, ostrich, beaters, warrior, Hittites, empire, Turkey, Syria, armour, wear and tear, indicating, crude, resin, decaying, historical fiction.	Second World War; invasion; Nazi Germany; occupied; territories; speech; Winston Churchill; prime minister; Parliament; Adolf Hitler; Führer; Reich Chancellor; evacuation; Dunkirk; Battle of France; Battle of Britain; Channel Islands; mainland; government; surrounded; withdraw; preparations; Crown dependency; diplomatic; tantamount; non-aggression pact; retreat; sub-headline; parachutists; coast; challenge; transport; soldiers; barges; landing craft; vulnerable; strategy; Royal Navy; Kriegsmarine; Luftwaffe; Royal Air Force; battleship; aircraft carrier; destroyer; minesweeper; submarine; fighter aircraft; bomber aircraft; dive bomber; Stuka; morally; physically; significant; minefield; channel; Straits of Dover; sealed off; flank; coastal; artillery; command; protect; damage; torpedo; abandon; Fleet Air Arm; recognisable; speculate; significance; Reichsmarschall; anti-aircraft artillery; search light; Royal Observer Corps; radar; transmitter; operator; Fighter Command; headquarters; plotter; incoming; Messerschmitt; Spitfire; Junkers; Hurricane; Bomber Command; Lancaster; mission; Robert Watson-Watt; detection; ranging; early warning system; operator; broadcast; radio waves; patrol; airborne; altitude; factory; production line; airfield; delivered; combat; convoy; tactics; concentrate; precious; training; repair; curved; dog fight; machine gun; cannon; rescued; nursed; control centre; limped; opponent; rearm; refuel;
Enrichment		
Spring		Local Study – York
NC POS		A local history study, tracing how several aspects of national history are reflected in the locality (this can go beyond 1066).
Skills		<ul style="list-style-type: none"> <li>● <b>Describe</b> and <b>suggest reasons</b> for the manufacture and use of Roman head pots discovered at York and suggest a reconstruction from archaeological remains, <b>justifying their decisions</b>;</li> <li>● <b>Explain</b> how the discovery of the York Coppergate Anglo-Saxon helmet allowed historians to understand more about the ancient Kingdom of Northumbria;</li> <li>● <b>Explain</b> the genre of historical fiction and <b>make a justified judgement</b> about the life of Oshere and the story behind his unclaimed helmet;</li> </ul>

		<ul style="list-style-type: none"> <li>● <b>Describe</b> and <b>explain</b> how the Church during Norman times was able to raise the funds required to build York Minster;</li> <li>● <b>Empathise</b> with those who were required to pay tithes and work for free during the construction of York Minster;</li> <li>● <b>Describe</b> and <b>explain</b> why a battle was fought at Marston Moor in 1644 and <b>evaluate</b> a range of sources to <b>reach a judgement</b> about why killing a dog was so important to one of the armies fighting on that day;</li> <li>● <b>Identify, describe</b> and <b>explain</b> why the arrival of the railways in York, together with the invention of the coal-fired steam engine, led to the building of large manufacturing factories in the city;</li> <li>● <b>Compare and contrast</b> working conditions in the Rowntree factory in York with those of most other Victorian factories of the time and <b>reach a judgement</b> that <b>explains</b> the differences;</li> <li>● <b>Explain</b> why some wealthy businessmen and politicians became social reformers and philanthropists during the 19th century and <b>evaluate</b> some of the impacts they had;</li> </ul> <p><b>Compare and contrast</b> the features of one other Norman Gothic cathedral in England with those of York Minster</p>
Vocabulary		<p>Ceramic; head pot; sculpture; Roman; York; North Africa; Libya; denarius; United Kingdom; Emperor Septimius Severus; Julia Domna; Syria; Eboracum; Picts; military; campaign; raids; homeland; Scotland; mural; Caracalla; Antoninus; Geta; gout; reconciliation; assassinated; Praetorian Guard; <i>damnatio memoriae</i>; tyrannical; allegedly; disillusioned; fragment; shard; unearthed; reconstruct; archaeologist; pillar; carving; battle of Dun Nechtain; Anglo-Saxon; Northumbria; Germany; Netherlands; Denmark; invasion; Eoferwic; helmet; depicts; excavating; artefact; riveted; iron; brass; crest; intricately; inlaid; pattern; chain mail; inscription; translate; Oshere; prayer; deliberate; armour; nobleman; Prince; violence; Deira; Bernicia; relative; historical fiction; faction; invented; plausible; York Minster; Roman Catholic Church; Cathedral of St Peter; Gothic; architecture; Europe; France; Duke of Normandy; William the Conqueror; King Harold II; battle of Hastings; Tudor; Normans; Exeter; Norwich; Durham; Bishop; Archbishop; worship; superiority; culture; tax; tithe; Heaven; Hell; sacrifices; tourists; Battle of Marston Moor; Boye; Prince Rupert of the Rhine; armour; weapons; Oliver Cromwell; gallantry; routed; brigade; enemy; stoutest; undaunted; courage; cannon; ammunition; disappointed; musketeer; dissipating; wearied; discouraged; unshaken; entire; renewing; valour; charged; pursued; civil war; King Charles I; Parliament; divine ruler; instructions; arrest; Member of Parliament; unpopular; court; war; opposing; Cavaliers; Roundheads; New Model Army; Sir Thomas Fairfax; Lord Manchester; Marquis of Newcastle; full moon; surrender; quarter; clemency; mercy; subsequently; traitor; public enemy; executed; restored; King Charles II; Commonwealth; Lord Protector of England; bounty; victorious; 'familiar'; evil spirit; demon; witch; servant; spy; pamphlet; leaflet; principles; Puritan; sin; recruited; Matthew Hopkins; witch hunts; agent; buried; mass grave; propaganda; biased; misleading; promote; persuade; industry; industrial; railway; junction; station; London; Edinburgh; headquarters; carriage; barge; canal; raw materials; employees; workforce; economy; goods; services; industrial age; Industrial Revolution; steam engine; James Watt; manufacture; cotton; wool; iron and steel; chemicals; boilers; factories; inspector; working conditions; child labour; dextrous; agility; unscrupulous; Factory Act; Mines Act; underground; fortunate; hydraulic; cocoa; chocolate; confectionery; education; Joseph Rowntree; Quaker; politician; social reformer; philanthropist; William Wilberforce; Earl of Shaftesbury; Octavia Hill; Titus Salt; John Stuart Mill; Elizabeth Fry; Millicent Fawcett; Richard Owen; William Booth; repair; footplate; guard; porter; labourers.</p>

Enrichment		•
Summer	<b>Titanic</b> What does the sinking of the Titanic tell us about life in Britain in 1912?  - Wealth gap/class/ migration – why were most third class passengers Irish?	<b>Ancient Greece</b>  The story of The Trojan Horse: historical fact, legend or classical myth?
NC POS	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	Ancient Greece – a study of Greek life and achievements and their influence on the Western world.
Skills	<p><b>Compare and contrast</b> a number of historical sources to enable them to <b>recognise and describe</b> in simple terms some of the stark contrasts that existed in living conditions amongst different sections the population of Britain in 1912;</p> <p><b>Describe</b> and <b>offer reasons</b> why so many migrants such as Delia left Ireland in the 1900s to start new lives in other countries such as the United States of America;</p> <p><b>Describe and explain</b> the difference between primary sources and secondary sources of historical evidence;</p> <p>Create a simple timeline using equidistant intervals of time to <b>identify, describe and explain</b> the temporal order of the events of the final day of the Titanic April 15<sup>th</sup> 1912;</p> <p>Create their own historical narrative in the form of a journalistic recount text, which sequences and <b>describes</b> the events that occurred during the voyage of the Titanic and <b>provides reasons</b> for why things unfolded as they did.</p>	<p>During the enquiry pupils will have opportunities through the application and analysis of a wide range of historical skills and resources to:</p> <ul style="list-style-type: none"> <li>• <b>Describe</b> and <b>explain</b> the main events in the siege of the city of Troy during the Trojan War in Ancient Greece;</li> <li>• <b>Evaluate</b> and <b>critique</b> the visual, written and archaeological evidence which presently exists regarding the Trojan Horse, and begin to formulate <b>conclusions</b>;</li> <li>• <b>Reach a conclusion</b> and <b>make a judgment</b> regarding whether the story of the Trojan Horse is (in their opinion) fact, legend or myth, and <b>justify their decision</b>;</li> </ul> <p><b>Review</b> and <b>evaluate</b> the 'historical' evidence regarding the existence of the lost Kingdom of Atlantis and <b>reach a judgment</b> as to its reliability and trustworthiness</p>
Vocabulary	Century, occasion, event, etiquette, wealth, prosperity, minority, employed, domestic service, servant, numerous, society, garden party, concerts, grandiose, working classes, aristocracy, ruling class, knighthood, Lord, Lady, poor relief, unskilled, labourer, governess, factory, mill, cotton, countryside, rural, farming, hereditary, honorary, advertisement, accessorise, artificial, statue, farmhouse, commemorate, honour, respect, United States of America, disease, potato blight, destroyed, barely, surviving, migrant, living conditions, St Louis, Missouri, Queenstown, Ireland, transport, dock, passengers, quay, preparation, Third Class, Steerage, fleet, addition, liner, en route, destination, Titanic, manifest, crew, survived, embark, board, migrant, country, travel, Atlantic Ocean, New York, representation, impression, account, primary sources, secondary sources, first hand, timeline, temporal, equidistant, newspaper, articles, news, advertisements, correspondence, broadsheet, tabloid, television, radio, communication, internet, social media, local, global, provincial,	The Trojan Horse; Ancient Greece; historians; authentic; truthful; accurate; factual; myth; traditional; celebrating; fantastic; exploits; hero; judgment; evaluate; Europe; Greece; kingdoms; government; city; Troy; Sparta; Mycenae; kidnapped; Paris of Troy; Queen Helen of Sparta; King Menelaus of Sparta; King Agamemnon of Mycenae; expedition; Trojan War; Aegean Sea; capture; siege; starvation; disease; surrender; Odysseus; Athena; warriors; Sinon; interrogates; offend; demolish; punish; storyboard; timeline; authenticate; vase; depiction; sculpture; Buddhist; shrine; Gandhara; region; Pakistan; illustrated; manuscript; Roman; poet; Virgil; engraving; France; Motte; procession; scene; reliable; evidence; witnessed; first-hand; primary; occurred; generation; archaeological; undergoing; subterfuge; site; discovered; remains; ruins; fortifications; massive; inhabited; fact; legend; King Arthur; Robin Hood; Kingdom of Atlantis; symbolic; creation; summarising; preparation; combination; speculation; earthquake; attributed; Poseidon; collapsed; battering ram; siege tower; archers;

	national, historical narrative, recount.	wheeled; reconstruction; relief; Syria; hide; soaked; resembled; negotiation; envoy; mission; mutiny; galley; perspective; viewpoint; authenticity; accuracy
Enrichment		

└

### Key stage 1

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.

Pupils should be taught about:

changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life			
events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]			
the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]			
significant historical events, people and places in their own locality.			



## Key stage 2

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

Pupils should be taught about:

changes in Britain from the Stone Age to the Iron Age	<b>Examples (non-statutory)</b> This could include: late Neolithic hunter-gatherers and early farmers, for example, Skara Brae Bronze Age religion, technology and travel, for example, Stonehenge Iron Age hill forts: tribal kingdoms, farming, art and culture	Y3/4 B	
the Roman Empire and its impact on Britain	<b>Examples (non-statutory)</b> This could include: Julius Caesar's attempted invasion in 55-54 BC the Roman Empire by AD 42 and the power of its army successful invasion by Claudius and conquest, including Hadrian's Wall British resistance, for example, Boudica 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity	Y3/4 A	
Britain's settlement by Anglo-Saxons and Scots	<b>Examples (non-statutory)</b> This could include: Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire	Y3/4 B	

	<p>Scots invasions from Ireland to north Britain (now Scotland)</p> <p>Anglo-Saxon invasions, settlements and kingdoms: place names and village life</p> <p>Anglo-Saxon art and culture</p> <p>Christian conversion – Canterbury, Iona and Lindisfarne</p>		
the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor	<p><b>Examples (non-statutory)</b></p> <p>This could include:</p> <p>Viking raids and invasion</p> <p>resistance by Alfred the Great and Athelstan, first king of England</p> <p>further Viking invasions and Danegeld</p> <p>Anglo-Saxon laws and justice</p> <p>Edward the Confessor and his death in 1066</p>	Y 3/4 B	
a local history study	<p><b>Examples (non-statutory)</b></p> <p>a depth study linked to one of the British areas of study listed above</p> <p>a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)</p> <p>a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.</p>	Y5/6 B	
a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	<p><b>Examples (non-statutory)</b></p> <p>the changing power of monarchs using case studies such as John, Anne and Victoria</p> <p>changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20<sup>th</sup> Century</p> <p>the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day</p> <p>a significant turning point in British history, for example, the first railways or the Battle of Britain</p>	Y5/6 A	Y5/6 B
the achievements of the earliest civilizations	Ancient Egypt	Y5/6 A	

Ancient Greece –	a study of Greek life and achievements and their influence on the western world		
a non-European society that provides contrasts with British history	Mayan civilization c. AD 900	Y5/6 A	