Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3		Ancient Egypt		Iron Age to		Romans
				Stone Age		
Year 4		The Tudors		Crime and		Ancient Greeks
				Punishment		
Year 5	Saxons and		Leisure and			Railways
	Vikings		Entertainment			
Year 6		The Victorians		Islamic	World War 11	
				Civilisation		

Year 3	Autumn 1	Autumn 2 Ancient Egypt	Spring 1	Spring 2 Iron Age to Stone Age	Summer 1	Summer 2 Romans
National Curriculum Statement/s		Who were the Ancient Egyptians? - I can find out about ancient Egyptian life by looking at artefacts. What was life like in Ancient Egypt?-I can understand what was important to people during ancient Egyptian times. Mummies- I can understand and explain		Surviving the Stone Age- I can understand what humans needed for survival in the Stone Age. Skara Brae- I can understand what was found at Skara Brae and why it is important. Copper Mining- I can understand what copper mining meant to the		The invasions- I can explain the spread of the Roman empire and recall key facts about the invasion of Britain. Roman Roads- I can understand why the Romans built new roads in Britain, know where some of the main roads ran to and

	the ancient Egyptian ritual of mummification. <b>Tutankhamun-</b> I can understand how evidence can give us different answers about the past. <b>Hieroglyphics-</b> I can compare and contrast the Egyptian Gods- I can compare and contrast the powers of different Egyptian gods.	people of the Bronze Age. Stonehenge - I can understand how evidence about Stonehenge can give us different answers about the past. Hillforts - I can understand how and why hillforts were developed in the Iron Age. The Druids - I can understand how evidence about Druids can give us answers about the past.	from and how the roads were made. Boudicca's Rebellion- I can understand how the Roman empire affected different people and how they felt and reacted to the changes that were being made. Hadrian's Wall- I can describe who Emperor Hadrian was, say when, how and why he built a wall and explain the features of the wall. Gods and Goddesses- I can understand what the religious beliefs the Romans had and know about some of the gods and goddesses that they worshipped. Roman Baths- I can explain what the Roman baths were and know about the different amenities they contained.
Year 4	The Tudors	Crime and Punishment	Ancient Greeks

National Curriculum Statement/s   War of the Roses- I can question how the Tudors came to rule Britain in 1066.   The Roman Legacy- I can understand some of the terms used in crime and punishment. I can the rems used in crime and punishment. I can thenry VIII - I can understand why King Henry VIII and his six wives- I can understand why King Henry VIII warted an heir.   The Roman Legacy- I can understand why the can explain how and why empires grow. I and punishment.   Who were the Ancient Greek? I can explain how and why empires grow. I an explain how that the can explain how the political system   Who were the an explain how and why empires grow. I an explain how that the political system     Henry VIII and his six wives - I can understand why King Henry VIII warted an heir.   Justice - I can find out both the modern British Greece. I can can understand why Henry VIII was important in creating the Church of England.   Breaking with Rome-I can understand why Henry VIII's was important Henry VIII's children were to British.   Ancient Greek Compare this system.     Henry VIII's children were to British.   The Torturing Tudors- I can find out about different punishment methods that were provider during the Tudor period.   Ancient Greek Compare different cinculaing art.     Hew did the Tudors effect society in Brotain?   The Highway Man: Hero or Vilarion find out about the life cirky-states and recall Goddesses and an gaddesses and and gaddesses and				
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Through the Ages- I and goddesses and   can reflect on what I am able to use this			•	Ancient Greek gods
can reflect on what I am able to use this			•	-
				-
have learnt about the				

Year 5	Saxons and Vikings	Leisure and Entertainment	history of crime and punishment in Britain. I can compare modern methods of crime prevention and detection with what existed in the past.	knowledge to plan my own Greek myth. The Trojan War- I can use a range of sources to find out about the past and then present my findings. Railways
National Curriculum Statement/s	Viking Raiders and Invaders- I can explain when, where the Vikings came from, and why they raided Britain. Anglo-Saxon Kings- I can compare the significance of Anglo- Saxon kings during the Viking period. Dane Geld- I can explain who King Ethelred 11 was and say when and why Dane Geld was introduced. Viking Life- I can identify and explain key aspects of Viking life. Laws and Justice- I can explain how the	At the Movies- I can understand how cinema changed over the 20 <sup>th</sup> century. The Beautiful Game- I can understand how and why football changed over the 20 <sup>th</sup> century. The Swinging Sixties- I can understand how young people's lives were different in the 1960's compared with today. Holiday Camps- I can understand why Holiday Camps became popular in Britain. Television- I can understand how important television had been to British		The Earliest Railways and Locomotives- I can describe how the first trains and railways were developed and compose a timeline of important events in history of rail travel. The Wonder of Steam Locomotives- I can explain why some steam locomotives are historically significant, say how and why steam locomotives changed over time and describe similarities and differences of different steam

	in Anglo-Saxon	Technology - I can see			The Growth of
	Britain.	how changes in 20 <sup>th</sup>			Britains Railway
	The Last Anglo-	century technology			Lines- I can
	Saxon Kings- I can	affect our lives today.			describe how and
	explain how the last	,			why the railway
	Anglo-Saxon kings				network in Britain
	shaped Britian.				grew and changed
					over time.
					Railway Art – I can
					identify different
					features within a
					piece of artwork and
					explain what the
					artist was trying to
					tell us about life on
					the railways in the
					past.
					The Impact of the
					Railways- I can find
					out about and debate
					positive and negative
					impact of the first
					railways on different
					aspects of society.
					Locomotive
					Technology- I can
					describe the
					technology of
					different
					locomotives and
					explain how and why
					they have changed
					over time.
Year 6	The Victorians		Islamic Civilisation	World War 11	

National	Who were the		The Importance of	The Outbreak of	
Curriculum	Victorians?- I can		Baghdad- I can find out	War- I can explain	
Statement/s	put the Victorian		about Baghdad's role in	why World War 11	
	, period into historical		the early Islamic	began and order	
	, context.		civilisation.	events from early	
	I can use historical		The House of Wisdom-	World War 11 on a	
	sources to find out		I can find out about the	timeline.	
	about the Victorian		House of Wisdom and	Evacuation - I can	
	period		how it became a centre	write a letter in	
	Childhood during the		for learning.	role as an evacuee	
	Victorian Age. What		Discovery and	from World War 11.	
	was it really like at		Learning- I can explain	Rationing- I can	
	work?- I can use		some of the significant	describe how	
	several sources to		discoveries and studied	people's diets were	
	gather information.		which were led by early	different from	
	I can compare life		Islamic scholars and	World War 11 and	
	for a child in		evaluate the impact they	answer questions	
	Victorian times and		made to the wider world.	about the	
	the present day.		The First Four Caliphs-	implementation of	
	I understand the		I can describe who	rationing.	
	cause and effect that		Muhammad is, how the	The Role of	
	helped to create this		first caliphate came to	Women- I can find	
	situation.		be formed and explain	out about women's	
	If life was so hard		the roles and	wartime jobs and	
	for people living in		responsibilities of a	describe what they	
	the factory towns,		caliph.	entailed in detail.	
	why then did so		Islamic Art- I can	The Holocaust- I	
	many people move		identify and talk about	can explain what the	
	there? - I can		different forms of	Holocaust was and	
	explain a range of		Islamic art and create	describe some	
	reasons why people		my own geometric	events that	
	moved to the towns in		pattern based on	happened.	
	the 19th century.		traditional techniques.	Key Events - I can	
				describe what	

I have grouped these		Trade and Power- I can	happened during	
reasons into simple		identify reasons why the	some key events	
categories.		early Islamic civilisation	from World War 11	
I understand that		became a major power,	and order events on	
family members		know about the Silk	a timeline.	
would feel		Road trade route and		
differently.		the items offered for		
I have tried to		trade and be able to		
empathise with family		describe the methods		
members.		used by early Islamic		
A time of inventors.		chemists when making		
Whose invention		perfume.		
would you put your				
money on?- I have a				
better knowledge of				
the types of				
inventions that took				
place during the				
Victorian era.				
I can explain how				
inventions changed				
the lives of				
Victorians.				
I can consider the				
impact of the				
invention today.				
Should we remember				
Victorian times as a				
Golden Age of				
tremendous change				
for the better, or a				
Dark Age of human				
suffering?				
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