

	Autumn A	Spring A	Summer A	Autumn B	Spring B	Summer B
History Twinkl History Seekers	Anglo Saxons, Scots and Vikings	Stone Age to Iron Age	Ancient Egypt	The Ancient Civilisations	Romans in Britian	Local History Study
	Prior Learning	Prior Learning	Prior Learning	Prior Learning	Prior Learning	Prior Learning
	Key Questions	Key Questions	Key Questions	Key Questions	Key Questions	Key Questions
	Learning Statements <u>Year 3</u> I can understand the reasons why the Romans left Britain and that the Anglo-Saxons decided to settle in Britain. I can recognise the different groups living in Britain at this time. I can explain what happened when the Anglo-Saxons arrived in Britain. I can recognise the causes and consequences of the Anglo-Saxons settling in Britain. I can compare the lives of different groups of people, such as the Scots and Anglo-Saxons, living in Britain during the 5th century. I can explain what daily life was like for Anglo-Saxons. I can explain some of the beliefs of the Anglo-Saxons. I can use evidence to support my ideas about the religious beliefs of people in Britain between the 5th and 7th century. I can use evidence from the Sutton Hoo dig site to explain who held power in Anglo-Saxon Britain. I can explore the Anglo-Saxon kingdoms and explain the influence Anglo-Saxon place names have had on place names today. I can assess how the Anglo-Saxons changed life in Britain and how significant that change was.	Learning Statements <u>Year 3</u> I can identify how early humans survived during the Stone Age and explain the importance of hunting and gathering. I can describe how life changed during the Stone Age, including the development of farming and permanent settlements. I can recognise and describe a range of sources that help us understand life in the Stone Age. I can address questions about how the discovery of bronze brought changes to tools, weapons and society. I can explain what prehistoric monuments reveal about the beliefs and organisation of the people who built them. I can note connections and contrasts between life in Bronze Age and Iron Age Britain, including tools, settlements and society. I can describe several changes between the Stone Age and Iron Age and explain which change I think was the most important, using evidence to support my view.	Learning Statements <u>Year 3</u> I can place eight significant events of the ancient Egyptian time period on a timeline and answer questions about the timeline I have created. I can research clothes and appearance in ancient Egypt using an adapted fact file and then feedback my findings to the rest of the group. I can record my findings in digital form. I can read a simplified fact file to complete a retrieval quiz where I mostly write down the answers for myself. I can gather information about artefacts associated with the mummification process, answer questions about them and add an interesting fact. I can give reasons why the discovery of King Tutankhamun’s tomb was a historically significant event and write a museum label describing what an artefact from the tomb reveals about the ancient Egyptians. I can explore fact files and expert opinions about various ancient Egyptian achievements and use what I have learnt to complete responses to discussion questions to show which achievement of the ancient Egyptians I believe was the most significant. I can write about two of the achievements of the ancient Egyptians.	Learning Statements <u>Year 3</u> I can identify the features of civilisations and note connections and trends over time relating to the environment. I can identify the chronology of the ancient civilisations and use timelines to sequence significant events. I can explore the significance of ancient inventions and technology with particular focus on writing systems and make my own observations about them. I can use their own research to identify the beliefs of ancient civilisations and make comparisons between them. I can use artefacts to explore the past and make their own interpretations about them. I can use historical vocabulary to ask and answer questions and share my ideas about the past.	Learning Statements <u>Year 3</u> I can investigate where the Romans came from and how the city of Rome became the centre of a huge empire. I can discover when the Romans conquered Britain and give reasons why the invasion was a success. I can identify similarities and changes to Celtic daily life after the Roman invasion of Britain. I can understand why Queen Boudicca led a rebellion against the Romans and consider the different perspectives on this event. I can find out about life in Roman Britain by investigating Roman remains. I can recognise the importance of Hadrian’s Wall to the Romans and write about the lives of soldiers who lived there. I can understand the lasting impact of the Roman Empire on Britain	Learning Statements <u>Year 3</u> Not yet available
	<u>Year 4</u> I can understand and explain the reasons why the Romans left Britain and that the Anglo-Saxons decided to settle in Britain. I can confidently recognise the different groups living in Britain at this time. I can confidently explain what happened when the Anglo-Saxons arrived in Britain. I can recognise the causes and consequences of the Anglo-Saxons settling in Britain and explain these in detail. I can confidently compare the lives of different groups of people, such as the Scots and Anglo-Saxons, living in Britain during the 5th century. I can explain in detail what daily life was like for Anglo-Saxons. I can explain in detail some of the beliefs of the Anglo-Saxons.	<u>Year 4</u> I can describe in detail how Stone Age people adapted to their environment and explain why hunting and gathering were essential for survival. I can explain the significance of changes during the Stone Age and how new ideas, such as farming, transformed life. I can confidently evaluate a range of sources and explain what they tell us about different aspects of Stone Age life. I can independently explain how the discovery of bronze changed life in Britain and evaluate its wider significance. I can confidently analyse the significance of prehistoric monuments and what they reveal about society, belief and technology. I can confidently compare life in the Bronze Age and Iron Age, evaluating which changes were most significant and why. I can evaluate a variety of changes from the Stone Age to the Iron Age and explain the impact of these changes using	<u>Year 4</u> I can place ten significant events of the ancient Egyptian time period on a timeline and answer questions about the timeline I have created. I can research life in an ancient Egyptian home using an adapted fact file and then feedback my findings to the rest of the group. I can record their findings in digital form. I can read a fact file to complete a retrieval quiz with more challenging questions. I can gather information about artefacts associated with the mummification process, answer questions about them, add an interesting fact and add my own questions. I can give reasons why the discovery of King Tutankhamun’s tomb was a	<u>Year 4</u> I can confidently identify the features of civilisations and note connections and trends over time relating to the environment. I can identify the chronology of the ancient civilisations with ease and use timelines to sequence a number of significant events. I can thoughtfully explore the significance of ancient inventions and technology with particular focus on writing systems and make detailed observations. I can use their own more extensive research to identify the beliefs of ancient civilisations and make comparisons between them. I can use artefacts to explore the past and make my own interpretations about them with confidence. I can use historical vocabulary with confidence to ask and answer questions and share my detailed ideas about the past.	<u>Year 4</u> I can investigate where the Romans came from and can confidently explain how the city of Rome became the centre of a huge empire. I can discover when the Romans conquered Britain and give detailed reasons why the invasion was a success. I can give detailed explanations about the similarities and changes to Celtic daily life after the Roman invasion of Britain. I can understand why Queen Boudicca led a rebellion against the Romans and carefully consider the different perspectives on this event. I can find out about life in Roman Britain by investigating Roman remains and can confidently share my findings. I can recognise the importance of Hadrian’s Wall to the Romans and write in detail about the lives of soldiers who lived there. I can confidently understand the lasting impact of the Roman Empire on Britain.	<u>Year 4</u> Not yet available

	I can confidently use evidence to support their ideas about the religious beliefs of people in Britain between the 5th and 7th century. I can use evidence from the Sutton Hoo dig site to confidently explain who held power in Anglo-Saxon Britain. I can explore the Anglo-Saxon kingdoms and confidently explain the influence Anglo-Saxon place names have had on place names today. I can assess how the Anglo-Saxons changed life in Britain and how significant that change was.	historical vocabulary and evidence.	historically significant event and write a detailed museum label describing what an artefact from the tomb reveals about the ancient Egyptians. I can explore fact files and expert opinions about various ancient Egyptian achievements and use what I have learnt to complete responses to discussion questions to show which achievement of the ancient Egyptians I believe was the most significant. I can write in detail about two of the achievements of the ancient Egyptians.			
	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge
	Key Skills	Key Skills	Key Skills	Key Skills	Key Skills	Key Skills
	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary
Years 5 and 6						
	Autumn A	Spring A	Summer A	Autumn B	Spring B	Summer B
History	Second World War	Benin	Ancient Greece	Industrial Revolution	Migration	Crime and Punishment
Twinkl History Seekers	Prior Learning	Prior Learning	Prior Learning	Prior Learning	Prior Learning	Prior Learning
	Key Questions	Key Questions	Key Questions	Key Questions	Key Questions	Key Questions
	Learning Statements <u>Year 5</u> I can explain why the declaration of war in 1939 was a significant event and describe how Britain prepared for the challenges ahead. I can describe how the war affected the lives of children in Britain and explain how some experiences stayed the same while others changed. I can use a range of sources to investigate women's wartime roles and explain how these roles contributed to change in society. I can interpret evidence from sources to uncover what the Kindertransport was and draw my own conclusions about its impact. I can identify the causes of the D-Day landings and explain the consequences for the progress and outcome of the Second World War. I can describe the significance of victory, defeat and liberation at the end of the war for different countries and individuals.	Learning Statements <u>Year 5</u> I can explore when the Kingdom of Benin existed and examine the hierarchy of society during the rule of the Obas. I can understand how historians use different types of evidence to learn about life in the Kingdom of Benin and that all sources can have limitations. I can understand the different beliefs held by people in the Kingdom of Benin and can compare these with a range of ancient Greek beliefs. I can describe some important changes in the Kingdom of Benin during its Golden Age in the 15th and 16th centuries and explain their significance. I can make comparisons between the Kingdom of Benin and Anglo-Saxon Britain by describing how each society lived, how leadership was organised and how they used their environment. I can understand the historical importance of the Benin Bronzes; investigating arguments for and against their repatriation and form my own reasoned conclusions.	Learning Statements <u>Year 5</u> I can identify and sequence significant key events from the ancient Greek period on a timeline. I can explain how Alexander the Great's empire grew and can write about how this growth affected different groups of people. I can use secondary sources to gather information about life in ancient Greece and present some of my research findings. I can compare life in ancient Athens and ancient Sparta using primary sources to note down my arguments, with supporting reasons, to participate in a debate. I can gather evidence from the past and make inferences about life in ancient Greece by examining ancient Greek pottery. I can describe key features of ancient Greek beliefs by explaining the roles and significance of gods and goddesses, showing how these reflect attitudes and everyday life in the past. I can evaluate one or two visual or literary sources of evidence with some independence, identifying what the sources reveal about ancient Greek beliefs on the Trojan War and aspects of daily life.	Learning Statements <u>Year 5</u> I can identify the causes of the Industrial Revolution and why Britain was the first nation to industrialise. I can analyse a range of sources to compare and contrast the experiences of factory workers during the Industrial Revolution. I can recognise and describe the significance of the Factory Acts and the impact they had on the lives of child workers. I can address questions relating to the change brought about by the growth of the railways. I can evaluate the impact and significance of coal production to the success of the Industrial Revolution. I can note connections and contrasts between British society before and after the Industrial Revolution.	Learning Statements <u>Year 5</u> I can explain what it means to be British today and in the past and describe how migration has influenced identity. I can describe why people migrated to Britain before 1600 and explain how push and pull factors influenced their decisions. I can use sources to explain what life was like for people who migrated in the past and describe how individuals contributed to change in society. I can interpret evidence from sources to explain migration stories during industrialisation and draw conclusions about their impact on communities. I can explain why Britain needed migration after the Second World War and describe how people who migrated contributed to the NHS, the economy and local communities. I can use examples from across the unit to explain what Britain might be like without migration and describe the significance of migration for areas such as work, culture and identity.	Learning Statements <u>Year 5</u> I can analyse the crimes and punishments of the Romans and investigate if their system of justice was fair. I can compare how the legal system worked in Anglo-Saxon times compared to the Roman system. I can investigate what led people to commit crimes and the consequences of these in Tudor and Stuart England, using some sources. I can understand and can explore the changing attitudes to punishment and reflect on the experiences of Victorian prisoners. I can understand how restrictions imposed by the government had an impact on how crime and punishment were viewed in the 1900s. I can compare the similarities and differences of crime and punishment from the past to now.
	<u>Year 6</u> I can explain clearly why the declaration of war in 1939 was a significant event and describe in detail how Britain prepared for the challenges ahead. I can describe fully how the war affected the lives of children in Britain and explain in more depth how some experiences stayed the same while others changed.	<u>Year 6</u> I can explore when the Kingdom of Benin existed and examine the hierarchy of society during the rule of the Obas using evidence from the lesson. I can have an in-depth understanding of	<u>Year 6</u> I can confidently identify significant key events and dates from the ancient Greek	<u>Year 6</u> I can identify the causes of the Industrial Revolution and explain in detail why Britain was the first nation to industrialise. I can carefully analyse a range of sources to compare and contrast the experiences of factory workers during the Industrial Revolution. I can recognise and describe with confidence the significance of the Factory Acts and the impact they had on the lives	<u>Year 6</u> I can explain clearly what it means to be British today and in the past and describe in detail how migration has influenced identity over time. I can describe fully why people migrated to Britain before 1600 and explain in more	<u>Year 6</u> I can analyse the crimes and punishments of the Romans and investigate if their system of justice was fair, using evidence from the lesson. I can confidently compare how the legal system worked in Anglo-Saxon times compared to the Roman system, writing a summary to show their understanding of the similarities and differences.

	I can use a range of sources confidently to investigate women’s wartime roles and explain with clarity how these roles contributed to change in society. I can interpret evidence from sources to uncover what the Kindertransport was and draw my own detailed and thoughtful conclusions about its impact. I can identify the causes of the D-Day landings and explain with confidence the consequences for the progress and outcome of the Second World War. I can describe in-depth the significance of victory, defeat and liberation at the end of the war for different countries and individuals.	how historians use different types of evidence to learn about life in the Kingdom of Benin and that all sources can have limitations. I can demonstrate a secure understanding of the beliefs held by people in the Kingdom of Benin and compare these in detail with those of ancient Greece. I can understand and describe the main changes to the Kingdom of Benin during its Golden Age in the 15th and 16th centuries and explain how these changes had a significant impact on the future of the society. I can confidently compare the Kingdom of Benin and Anglo-Saxon Britain by describing in detail how each society lived, how leadership was organised and how they used their environment. I can demonstrate an in-depth understanding of the historical importance of the Benin Bronzes. I can critically examine reasons for and against their repatriation and form my own well-reasoned conclusions.	period, sequencing them on a timeline. I can confidently explain how Alexander the Great’s empire grew and can write in detail about how this growth affected different groups of people. I can confidently use secondary sources to gather information about life in ancient Greece and present their research findings. I can confidently compare life in ancient Athens and ancient Sparta using primary sources to note down their arguments, with supporting reasons and quotes, to confidently participate in a debate. I can independently gather evidence from the past and confidently make informed inferences about life in ancient Greece by analysing ancient Greek pottery. I can independently describe key features of ancient Greek beliefs by explaining the roles and significance of gods and goddesses, showing how these reflect attitudes and everyday life in the past. I can confidently evaluate a range of sources, assessing their reliability and usefulness in revealing ancient Greek beliefs about the Trojan War and aspects of daily life.	of child workers. I can independently address questions relating to the change brought about by the growth of the railways. I can confidently evaluate the impact and significance of coal production to the success of the Industrial Revolution. I can confidently note connections and contrasts between British society before and after the Industrial Revolution.	depth how push and pull factors shaped their decisions. I can use a range of sources confidently to explain what life was like for people who migrated in the past and explain with clarity how individuals contributed to wider change in society. I can interpret evidence from sources to explain migration stories during industrialisation and draw detailed and thoughtful conclusions about their long-term impact on communities. I can explain with confidence why Britain needed migration after the Second World War and describe in depth how individuals’ contributions to the NHS, the economy and culture shaped modern Britain. I can use evidence from across the unit to judge in depth how Britain would be different without migration and evaluate clearly the significance of migration for identity across time.	I can confidently investigate the main causes of crimes and explore the consequences of committing crimes using a range of sources. I can understand and can explore the changing attitudes to punishment and confidently reflect on the experiences of Victorian prisoners. I can understand and can confidently analyse how restrictions imposed by the government had an impact on how crime and punishment were viewed in the 1900s. I can confidently compare the similarities and differences of crime and punishment from the past to now and give reasons for these changes.
	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge	Key Knowledge
	Key Skills	Key Skills	Key Skills	Key Skills	Key Skills	Key Skills
	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary