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| **AUTUMN** | | **SUMMER 1** | **SUMMER 2** |
| Ancient Rome | | Ancient Civilisations | Ancient Egypt |
| *What were the consequences of Boudicca’s resistance towards the Romans?* | | *What can we learn about ancient civilizations?* | *What can we learn about religion and beliefs in ancient Egypt?* |
| **Key Knowledge**   * Rome is a city in Italy in the continent of Europe. * Before the Romans invaded, many people in Britain lived in hillforts and settlements. They had woven wood, straw and mud houses. * Britain was invaded twice by Julius Caesar, both failing. Emperor Claudius was the first successful invader. * Boudicca didn’t like how the Romans were treating her people, so she fought them and won. She stayed in power for around a year. * After the Romans invaded Britain, they developed aqueducts, roads and amphitheatres. * The Aurelian Moors were the first group of black people recorded in Britain. They worked along Hadrian’s Wall. | | * Ancient Sumer was the first civilization (now modern-day Iraq) * The most modern ancient civilization is ancient Rome. * The Sumerians started writing using symbols on clay tablets. * The first alphabet was created by the Phoenicians; however, it had no vowels and was read from right to left. * There is evidence that trade occurred between the Indus Valley and ancient Sumer due to finding seals. * Clay tokens were used by the Sumerians to keep track of any trading. * Sumerians invented the wheel. * We still use irrigation systems invented by ancient civilisations today. | **Key Knowledge**   * The River Nile was used by people for fishing, washing, transporting bodies and the nutrients from the riverbed soil helped to fertilise the crops. * Tutankhamun was discovered by Howard Carter in 1922. He is the most famous mummy in society. He is known for his death mask. * The Rosetta Stone was found by accident in a battlefield. It has helped us to understand what hieroglyphs mean. * The Egyptians worshipped over 2,000 gods and goddesses. They believed that they determined the course of their lives. * Mummification was important to Egyptians. They believed that they went to the afterlife once they died, so they prepared the body by drying it and wrapping it. |
| **Skills** | | | |
| **Chronology** | * Sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time.      * Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini). | | |
| **Knowledge of People/Events** | * Find out about the everyday lives of people in time studied compared with our life today. * Explain how people and events in the past have influenced life today. * Sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time. * Describe connections and contrasts between aspects of history, people, events and artefacts studied. | | |
| **Historical Enquiry** | * Use a range of primary and secondary sources to find out about the past. * Construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information. * Gather more detail from sources such as maps to build up a clearer picture of the past. * Regularly address and sometimes devise own questions to find answers about the past. * Begin to undertake their own research. | | |
| **Historical Interpretation** | * Look at two versions of the same event or story in history and identify differences. * Investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different. * Begin to understand some of the ways in which historians and others investigate the past. | | |