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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.
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| **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).
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| **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.
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| **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.
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| **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.
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