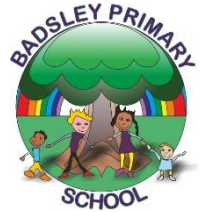


Badsley Primary School

History Progression Map



Coverage

	FS2	Y1	Y2	Y3	Y4	Y5	Y6
Autumn 1	Understanding the World			Stone, Bronze & Iron Age	The Romans	Anglo-Saxons & Scots	Ancient Greeks
Autumn 2	Understanding the World	Toys in Time			Roman Britain	Vikings	
Spring 1	Understanding the World	Transport & Travel	Great Fire of London	Ancient Egypt			Conflict & Resolution
Spring 2	Understanding the World						Local History Study combined
Summer 1	Understanding the World		They Made a Difference		Maya Civilisation	Baghdad & the Middle East	
Summer 2	Understanding the World		Kings and Queens				

Vocabulary progression***

Vocabulary may have been introduced earlier than given years but will be explicitly taught in context in the years below and historical vocabulary will be revisited continuously through the history curriculum thereafter.

	FS2	Y1	Y2	Y3	Y4	Y5	Y6
Historical	Change New Old Same	Past Present Chronological Order Timeline Artefact Modern Similar Describe	Historian Influence Eye Witness Sources Evidence Significant Compare Event Cause Conquer Invade Power Protest	Records Settlements Rare Archaeologists Remains Civilisation Philosophy Prehistory Trade Conflict Monument Ritual Hierarchy Legacy	Invasion Century Origin Ancestry Excavation Allies Empires Decline Settlements Archaeological site Belief Literacy City-state Worship	Defence Replica Alliance Unification Industrialisation Revolution Class Dynasty Migration Kingdom Community Convert Excavation Raid Battle Truce Wealth Advancement Developed Primary source Secondary source	Legacy Elites Catalyst Boycott Pioneer Prejudice Propaganda Occupy Appeasement Government Democracy Conquest Influence Alliance Resolution
Topic specific		Material Transport Diesel Engine Spacecraft	Damage Monarchy Magna Carta Parliament Reign Heir Rights Equality Racism Apartheid Segregation	Mesolithic Neolithic Palaeolithic Hunter-gatherer Agriculture Irrigation Pharaoh Pyramid Hieroglyphics Temple Mummification Egyptology	Army Rebels Fort Burial site Glyph	Longship Caliph Scholar	Conscription Home front Appeasement Evacuate Welfare state

EYFS and National Curriculum

EYFS	KS1	KS2
<p><u>ELG: Past and Present</u> Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Talk about the lives of the people around them and their roles in society. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling. 	<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. (Y1, Travel and Transport)</p> <p>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] (Y2. The Great Fire of London)</p> <p>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. (Y2, They Made a Difference; Y2, Kings and Queens)</p> <p>Significant historical events, people and places in their own locality. (Y1, Travel and Transport)</p>	<p>Pupils should be taught about:</p> <p>Changes in Britain from the Stone Age to the Iron Age (Y3, Stone, Bronze and Iron Ages) The Roman Empire and its impact on Britain (Y4, The Romans; Y4, Roman Britain) Britain's settlement by Anglo-Saxons and Scots the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor (Y5, Anglo-Saxons & The Scots; Y5, The Vikings)</p> <p>A local history study (Y6, Conflict and Resolution)</p> <p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (Y6, Conflict and Resolution)</p> <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. (Y3, Ancient Egypt)</p> <p>Ancient Greece – a study of Greek life and achievements and their influence on the western world (Y6, Ancient Greece)</p> <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. (Y4, Maya Civilisation; Y5, Baghdad)</p>

Disciplinary Concepts

Each topic area has a main disciplinary focus throughout the topic. Other disciplinary concepts may be visited within a unit to support the main disciplinary focus.

DC1 – Cause and Consequence

DC2 – Continuity and Change

DC3 – Similarity and Difference

DC4 – Significance

DC5 – Evidence

DC6 - Interpretation

	FS2	Y1	Y2	Y3	Y4	Y5	Y6
Autumn 1	Understanding the World			Stone, Bronze & Iron Age DC2 (DC2, DC5, DC6)	The Romans DC1 (DC2, DC5, DC6)	Anglo-Saxons & Scots DC1 (DC4, DC5)	Ancient Greeks DC4 (DC1, DC2, DC3)
Autumn 2	Understanding the World	Toys in Time DC3 (DC2)			Roman Britain DC1 (DC2, DC3, DC4, DC5, DC6)	Vikings DC2 (DC1, DC4, DC5, DC6)	
Spring 1	Understanding the World	Transport & Travel DC2 (DC3, DC4)	Great Fire of London DC1 (DC2, DC5)	Ancient Egypt DC5 (DC1, DC2, DC3, DC4)			Conflict & Resolution
Spring 2	Understanding the World						Local History Study combined DC1 (DC2, DC3, DC4)
Summer 1	Understanding the World		They Made a Difference DC4		Maya Civilisation DC5 (DC4, DC6)	Baghdad & the Middle East DC1 (DC2, DC3, DC4)	
Summer 2	Understanding the World		Kings and Queens DC2 (DC1, DC5)				

Historical Skills and Knowledge Progression

	FS2	Y1	Y2	Y3	Y4	Y5	Y6
Cause and Consequence DC1		<p>Know that the past is something that has already happened.</p> <p><u>Transport and Travel</u> Know that Because trains were invented, goods and people could travel faster and further away.</p> <p>Explain that road travel has become cheaper and easier over time.</p> <p>Know that some types of transport are only used in certain areas, e.g., underground rails.</p>	<p><u>Great Fire of London</u> Know that the fire spread quickly and was difficult to put out.</p> <p>Be able to give reasons for why the fire spread quickly: buildings built close together, buildings made of wood, wind spread flames, no fire brigade, dry summer.</p> <p>Understand the types of damage caused by the fire and that much of London was destroyed with many left homeless.</p> <p><u>Kings and Queens</u> Know that King John I signed the Magna Carta and no monarch has had as much power since.</p>	<p><u>Stone, Bronze and Iron Ages</u> Know that conflict increased during the Iron Age as iron was easier to find meaning more people had access to metal object including weapons.</p> <p><u>Ancient Egypt</u> Know that the union of Upper and Lower Egypt established the first dynasty in Ancient Egypt.</p> <p>Know the Ancient Egyptians mummified pharaohs and very important people to preserve their body for the afterlife.</p>	<p><u>The Romans</u> Know thRomans invaded because they wished to expand their empire to gain wealth and power.</p> <p>Know that the Romans formed an alliance with a community to help them invade Britain in 43CE</p> <p>Be able to evaluate reasons why the Roman army was successful in spreading the Roman Empire.</p> <p>Understand that some people rebelled against the Roman occupation of Britain and Boudicca and her rebel army fought against the Romans.</p> <p>Discuss the changes that</p>	<p><u>Anglo-Saxons and Scots</u> Identify who invaded Britain after the Romans left and give reasons why their laws, customs and language became dominant.</p> <p>Know that Anglo-Saxon communities lived in small villages and support each other with different roles.</p> <p><u>Vikings</u> Know that Vikings were great traders who travelled far and wide to buy and sell goods.</p> <p>Know that Vikings raided religious buildings such as priories and monasteries and explain why: easy to find, filled with valuables.</p>	<p><u>Ancient Greece</u> Be able to explain how we know about the first civilisations of Ancient Greece: artefacts and ruins discovered by archaeologists.</p> <p>Can identify events that allowed Ancient Greece to flourish: e.g. Athenian democracy being established.</p> <p><u>Conflict and Resolution (inc Local History)</u> Conscription was introduced and meant every unmarried man aged between 18 and 41 to enlist in the armed forces.</p> <p>Know that technological advancements led to more deadly equipment meaning greater</p>

			<p>Understand that there were battles for power, including the civil war, that led to a fairer government.</p>		<p>happened as a result of the decline of the Roman Empire.</p> <p><u>Roman Britain</u> Know that Romans built towns across Britain and they all followed the same plan.</p> <p><u>Maya Civilisation</u> Know that Mayan civilisation declined over time and there are different opinions on why.</p> <p>Know that European invaders arrived around 1500 and colonised the Mayan lands.</p>	<p>Understand that when King Alfred won at the Battle of Edington, this forced a division in England where the Vikings settled in Danelaw.</p> <p>Understand the events that led to Vikings becoming kings of England.</p> <p>Viking rule ended when Edward the Confessor became king in 1042.</p> <p><u>Baghdad & The Middle East</u> Know how and why Baghdad and the Round City was built.</p> <p>Understand that there were many education developments during the Golden Age which led to many discoveries.</p> <p>Understand that challenges to power resulted in the decline of the</p>	<p>destruction in WW2.</p> <p>Know the events that lead to the start of WW2.</p> <p>Know that The Blitz was the German bombing on the Home Front.</p> <p>Identify the consequences of WW2 and the impact on Britain.</p> <p>Know that the United Nations was formed in 1945 to maintain international peace. Many countries signed the UN charter and follow its terms on conflict and resolution.</p>
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						Golden Age of Islam.	
Continuity and Change DC2		<p>Know that a timeline shows when things happened.</p> <p><u>Toys in Time</u> Can distinguish between toys from the past and present.</p> <p>Describe how toys have changed over time.</p> <p>Use a timeline to order toys from oldest to newest.</p> <p><u>Transport and Travel</u> Know that transport has changed over time and that modes of transport we have today haven't always been around.</p> <p>Know that overtime, engines on boats have made journeys safer and faster.</p>	<p>Order key events.</p> <p>Identify key events on a timeline.</p> <p><u>Great Fire of London</u> Know that London in 1666 is very different to today and be able to give reasons why: no electricity, phones, computers, no fire brigade, most buildings made of wood.</p> <p>Know that London was rebuilt after the fire and be able to give examples of the improvements made: streets made wider, houses built with bricks.</p> <p><u>Kings and Queens</u> Know that our country was ruled by monarchs for many years but the power held by the monarchy has</p>	<p>Place events on a timeline.</p> <p>Know what BCE and CE means.</p> <p>Know what BC and AD means.</p> <p><u>Stone, Bronze and Iron Ages</u> Know that, in Britain, prehistory included Stone, Bronze and Iron Ages and is a time before written records.</p> <p>Know that before the Neolithic period, people where hunter-gatherers who moved around and during the Neolithic period, people started to farm and build permanent homes.</p> <p>Know that the Bronze Age began over 4000 years ago.</p>	<p>Place events on a timeline and compare with other historical periods.</p> <p>Know what BC and AD means and why we are moving away from these terms.</p> <p><u>The Romans</u> Know that the Roman Empire began in 27BCE when Augustus became emperor.</p> <p>Know that the Roman Empire controlled parts of (what we now call) Europe, Asia and Africa.</p> <p>Explain that at the time of Roman invasions, Britain was split into different areas.</p> <p>Know that Romans built forts to defend their land.</p>	<p>Place events on a timeline and compare with other historical periods.</p> <p><u>Anglo-Saxons and Scots</u> Know that Anglo-Saxons were originally Pagans but converted to Christianity when King Ethelbert became the first king to do so.</p> <p>Know that converting to Christianity led to an increase in literacy and the first stone buildings.</p> <p><u>Vikings</u> Know that Vikings left their home in Scandinavia and sailed to other parts of Europe.</p> <p>Understand what caused the creation of the Danelaw.</p>	<p>Place events on a timeline and compare with other historical periods.</p> <p><u>Ancient Greece</u> Know that the Minoan and Mycenaean civilisations were the first in Ancient Greece.</p> <p><u>Conflict and Resolution (inc Local History)</u> Be able to describe how life on Home Front meant women fulfilled roles that were traditionally done by men.</p> <p>Know that children had to be evacuated to rural areas and be able to explain why.</p> <p>Know that following the war, reforms happened to tackle poverty including the</p>

		<p>Know that the first trains were called locomotives and were powered by steam.</p> <p>Know that trains are now powered by electricity and diesel.</p> <p>Understand how cars and buses have changed over times.</p> <p>Understand how bicycles have changed over time.</p> <p>Know that hot air balloons and gliders were the first type of aircraft.</p> <p>Understand how air travel has changed over time.</p>	<p>changed over time.</p> <p>Know that the Prime Minister is in charge today and King Charles III does not have much power.</p>	<p>Be able to identify some changes in the Bronze Age and the impact they had: using bronze to make goods, trade these, some became wealthy for the first time.</p> <p>Know that the Iron Age followed the Bronze Age and began around 750 BCE.</p> <p>Be able to identify some changes in the Iron Age and the impact they had: increase of trade, increase of conflict.</p> <p>Be able to describe how the religious rituals changed throughout prehistoric Britain.</p> <p><u>Ancient Egypt</u> Know that Ancient Egypt was a civilisation that began around 3100 BCE and ended in 30 BCE.</p>	<p>Emperor Honorius ended Roman Rule in Britain in 410CE.</p> <p><u>Roman Britain</u> Understand the changes in settlements and how the towns were highly developed with different buildings and a similar grid layout.</p> <p><u>Maya Civilisation</u> Know there were four main time periods of Maya Civilisation: (Pre-classic: 2000BCE to 250CE; classic: 250CE to 900CE; post-classic: 900CE to 1500; colonial: 1500 to 1800.) and that the civilisation spanned thousands of years.</p> <p>Know that Mayans made improvements in farming to increase food availability and</p>	<p><u>Baghdad & The Middle East</u> Know that around 1400 years ago, a prophet called Muhammad gathered a group of followers that helped to spread the religion of Islam throughout Arabia.</p> <p>Understand it was named the Golden Age because developments in trade brought wealth.</p> <p>Acknowledge that cities across the world during the same time developed at different rates.</p> <p>Know that Baghdad was conquered in 1055, wars in 1096 weakened the Islamic empire and the Mongols, in 1258, invaded Baghdad and destroyed the city</p>	<p>welfare state being established.</p>
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				The power of the ruling Pharaoh continued throughout Ancient Egypt.	wealth for Maya people.	including the House of Wisdom and place these events on a timeline.	
Similarity and Difference DC3		<p><u>Toys in Time</u> Know that toys can be grouped based on similarities and differences.</p> <p>Be able to group toys in different ways.</p> <p>Be able to describe toys using key characteristics.</p> <p>Identify similarities and differences between past and modern toys.</p> <p><u>Transport and Travel</u> Know that we have different modes of transport and identify ones we use today.</p> <p>Know that journeys made in the past were</p>	<p><u>Great Fire of London</u> Identify how London was different in 1666 to what it is today.</p> <p><u>Kings and Queens</u> Identify how the role of the monarchy is different from the past.</p> <p><u>People Who Made a Difference</u> Identify similarities and differences in the methods of protest used by individuals.</p>	<p><u>Stone, Bronze and Iron Ages</u> Identify differences between the three periods in the Stone Age.</p> <p>Make comparisons between the Stone, Bronze and Iron Ages.</p> <p><u>Ancient Egypt</u> Understand the different people that made up Egypt's hierarchical society and that life was different for people at the different levels: priests, officials and scribes, soldiers, artisans, farmers, enslaved people.</p>	<p><u>The Romans</u> Identify some similarities and differences with other civilisations studied.</p> <p><u>Roman Britain</u> Know about some Roman beliefs and how they changed.</p> <p>Know that Romans banned Christianity at first before declaring it the official religion of the Roman Empire. Identify similarities to the legacy left by the Egyptians.</p> <p><u>Maya Civilisation</u> Understand that Maya society had a hierarchy with a ruler at the top and enslaved people at the bottom.</p>	<p><u>Anglo-Saxons and Scots</u> Identify differences around how Anglo-Saxons lived compared to a hierarchical society.</p> <p><u>Vikings</u> Can talk about what life was like in the Danelaw and draw comparisons between other civilisations.</p> <p><u>Baghdad & The Middle East</u> Make comparisons around the advancements made in this time with other civilisations studied.</p> <p>Identify similarities and differences between Baghdad</p>	<p><u>Ancient Greece</u> Compare how Greeks lived in city-states with previous civilisations: Mayans.</p> <p>Be able to make comparisons between Athens and Sparta.</p> <p><u>Conflict and Resolution (inc Local History)</u> Be able to identify some of the people and countries who fought for Britain in WW2.</p> <p>Examine how aims of the United Nations have changed since 1945.</p>

		<p>different from today.</p> <p>Understand how people travelled in the past.</p> <p>Make comparisons between trains used in the past and modern-day trains.</p> <p>Make comparisons between early cars and buses and those used today.</p>			<p>Make comparisons to the hierarchical society with previous civilisations studied.</p> <p>Make comparisons about how Ancient Mayans worshipped gods and the role religion played in their lives with other civilisations studied.</p>	<p>in 900CE and London in 900CE.</p>	
<p>Significance DC4</p>		<p><u>Travel and Transport</u> Know that boats were the first kind of transport.</p> <p>Know that the first passenger locomotive was invented in 1825.</p> <p>To understand the impact trains had on people's lives.</p> <p>To understand the impact cars, buses and air travel has changed over time.</p>	<p><u>Great Fire of London</u> Know that the fire started on 2nd September 1666 and ended on 6th September 1666.</p> <p>Know that the fire started in a bakery.</p> <p>Know that St Paul's Cathedral was a famous building destroyed in the fire and had to be rebuilt.</p> <p>Know that the monument was</p>	<p><u>Stone, Bronze and Iron Ages</u> Know that the Stone Age is divided into three periods: Palaeolithic, Mesolithic and Neolithic.</p> <p>Know that the Bronze Age followed the Stone Age.</p> <p>Know that the Iron Age follows the Bronze Age.</p> <p><u>Ancient Egypt</u></p>	<p><u>The Romans</u> Know that Julius Caesar, a Roman General, led two invasions on Britain in 55 and 54 BCE – both failed.</p> <p>Know that Emperor Hadrian began building Hadrian's Wall which stretched across the North Roman lands in Britain – parts of it are still there today.</p> <p><u>Roman Britain</u></p>	<p><u>Anglo-Saxons and Scots</u> Know that the Anglo-Saxon period was from around 410CE – 1066.</p> <p>Know that Sutton Hoo was discovered in 1939 and was one of the most exciting discoveries in archaeology.</p> <p>Describe how Anglo-Saxon was ruled: divided into 7 kingdoms each</p>	<p><u>Ancient Greece</u> Know that Ancient Greeks lived in city-states and each one had its own government, laws and army.</p> <p>Know that Sparta and Athens were incredibly powerful despite their differences but only Athens remains today.</p> <p>Be able to give reasons why Alexander III of Macedonia is called great:</p>

		<p>The invention of spacecraft was significant</p> <p>Know that Neil Armstrong became the first person to step onto the moon in 1969.</p>	<p>built to remind people about the fire and it is still in London today.</p> <p><u>Kings and Queens</u> Know that monarchs are kings and queens.</p> <p>Know that our country was ruled by monarchs for many years.</p> <p>Know that William won the Battle of Hastings in 1066.</p> <p>Know that William I became King of England in 1066 and he was known as William the Conqueror.</p> <p>Understand that the Magna Carta was a list of promises that said a monarch should rule fairly and follow the law.</p> <p>Know that King John I is remembered as one of the worst</p>	<p>Understand the importance of the River Nile to Ancient Egyptians and explain why: used by farmers for irrigation, travelled along for trade.</p> <p>Pharaohs were believed to be gods and they created all of the laws.</p> <p>Be able to name some pharaohs: Tutankhamun, Ramesses II, Cleopatra.</p> <p>Know that Ancient Egyptians used a writing system called hieroglyphics.</p> <p>Understand the importance of gods to the Ancient Egyptians.</p> <p>Be able to discuss the legacy left behind by the Ancient Egyptians and identify some</p>	<p>Know that Romans controlled much of Britain for almost 400 years.</p> <p>Know that Britain was one small part of the Roman Empire.</p> <p>Know that Romans developed a trade network across the empire to import and export goods including enslaved people.</p> <p>Know that Romans introduced a currency to make trade easier across the empire.</p> <p>Know that Romans built roads to connect towns for easier travel.</p> <p>Be able to discuss the legacy left behind by the Roman Empire: introduced alphabet, writing, calendar, number system.</p>	<p>ruled by a different king.</p> <p>Give reasons why King Alfred the Great was significant (because he defeated the Danes, established new laws etc) and describe what he accomplished.</p> <p><u>Vikings</u> Know that Vikings were great sailors using longships and travelled all over Europe and the Atlantic Ocean.</p> <p>Know that the Viking age was from around 790CE to 1066.</p> <p>Know that Vikings believed dying bravely in battle would help them reach Valhalla (heaven).</p> <p>Identify the actions of significant people</p>	<p>conquered an empire and several kingdoms, never lost a battle, military tactics still studied today.</p> <p>Can identify achievements of the Greeks that continue to influence the world today: Olympics, medicine, mathematics, philosophy, art, alphabet, language.</p> <p><u>Conflict and Resolution (inc Local History)</u> Discover how German bombing impacted the local area.</p> <p>Know that WW2 started in 1939 and ended on 2nd September 1945.</p>
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			<p>kings in English history.</p> <p>Know that Queen Elizabeth I proved women could be powerful monarchs.</p> <p>Know that Charles I lost the civil war which led to England not having a monarch for 11 years.</p> <p>Know that King Charles III is the King of England today.</p> <p><u>People Who Made a Difference</u> Understand what significant means and that there are different levels of significance.</p> <p>Understand what human rights are and why they are important.</p> <p>Can give an example of a human right, e.g., the law must treat</p>	<p>important discoveries made and passed on in areas such as maths, medicine and the calendar.</p>	<p><u>Maya Civilisation</u> To know the Ancient Maya lived in Central America (Mesoamerica) over thousands of years.</p> <p>Know that ancient Maya consisted of city-states.</p> <p>Know that people in Ancient Maya worshipped many gods and built temples to honour them.</p> <p>Know that cacao was significant for Mayan people.</p> <p>Know that Ancient Maya had their own written language which used pictures called glyphs, had their own number system, had three different calendars.</p>	<p>(Edward the elder and his sister Aethelflaed) and events that led to England's unification.</p> <p>Know that Athelstan (Edward the Elder's son) became the first king of the whole of England.</p> <p><u>Baghdad & The Middle East</u> Know that Baghdad became the centre of the Islamic world.</p> <p>Know that the 'Golden Age of Islam' was from 8th – 10th century.</p> <p>Know that key scholars made advancements in science, mathematics and medicine.</p> <p>Although Baghdad was destroyed, the learning and discoveries from</p>	
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			<p>us all fairly, the right to an education.</p> <p>Be able to identify why Nelson Mandela was a good leader.</p> <p>Know that Nelson Mandela fought racism and apartheid in South Africa.</p> <p>Know that Nelson Mandela was the first black President of South Africa.</p> <p>Identify ways Rosa Parks and Martin Luther King Jr protested to end segregation as part of the Civil Rights Movement in America.</p> <p>Give reasons for why Malala Yousafzai is significant.</p>			the Golden Age of Islam lived on.	
Evidence DC5		Understand that we can learn about what happened in the	Know that a source is something that	Compare different sources.	Evaluate the usefulness of different sources.	Begin to distinguish between primary	Distinguish between primary and secondary sources

		<p>past through artefacts and items from long ago.</p>	<p>tells us about history. Identify different ways to represent the past.</p> <p><u>Great Fire of London</u> Use a primary source to identify details from the Great Fire of London – diaries of Samuel Pepys and John Evelyn.</p> <p>Know that the diaries tell us what life was like in London in 1666.</p> <p><u>Kings and Queens</u> Analyse the Bayeux Tapestry and describe what it shows.</p> <p>Be able to compare two portraits of Queen Elizabeth I and explain how it showed her changing power.</p>	<p><u>Stone, Bronze and Iron Ages</u> Know how historians used artefacts to find out about Stone Age Britain.</p> <p>Understand what an archaeological site and its artefacts tell us about changes during the Stone Age.</p> <p>Know that the archaeological site of Skara Brae is an example of Neolithic homes.</p> <p>Know that Stone Henge is a prehistoric monument built from different stones.</p> <p><u>Ancient Egypt</u> Understand why Egyptians built pyramids (as tombs for pharaohs) and know that the pyramids still</p>	<p><u>The Romans</u> Analyse sources to to understand how the Romans defended their land.</p> <p><u>Roman Britain</u> Understand how archaeologists use artefacts and human remains to find out who lived in Roman Britain.</p> <p>Know that we learned a lot about Roman Britain through excavation of burial sites, analysis of artefacts and investigation of human remains.</p> <p>Know that archaeological sites tell us a lot about life in Roman times.</p> <p><u>Maya Civilisation</u> Know that ruins help us find out about cities in ancient Maya.</p>	<p>and secondary sources</p> <p>Give reasons for different versions of events.</p> <p><u>Anglo-Saxons and Scots</u> Historians used evidence such as literary sources to understand Anglo-Saxons.</p> <p>Know that sources suggest Anglo-Saxons ignored Roman buildings and left them to ruin.</p> <p><u>Vikings</u> Understand that Historians know how far Viking communities travelled based on artefacts traded which were discovered through excavations.</p> <p><u>Baghdad & The Middle East</u> Know that evidence shows the important</p>	<p>Link sources and work out how conclusions were reached.</p> <p><u>Ancient Greece</u> Historians are able to have an understanding about Ancient Greece as they developed an alphabet and a way of recording history.</p> <p>Make links to how historians understand and interpret Ancient Greece through the findings of artefacts and ruins.</p> <p>Know that there are many ruins from the period of Ancient Greece that are still visible today such as acropolis and Parthenon.</p> <p><u>Conflict and Resolution (inc Local History)</u></p>
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				<p>stand today in Egypt.</p> <p>Many of the temples and statues built to for the gods can still be seen today.</p> <p>Know that Howard Carter and his team discovered Tutankhamun's tomb in 1922. It contained many valuable things and told archaeologists a lot about Ancient Egypt.</p>	<p>Understand how historians used sources to find out about Ancient Maya beliefs.</p> <p>Understand that we have learnt about the Ancient Maya through discovering artefacts.</p>	<p>discoveries made during this time.</p>	<p>Understand that historians have a wealth of information about WW2 as it is recent history and, generally, accurate logging of information was made.</p>
<p>Interpretation DC6</p>		<p>Know that we can learn about the past in different ways.</p>	<p>Know that we can use different sources to learn about the past.</p>	<p>Understand that there can be different interpretations of things.</p> <p><u>Stone, Bronze and Iron Ages.</u> Understand how historians have interpreted Stone Henge and that there are different theories about why it was built.</p> <p><u>Ancient Egypt</u></p>	<p>Understand that there are different interpretations of the same thing and give reasons why.</p> <p><u>The Romans</u> Analyse the different historical interpretations of Boudicca.</p> <p>Give reasons why there are different interpretations of Boudicca.</p>	<p><u>Anglo-Saxons and Scots</u> Understand how historians interpreted the literary evidence to support their understanding of Anglo-Saxons.</p> <p><u>Vikings</u> Can use historical evidence to recognise and describe the purpose of Viking raids.</p>	<p><u>Ancient Greece</u> Be able to use historical evidence to explain the significance of Greece.</p> <p><u>Conflict and Resolution</u> Be able to use historical evidence to explain the significance of WW2 and its impact on Great Britain and Rotherham.</p>

				<p>Know that historians interpreted hieroglyphics and this helped them understand more about life in Ancient Egypt.</p>	<p><u>Roman Britain</u> Know that we can make predictions about what life was like using sources and evidence.</p> <p><u>Maya Civilisation</u> Identify different opinions about the ways the Ancient Maya civilisation may have declined.</p>	<p><u>Baghdad & The Middle East</u> Understand how evidence is interpreted to gain an understanding of the past in Baghdad and The Middle East.</p>	
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