



Substantive Knowledge:								
1.Changes in Britain from the Stone Age to the Iron Age	2.The Roman Empire and its impact on Britain	3. Britain’s settlement by Anglo-Saxons and Scots	4. The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor	5. A local history study	6. A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066	7. 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:	8. Ancient Greece – a study of Greek life and achievements and their influence on the western world	9. A non-European society that provides contrasts with British
How did the lives of ancient Britons change during the Stone Age? Changes in Britain: was it better to live in the stone age, iron age or bronze age? (map work, settlements) (HS)	How did the arrival of the Romans change Britain?	Who were the Anglo-Saxons and how do we know what was important to them? (C)	What did the Vikings want and how did Alfred help to stop them getting it? (C)	Changes in Britain: was it better to live in the stone age, iron age or bronze age? (map work, settlements) (HS) How did the arrival of the Romans change Britain? How our local environment changes (rivers) Victorians Woollen Mills (Term 6) Who has the power to rule? Journeys: the story of migration to Britain What was the impact of World War II on people in our locality? (HS)	Victorians Woollen Mills (Term 6) Who has the power to rule? Journeys: the story of migration to Britain What was the impact of World War II on people in our locality? (HS)	Ancient Egypt (HS) (Rivers)	Can we thank the Ancient Greeks for anything in our lives today? (HS)	Why did the ancient Maya change the way they lived? Maya
Skills – Disciplinary knowledge								
Chronological understanding	Knowledge and Understanding of Events, People and Changes in the past			Historical Interpretations	Historical Enquiry	Organisation and communication		
<ul style="list-style-type: none"> Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) Use a timeline to place historical events in chronological order. Describe dates of and order significant events from the period studied. 	<ul style="list-style-type: none"> Use evidence to describe the culture and leisure activities from the past. Use evidence to describe the clothes, way of life and actions of people in the past. Use evidence to describe buildings and their uses of people from the past 			<ul style="list-style-type: none"> Explore the idea that there are different accounts of history. 	<ul style="list-style-type: none"> Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites as evidence about the past. Ask questions and find answers about the past. 	<ul style="list-style-type: none"> Communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT. 		
Learning outcomes in relation to both knowledge and understanding, historical skills, vocabulary development and key subject concepts								
Identifying, Recognising, Describing, Observing, Recalling, Comparing and contrasting, Sequencing, Categorising, Reasoning and interpreting, Synthesising, Understanding through explanation, Justifying Developing conclusions.								