



Objective	Year 3	Year 4	Year 5
<p>Changes in Britain from the Stone Age to the Iron Age</p>	<p><b>Surviving in the Stone Age</b></p> <ul style="list-style-type: none"> <li>I can use a timeline within a specific period of history to set out the order that things may have happened.</li> <li>I can use research skills to find answers to specific historical questions.</li> <li>I can research in order to find similarities and differences between two or more periods of history.</li> <li>I can describe events from the past using dates when things happened.</li> <li><i>N.C. Late Neolithic hunter-gatherers and early farmers</i></li> <li><i>N.C Bronze Age religion</i></li> <li><i>N.C Bronze Age inventions</i></li> <li><i>N.C Iron Age hill forts: tribal kingdoms</i></li> <li><i>N.C Iron Age Art and Culture</i></li> </ul>		
<p>The Roman Empire and its impact on Britain</p>		<p><b>Roman Rulers</b></p> <ul style="list-style-type: none"> <li>I can plot events on a timeline using centuries. I can use my mathematical skills to round up time differences into centuries and decades.</li> <li>I can explain some of the times when Britain has been invaded.</li> <li>I can explain how historic items and artefacts can be used to help build up a picture of life in the past.</li> <li>I can explain how an event from the past has shaped our life today.</li> <li>I can research two versions of an event and explain how they differ.</li> <li>I can research what it was like for children in a given period of history and present my findings to an audience.</li> <li>I can use research skills to find answers to specific historical questions.</li> <li>NC Understand how key events and individuals in design and technology have helped shape the world</li> </ul>	
<p>Britain's settlement by Anglo-Saxons and Scots</p>		<p><b>Anglo Saxon Settlers</b></p> <ul style="list-style-type: none"> <li>I can plot events on a timeline using centuries.</li> <li>I can use my mathematical skills to round up time differences into centuries and decades.</li> <li>I can use research skills to find answers to specific historical questions.</li> <li>I can explain some of the times when Britain has been invaded.</li> <li>I can explain how historic items and artefacts can be used to help build up a picture of life in the past.</li> <li>I can research what it was like for children in a given period of history and present my findings to an audience.</li> <li>I can explain how an event from the past has shaped our life today.</li> <li>NC Anglo Saxon Christian Conversion</li> <li>NC History: Saxon place names</li> <li>NC History: Anglo Saxon art and culture</li> </ul>	



<p>the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <ul style="list-style-type: none"> <li>- <i>resistance by Alfred the Great</i></li> <li>- <i>Viking Raids and Invasion</i></li> </ul>		<p><b>Viking invaders</b></p> <ul style="list-style-type: none"> <li>• I can plot events on a timeline using centuries.</li> <li>• I can explain some of the times when Britain has been invaded.</li> <li>• I can explain how an event from the past has shaped our life today.</li> <li>• I can use research skills to find answers to specific historical questions.</li> <li>• I can research two versions of an event and explain how they differ.</li> <li>• I can research what it was like for children in a given period of history and present my findings to an audience.</li> <li>• N.C. Resistance by Alfred the great</li> <li>• NC. Viking Raids and invasions</li> </ul>	
<p>a local history study</p>			<p><b>The Battle of Evesham</b></p> <ul style="list-style-type: none"> <li>• I can draw a timeline with different historical periods showing key historical events or lives of significant people.</li> <li>• I can explain how Parliament affects decision making in England.</li> <li>• I can describe the features of historical events and way of life from periods I have studied; presenting to an audience.</li> <li>• I can test out a hypothesis in order to answer a question</li> <li>• <b>N.C.</b> understand how our knowledge of the past is constructed from a range of sources.</li> <li>• <b>N.C.</b> Note connections over time and develop the appropriate use of historical terms.</li> <li>• <b>N.C.</b> construct informed responses that involve thoughtful selection and organisation of relevant historical information</li> </ul>
<p>a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p><i>changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present</i></p>	<p><b>Rolls Royce Designers</b></p> <ul style="list-style-type: none"> <li>• I can describe events from the past using dates when things happened.</li> <li>• I can use a timeline within a specific period of history to set out the order that things may have happened.</li> <li>• I can use my mathematical knowledge to work out how long-ago events happened.</li> </ul>		<p><b>Out of this World</b></p> <ul style="list-style-type: none"> <li>• I can draw a timeline with different historical periods showing key historical events or lives of significant people.</li> </ul> <p><b>Changes in Crime and Punishment</b></p> <ul style="list-style-type: none"> <li>• I can draw a timeline with different historical periods showing key historical events or lives of significant people.</li> <li>• I can compare two or more historical periods; explaining things which changed and things which stayed the same.</li> <li>• I can describe the features of historical events and way of life from periods I have studied; presenting to an audience.</li> <li>• I can test out a hypothesis in order to answer a question</li> </ul> <p><b>Changes Leading to a Modern Britain</b></p> <ul style="list-style-type: none"> <li>• I can draw a timeline with different historical periods showing key historical events or lives of significant people.</li> <li>• I can compare two or more historical periods; explaining things which changed and things which stayed the same.</li> <li>• N.C. the process of change, the diversity of societies</li> <li>• N.C. the process of change, the diversity of societies</li> <li>• N.C. Continuity and change</li> <li>• N.C. Significant People</li> </ul>



<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>	<p><b>The First Civilisations/ Discovering China</b></p> <ul style="list-style-type: none"> <li>• I can use a timeline within a specific period of history to set out the order that things may have happened.</li> <li>• I can use research skills to find answers to specific historical questions.</li> <li>• I can describe events from the past using dates when things happened.</li> <li>• I can explain how the lives of wealthy people were different from the lives of poorer people.</li> <li>• I can research in order to find similarities and differences between two or more periods of history.</li> </ul> <p><b>The First Civilisations</b></p> <ul style="list-style-type: none"> <li>• I can explain how the lives of wealthy people were different from the lives of poorer people.</li> <li>• I can use my mathematical knowledge to work out how long ago events happened.</li> <li>• N.C. Identify significance of events.</li> <li>• N.C. understand how our knowledge of the past is constructed from a range of sources</li> <li>• N.C. Identify similarity and difference between different periods of time</li> <li>• N.C. understand how our knowledge of the past is constructed from a range of sources.</li> </ul>		
<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><b>Mexico and the Maya (comparison with Anglo Saxons)</b></p> <ul style="list-style-type: none"> <li>• I can draw a timeline with different historical periods showing key historical events or lives of significant people.</li> <li>• I can describe the features of historical events and way of life from periods I have studied</li> <li>• I can summarise how Britain may have learnt from other countries and civilizations (historically and more recently).</li> <li>• I can test out a hypothesis in order to answer a question</li> </ul>