

# St Cuthbert's Catholic Primary School

## LKS2 History Sequential Components, Objectives and Core Knowledge



## LKS2 Sequential components and objectives

### Ancient Egypt

<ul style="list-style-type: none"> <li>Sequential components</li> <li>Objective titles</li> <li>Key ideas</li> </ul>	<b>Y3</b> <b>On-going key objectives/ end points</b>	<b>Y4</b> <b>On-going key objectives/ end points</b>	<b>Substantive Core Knowledge</b>	<b>Disciplinary Core Knowledge</b>
<p><b>Welcome to Egypt Where in the world is Egypt?</b>  <b>I can compare maps of Ancient Egypt and Egypt today identifying similarities and differences.</b>            Locate Egypt and describe the countries important physical and human features, including historical landmarks (Geography link)            Identify ancient monuments built by the Ancient Egyptians and know these tell us about an ancient civilisation.            Compare maps of Ancient Egypt and Egypt today, identifying similarities and differences. Pupils will write a paragraph to persuade someone to visit Egypt, based on what they have found out about the place and its history</p>	<p><b>Chronology</b></p> <p>Pupils begin to understand that the past is divided into different named periods of time (three main blocks of time Ancient Egypt).</p> <p>Pupils start using a timeline that identifies different centuries.</p> <p>Pupils are able to use dates to explain British, local and world history.</p>	<p><b>Chronology</b></p> <p>Pupils place events, people, and changes of British, local and world history on a timeline.</p> <p>Pupils accurately set out different events onto a timeline, including Ancient Egypt.</p> <p>Pupils appreciate that some historical events/periods occurred <b>concurrently</b> in separate locations, e.g., Indus</p>	<p><b>Chronology</b></p> <p>Pupils know and explore where the ancient Egyptian era sat in relation to other historical eras.</p> <p>Pupils recognise some parallels across time periods.</p>	<p><b>Chronology</b></p> <p>Place events, people, and changes of world history on a timeline.</p> <p>Accurately set out different events onto a timeline, including the unit being studied.</p> <p>Appreciate that some historical</p>

<p><b>That's Ancient! How Long Ago did the Ancient Egyptians Live?</b>  <b>I can identify when the Ancient Egyptians lived and describe the three main blocks of time.</b>  Identify when the Ancient Egyptian civilisation was, and how long it lasted Understand the chronological context of the Ancient Egyptians  Name and describe the three main 'blocks of time' from Ancient Egypt, recognising some key features of these Pupils will match key features to the correct period of the Ancient Egyptian civilisation, using a timeline.</p>	<p>Children use appropriate dates and chronological conventions, e.g., BC, BCE, and AD.</p> <p>Pupils put artefacts or information in chronological order from a long time ago.</p> <p>Pupils understand that significant discoveries or inventions changed the lives of people, Rosetta Stone/ Tutankhamen tomb.</p>	<p>Valley and Ancient Egypt.</p> <p>Pupils sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart.</p> <p>Use words and phrases: century, decade.</p>		<p>events/periods occurred concurrently in separate locations, e.g., Indus Valley and Ancient Egypt.</p> <p>Sequence several events, artefacts or historical figures on a timeline using dates, including</p>
<p><b>The Rosetta Stone How do we know about life in Ancient Egypt?</b>  <b>I can explain the significance of the Rosetta Stone and how we know about life in Ancient Egypt.</b>  Understand the significance of the discovery of the Rosetta Stone  Explain how the Rosetta Stone helped historians discover the meaning of hieroglyphics Pupils will produce a non-chronological about the Rosetta Stone, to demonstrate their understanding of what this artefact is and how it is significant.</p>	<p>Use words and phrases: century, decade.</p>			<p>those that are sometimes further apart.</p> <p>Recognise that significant discoveries help us to understand Ancient Egypt.</p> <p>Use words and phrases: century, decade.</p>
<p><b>Pharaohs and Farmers Who Had the Power in Ancient Egypt?</b>  <b>I can identify the roles people played in Ancient Egypt society and compare.</b>  Identify different roles people played in Ancient Egyptian society and describe aspects of these roles. Understand the hierarchy of Egyptian society.  Compare different roles in Ancient Egypt and make judgements about the power and importance people in these roles had. Pupils will write a description of two role in Egyptian society, rating the power and importance of this role and giving reasons for these.</p>	<p><b>Investigating the past</b>  Pupils use a range of sources to find out about Ancient Egypt.</p> <p>Pupils suggest sources of evidence from a selection to help answer questions and says how it can be used to find out about the past.</p> <p>Pupils explain that there are distinct types of evidence and</p>	<p><b>Investigating the past</b>  Pupils understand the difference between primary and secondary sources of evidence.</p> <p>Pupils suggest sources of evidence from a selection provided to use to help answer questions.</p> <p>Pupils use evidence to build up</p>	<p><b>Investigating the past</b>  Pupils know about Ancient Egyptian beliefs, culture and society.</p>	<p><b>Investigating the past</b>  Understand the difference between primary and secondary sources of evidence.</p> <p>Suggest sources of evidence from a selection provided to use to help</p>

<p><b>Meet the Egyptian Gods What did the Ancient Egyptians believe?</b></p> <p><b>I can describe what the Ancient Egyptians believed and identify similarities and differences to other religions.</b></p> <p>Recognise that the belief system in Ancient Egypt was 'polytheistic'</p> <p>Identify similarities and differences to other religions that they know (both historic and modern-day)</p> <p>Identify key gods and goddesses worshipped by the Ancient Egyptians</p> <p>Summarise the key beliefs of the Ancient Egyptians</p> <p>Pupils will produce a poem in an acrostic form, to summarise their learning and demonstrate their factual knowledge about Egyptian deities.</p>	<p>sources that can be used to help represent the past.</p> <p><b>Thinking like a historian</b></p> <p>Pupils recognise the reasons someone may have acted as they did in relation to the main events and changes of a time studied (Ancient Egyptian society).</p>	<p>a picture of a past event.</p> <p>Pupils ask a variety of questions.</p> <p><b>Thinking like a historian</b></p> <p>Pupils begin to talk about the impact of a past action on our lives today.</p> <p>Pupils talk about similarities and differences between</p>	<p><b>Thinking like a historian</b></p> <p>Pupils can explain the Ancient Egyptian beliefs, culture and society.</p>	<p>answer questions.</p> <p>Use evidence to build up a picture of a past event.</p> <p>Ask a variety of questions.</p> <p><b>Thinking like a historian</b></p> <p>Look at more than two versions of the same event or story in history and identifies differences.</p>
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<p>The Journey to the Afterlife How did the Ancient Egyptians prepare for the life after death? Part A – The Book of the Dead and the Weighing of the Heart Part B – Mummification</p> <p><b>I can use primary sources to understand the Book of the Dead.</b></p> <p><b>I can explain the process of mummification and how it links to what Egyptians believed.</b></p> <p>Part A: Understand the Egyptian belief in the Book of the Dead through analysing a primary source. Summarise the belief in the ‘weighing of the heart.’ Pupils will annotate the Papyrus of Ani source, showing their understanding in the Egyptian belief of the weighing of the heart and afterlife</p> <p>Part B: Explain the process of mummification and how it links to what Egyptians believed about the afterlife. Pupils will write a set of instructions to explain mummification including an introduction to demonstrate their understanding of this process and the beliefs behind it.</p>	<p>Pupils observe and use pictures, photographs, and artefacts to find out about the past.</p> <p>Pupils start to use stories or accounts to distinguish between fact and fiction.</p> <p>Pupils explain that there are distinct types of evidence and sources that can be used to help represent the past.</p>	<p>contrasting times in the past according to the periods of history studied.</p>	<p>Investigate different accounts of historical events and explain some of the reasons why the accounts may be different.</p> <p>Observe and use pictures and photographs and artefacts to find out about the past.</p> <p>Talk about similarities and differences between contrasting times.</p> <p>Explain that there are distinct types of</p>
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<p>The Treasures of Tutankhamun What was significant about Howard Carter’s discovery of the treasures of Tutankhamun?</p> <p><b>I can describe the events leading up to the discovery of Tutankhamun’s tomb and explain its significance.</b></p> <p>Describe the events leading up to Howard Carter’s discovery of Tutankhamun’s tomb. Explain why this discovery was significant to historians understanding of Ancient Egypt. Pupils will produce a newspaper report, describing the archaeological discovery of Tutankhamun’s tomb and explaining why it was significant.</p>	<p><b>Communicating History</b></p> <p>Pupils communicate knowledge and understanding in a variety of ways - discussions, pictures, writing, annotations, and drama.</p> <p>Pupils research a specific event from the past to then write about this.</p> <p>Pupils organise answers well and state conclusions.</p> <p>Pupils give reasons for ideas.</p>	<p><b>Communicating History</b></p> <p>Pupils communicate their learning in an organised and structured way, using appropriate terminology, using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.</p> <p>Pupils embed events within the wider historical context of the time period.</p>	<p><b>Communicating History</b></p> <p>Know how civilisations have changed over time. Identify significant features through different periods.</p>	<p>evidence and sources that can be used to help represent the past.</p> <p><b>Communicating History</b></p> <p>Communicate knowledge and understanding in a variety of ways - discussions, pictures, writing, annotations, and drama. Comments on the usefulness and accuracy of different sources of evidence. Researches a specific event from</p>
	<p>Pupils use some dates and historical terms</p>	<p>Pupils display findings in a variety of ways - work independently and in groups.</p> <p>Pupils construct their own responses, beginning to select and organise relevant Historical information.</p>		<p>the past to then write about this. Organise answers well. State conclusions. Give reasons for ideas. Uses some dates and historical terms.</p>

## Ancient Greece

<ul style="list-style-type: none"> <li>Sequential components</li> <li>Objective titles</li> <li>Key ideas</li> </ul>	<b>Y3</b> <b>On-going key objectives/ end points</b>	<b>Y4</b> <b>On-going key objectives/ end points</b>	<b>Substantive Core Knowledge</b>	<b>Disciplinary Core Knowledge</b>
<p>Who were the Ancient Greeks?  <b>I can identify who the Ancient Greeks were and discuss their impact on today's world.</b>            Identify when the Ancient Greek civilisation was, and how long it lasted.            Understand the chronological context of the Ancient Greeks.            Identify major Greek achievements and begin to discuss their impact on today's world</p>	<p><b>Chronology</b></p> <p>Pupils begin to understand that the past is divided into different named periods of time (Iron Age/ Stone Age/ Bronze Age etc).</p> <p>Pupils start using a timeline that identifies different centuries.</p>	<p><b>Chronology</b></p> <p>Pupils place events, people, and changes of British, local and world history on a timeline.</p> <p>Pupils accurately set out different events onto a timeline, including Ancient Greece.</p>	<p><b>Chronology</b></p> <p>Pupils can order significant events during the Ancient Greek civilisation.</p> <p>Pupils recognise some parallels across time periods.</p>	<p><b>Chronology</b></p> <p>Pupils can accurately set out different events onto a timeline including the unit being studied.</p> <p>Pupils can use words and phrases; century and decade.</p>
<p>How do we know so much about the Ancient Greeks?  <b>I can explain how we know so much about the Ancient Greeks.</b>            Understand and explain the terms primary and secondary source.            Investigate primary and secondary sources of evidence to find out about the past.            Use evidence to describe what life in Ancient Greece was like</p>	<p>Pupils are able to use dates to explain British, local and world history.</p> <p>Pupils use appropriate dates and chronological conventions, e.g., BC, BCE, and AD.</p> <p>Pupils put artefacts or information in chronological order from a long time ago.</p>	<p>Pupils sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart.</p> <p>Use words and phrases: century, decade.</p>		<p>Pupils understand that significant events changed the lives of people.</p>
<p>How different were Athens and Sparta?  <b>I can describe the differences between Athens and Sparta.</b>            Discuss Greece today and become familiar with what modern Greece looks like on a map today.            Identify and label Greek city states on a map.            Describe some of the key differences in Greek society</p>	<p>Pupils understand that significant discoveries or inventions changed the lives of people (democracy).</p>			<p>Pupils can sequence several events on a time line using dates.</p>

<p>What were the Ancient Greek Gods known for?  <b>I can explain what the Ancient Greek Gods were known for and compare to religion today.</b>          Understand the term polytheistic and identify similarities and differences to other religions that they are aware of.          Explain the key beliefs of the Ancient Greeks.          Compare Ancient Greek religion and religion today</p>	<p>Pupils use words and phrases: century, decade.</p> <p><b>Investigating the past</b>          Pupils use a range of sources to find out about Ancient Greece.</p>	<p><b>Investigating the past</b>          Pupils understand the difference between primary and secondary sources of evidence.</p>	<p><b>Investigating the past</b>          Pupils know about Ancient Greek</p>	<p><b>Investigating the past</b></p>
<p>Did the events of the Trojan Horse story really happen?  <b>I can use evidence to help me describe what happened in the Trojan War.</b>          Understand how the Ancient Greeks might have found out about major events happening in Ancient Greece.          Identify evidence that helps us understand what happened in the Trojan War.          Take on the role of a character who was part of the Trojan war to create a speech/diary entry</p>	<p>Pupils suggest sources of evidence from a selection to help answer questions and says how it can be used to find out about the past.</p> <p>Pupils explain that there are distinct types of evidence and sources that can be used to help represent the past.</p>	<p>Pupils suggest sources of evidence from a selection provided to use to help answer questions.</p> <p>Pupils use evidence to build up a picture of a past event.</p> <p>Pupils ask a variety of questions.</p>	<p>beliefs, culture and society.</p>	<p>Pupils use a range of sources to find out about a period.</p> <p>Pupils understand the difference between primary and secondary sources of evidence.</p>
<p>What happened at the Ancient Greek Olympic Games?  <b>I can describe what happened at the Ancient Greek Olympics Games.</b>          Describe how the Ancient Greece Olympics began and developed.          Compare the Ancient Greek Olympics and the Olympics today.</p>				<p>Pupils suggest sources of evidence from a selection provided to use to help answer questions.</p>

How did a small Greek army win the Battle of Marathon?

**I can describe how a small Greek army won the Battle of Marathon.**

Understand and order key events from the Battle of Marathon.

Describe how Athenians might have felt before, during and after the battle had occurred.

Pupils can use evidence to build up a picture of a past event.

Pupils can ask a variety of questions.

<p>What was Alexander the Great's impact on the Greek empire?</p> <p><b>I can analyse the historical impact of Alexander the Great.</b></p> <p>Understand why Alexander the Great was a significant figure. Analyse the historical impact of Alexander the Great. Ask questions to further their understanding of this historical figure. Write a newspaper report as an Athenian newspaper reporter.</p>	<p><b>Thinking like a historian</b></p> <p>Pupils recognise the reasons someone may have acted as they did in relation to the main events and changes of a time studied (Alexander the Great).</p> <p>Pupils can identify the causes of events in the past and their effects.</p> <p>Pupils observe and use pictures, photographs, and artefacts to find out about the past.</p>	<p><b>Thinking like a historian</b></p> <p>Pupils begin to talk about the impact of a past action on our lives today (Alexander the Great/ Democracy).</p> <p>Pupils talk about similarities and differences between contrasting times in the past according to the periods of history studied.</p>	<p><b>Thinking like a historian</b></p> <p>Pupils can explain Ancient Greek beliefs, cultures and society and their impact on the world today.</p>	<p><b>Thinking like a historian</b></p> <p>Pupils look at more than two versions of the same event or story in history and identifies differences.</p> <p>Pupils begin to talk about the impact of a past action on our lives today.</p>
<p>How and when did democracy begin?</p> <p><b>I can explain how and when democracy began and compare to democracy today.</b></p> <p>Explain the term democracy. Compare democracy in Athens to democracy today.</p>	<p>Pupils start to use stories or accounts to distinguish between fact and fiction.</p> <p>Pupils explain that there are distinct types of evidence and sources that can be used to</p>			<p>Pupils talk about similarities and differences between contrasting times in the past according to the periods of history studied.</p>

How significant is the legacy of the Ancient Greeks today?  
**I can describe how significant the legacy of the Ancient Greeks is today.**  
Explore the influence of Ancient Greece on various areas of modern life today. Wonder how modern life today would be different without these key achievements

help represent the past.

Pupils recognise the reasons someone may have acted as they did in relation to the main events and changes of a time studied.  
  
Pupils observe and use pictures, photographs, and artefacts to find out about the past.

**Communicating History**

Pupils communicate knowledge and understanding in a variety of ways - discussions, pictures, writing, annotations, and drama.

Pupils research a specific event from the past to then write about this.

Pupils organise answers well and state conclusions.

Pupils give reasons for ideas.

Pupils use some dates and historical terms

**Communicating History**

Pupils communicate their learning in an organised and structured way, using appropriate terminology, using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.

Pupils embed events within the wider historical context of the time period.

Pupils display findings in a variety of ways - work independently and in groups.

Pupils construct their own responses, beginning to select and organise relevant Historical information.

**Communicating History**

Pupils know how the Ancient Greek civilisation has changed over time.

Pupils investigate different accounts of historical events and explain some of the reasons why the accounts may be different.

**Communicating History**

Pupils communicate their learning in an organised and structured way, using appropriate terminology, using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.

Pupils embed events within the wider historical context of the time period.

Pupils display findings in a variety of ways - work independently and in groups.  
Pupils construct

				own responses, beginning to select and organise relevant Historical information.
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## Henry VIII and the Reformation

<ul style="list-style-type: none"> <li>Sequential components</li> <li>Objective titles</li> <li>Key ideas</li> </ul>	<b>Y3</b> <b>On-going key objectives/ end points</b>	<b>Y4</b> <b>On-going key objectives/ end points</b>	<b>Substantive Core Knowledge</b>	<b>Disciplinary Core Knowledge</b>
<p><b>What did England look like in the 16th century?</b>  <b>I can describe what England looked like in the 16<sup>th</sup> century.</b></p> <p>To understand how people were divided by class in Tudor Society.            To name each of the four main classes and discuss how they lived.            To describe the lifestyle of each of the four main classes.</p>	<p><b>Chronology</b>            Pupils begin to understand that the past is divided into different named periods of time.</p> <p>Pupils start using a timeline that identifies different centuries 1500's, 1600's.</p>	<p><b>Chronology</b>            Pupils place events, people, and changes of British, local and world history on a timeline.</p> <p>Pupils accurately set out different events onto a timeline.</p>	<p><b>Chronology</b>            Pupils know that Great Britain was once ruled by an absolute monarch and is now ruled by a constitutional monarch.</p>	<p><b>Chronology</b>            Pupils place events, people, and changes of British history on a timeline.</p>
<p><b>Why was Henry VIII such a colourful character?</b>  <b>I can describe why Henry VIII was such a colourful character.</b></p> <p>To describe Henry VIII's personality.            To explain why Henry wanted a son so badly.            To evaluate how much people at the time might view Henry VIII.</p>	<p>Pupils are able to use dates to explain British, local and world history.</p> <p>Pupils use appropriate dates and chronological conventions, e.g., BC, BCE, and AD.</p>	<p>Pupils sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart.</p> <p>Pupils understand that some major events in the past caused a major change to religion and politics.</p>	<p>Pupils understand where monarchs and events within their rules fit in history.</p> <p>Pupils understand the impact of the reformation upon England.</p>	<p>Pupils accurately set out different events onto a timeline, including the unit being studied.</p>
<p><b>How important was Religion in Tudor England?</b>  <b>I can explain how important religion was in Tudor England.</b></p> <p>Why a growing number of people were unhappy with the Catholic Church in the sixteenth century            Why Protestants objected to the Catholic Church            To explain the main differences between Catholic and Protestant ideas</p>	<p>Pupils put artefacts or information in chronological order from a long time ago.</p> <p>Pupils understand that significant discoveries or inventions changed the lives of people (democracy).</p>	<p>Use words and phrases: century, decade.</p>		<p>Pupils understand that some major events in the past caused a major change to the British society and religion.</p> <p>Pupils use words and phrases:</p>

<p><b>Why did Henry VIII want to divorce Queen Catherine? What was the Break with Rome?</b>  <b>I can explain why Henry VIII wanted to divorce Queen Catherine and what happened because of this.</b></p>	<p>Pupils use words and phrases: century, decade.</p>			<p>century, decade</p>
<p>To understand - Why Henry VIII wanted a divorce from Catherine of Aragon?  Why Henry's desire for a divorce led to a break with the Pope and the Roman Catholic Church  To identify - Examples of cause and effect in the events leading to the break with the Pope and the Roman Catholic Church</p>	<p><b>Investigating the past</b>  Pupils use a range of sources to find out about Tudor Times.</p> <p>Pupils suggest sources of evidence from a selection to help answer questions and says how it can be used to find out about the past.</p>	<p><b>Investigating the past</b>  Pupils understand the difference between primary and secondary sources of evidence.</p> <p>Pupils suggest sources of evidence from a selection provided to use to help answer questions.</p>	<p><b>Investigating the past</b>  Pupils know about Henry VIII and the reformation.</p>	<p><b>Investigating the past</b>  Pupils suggest sources of evidence from a selection provided to use to help answer questions.</p>
<p><b>What were the consequences of the Break with Rome?</b>  <b>I can describe the consequences of the break with Rome.</b>  Describe the Dissolution of the Monasteries, as a result of Henry's Break with Rome and new desire for power  Explain what was thought to be wrong with the Monasteries  Explain how the Monasteries were closed, and how this affected religion in England</p>	<p>Pupils explain that there are distinct types of evidence and sources that can be used to help represent the past.</p>	<p>Pupils use evidence to build up a picture of a past event.</p> <p>Pupils ask a variety of questions.</p>		<p>Pupils can use evidence to build up a picture of a past event.</p> <p>Pupils ask a variety of questions.</p>
<p><b>What was the English Reformation?</b>  <b>I can explain the English Reformation</b>  Recap what religion was like in Tudor England.  Understand who Martin Luther was and his influence on the Reformation.  Explain how Henry VIII's attitudes towards Catholicism changed.</p>	<p><b>Thinking like a historian</b>  Pupils recognise the reasons</p>	<p><b>Thinking like a historian</b>  Pupils begin to talk about the impact of a past action on our</p>	<p><b>Thinking like a historian</b></p>	<p><b>Thinking like a historian</b></p>

<p><b>In what ways did the Reformation matter to ordinary people?</b></p> <p><b>I can identify how the Reformation mattered to ordinary people.</b></p> <p>To <u>identify and show at least 3</u> religious changes in Tudor England.</p> <p>To <u>explain</u> the religious changes in Tudor England.</p> <p>To <u>determine</u> why these changes occurred.</p>	<p>someone may have acted as they did in relation to the main events and changes of a time studied (Henry VIII).</p> <p>Pupils can identify the causes of events in the past and their effects.</p> <p>Pupils observe and use pictures, photographs, and artefacts to find out about the past.</p> <p>Pupils start to use stories or accounts to distinguish between fact and fiction.</p>	<p>lives today.</p> <p>Pupils investigate different accounts of historical events and explain some of the reasons why the accounts may be different.</p> <p>Pupils talk about similarities and differences between contrasting times in the past according to the periods of history studied.</p>	<p>Pupils can explain how the Reformation caused religious changes.</p> <p>Pupils explain the significance of events of people.</p>	<p>Pupils begin to talk about the impact of a past action on our lives today.</p> <p>Pupils talk about similarities and differences between contrasting times in the past according to the periods of history studied.</p> <p>Pupils can identify the causes of</p>
<p><b>“What was the English Reformation?”</b></p> <p><b>I can explain the English Reformation</b></p> <p>To list the reasons Henry broke away from Rome</p> <p>To explain how the Break with Rome heightened Henry VIII’s power</p> <p>To design a news broadcast/ report which evaluates the reasons for the Break with Rome.</p>	<p>Pupils explain that there are distinct types of evidence and sources that can be used to help represent the past.</p> <p><b>Communicating History</b></p> <p>Pupils communicate knowledge and understanding in a variety of ways - discussions, pictures, writing, annotations, and drama.</p> <p>Pupils comment on the</p>	<p><b>Communicating History</b></p> <p>Pupils communicate their learning in an organised and structured way, using appropriate terminology, using different genres of writing, drawing, diagrams, data-handling, drama</p>	<p><b>Communicating History</b></p> <p>Pupils know about how religions have changed over time.</p> <p>Pupils can identify</p>	<p>events in the past and their effects.</p> <p><b>Communicating History</b></p> <p>Pupils communicate their learning in an organised and structured way, using appropriate</p>

	<p>usefulness and accuracy of different sources of evidence.</p> <p>Pupils research a specific event from the past to then write about this.</p>	<p>role-play, storytelling and using ICT.</p> <p>Pupils embed events within the wider historical context of the time period.</p>	<p>significant features through Tudor times.</p>	<p>terminology, using different genres of writing, drawing, diagrams and using ICT.</p>
	<p>Pupils organise answers well and state conclusions.</p> <p>Pupils give reasons for ideas.</p> <p>Pupils use some dates and historical terms</p>	<p>Pupils display findings in a variety of ways - work independently and in groups.</p> <p>Pupils construct their own responses, beginning to select and organise relevant Historical information.</p>		<p>Pupils embed events within the wider historical context of the time period.</p> <p>Pupils display findings in a variety of ways - work independently and in groups.</p> <p>Pupils construct own responses, beginning to select and organise relevant Historical information.</p>

## Stone Age to Iron Age

<ul style="list-style-type: none"> <li>Sequential components</li> <li>Objective titles</li> <li>Key ideas</li> </ul>	<b>Y3</b> <b>On-going key objectives/ end points</b>	<b>Y4</b> <b>On-going key objectives/ end points</b>	<b>Substantive Core Knowledge</b>	<b>Disciplinary Core Knowledge</b>
<p><b>Prehistory - an introduction to the Stone Age, Bronze Age and Iron Age</b></p> <p><b>I can identify the 3 periods of the Stone Age and explain how the Stone Age man lived.</b></p> <p>To explain how Stone Age man lived and that society was not ordered as it is today. To explain what ‘prehistory’ and B.C. mean/refer to. To identify 3 periods of the Stone Age - Palaeolithic, Mesolithic and Neolithic</p>	<p><b>Chronology</b></p> <p>Pupils begin to understand that the past is divided into different named periods of time.</p> <p>Pupils start using a timeline that identifies different centuries.</p>	<p><b>Chronology</b></p> <p>Pupils place events, people, and changes of British, local and world history on a timeline.</p> <p>Pupils accurately set out different events onto a timeline.</p>	<p><b>Chronology</b></p> <p>Pupils know about the shift from the Stone Age → Bronze Age → Iron Age.</p>	<p><b>Chronology</b></p> <p>Pupils place events, people, and changes of British history on a timeline.</p>
<p><b>Survival during the Stone Age</b></p> <p><b>I can explain how the Stone Age man survived during this period.</b></p> <p>To explain how man functioned within Stone Age society and how Stone Age man was nomadic at this point.</p>	<p>Pupils are able to use dates to explain British, local and world history.</p> <p>Pupils use appropriate dates and chronological conventions, e.g., BC, BCE, and AD.</p>	<p>Pupils sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart.</p>		<p>Pupils accurately set out different events onto a timeline, including the unit being studied.</p>
<p><b>Farming in the Stone Age</b></p> <p><b>I can explain how life changed when the Stone Age man started to farm.</b></p> <p>To explain how different life was in the Stone Age when man started to farm. What made the change happen? What were the effects?</p>	<p>Pupils put artefacts or information in chronological order from a long time ago.</p>	<p>Use words and phrases: century, decade.</p>		<p>Pupils Sequence several artefacts on a timeline using dates.</p>
<p><b>Case Study - Skara Brae What does the evidence tell us?</b></p> <p><b>I can explain what Skara Brae tells us about life at the end of the Stone Age.</b></p> <p>To explain what Skara Brae tell us about life at the end of the Stone Age.</p>	<p>Pupils understand that significant discoveries or inventions changed the lives of people.</p> <p>Pupils use words and phrases:</p>			<p>Pupils understand that some major events in the past caused a major change to the</p>

<p><b>The dawn of the Bronze Age</b>  <b>I can identify when the Bronze Age began and explain how life changed.</b>          To identify when the Bronze Age began in Britain.          To look at evidence found at Must Quarry Farm.          To explain how life changed during the Bronze Age</p>	<p>century, decade.</p>			<p>British landscape.           Pupils use words and phrases:          century, decade</p>
<p><b>The dawn of the Iron Age</b>          To explain how did life changed during the Iron Age and identify how we could possibly know.</p>	<p><b>Investigating the past</b>          Pupils use a range of sources to find out about Stone Age to Iron Age.</p>	<p><b>Investigating the past</b>          Pupils understand the difference between primary and secondary sources of evidence.</p>	<p><b>Investigating the past</b>          Pupils identify how life and society in pre-historic times changed (Stone Age to Iron Age).</p>	<p><b>Investigating the past</b>          Pupils understand the difference between primary and secondary sources of evidence.</p>
<p><b>I can explain when I think it was a better time to be alive and give reasons.</b>          To explain - When you think it was a better time to be alive - The Stone Age, Bronze Age or Iron Age?</p>	<p>Pupils suggest sources of evidence from a selection to help answer questions and says how it can be used to find out about the past.</p> <p>Pupils explain that there are distinct types of evidence and sources that can be used to help represent the past.</p>	<p>Pupils suggest sources of evidence from a selection provided to use to help answer questions.</p> <p>Pupils use evidence to build up a picture of a past event.</p> <p>Pupils ask a variety of questions.</p>		<p>Pupils suggest sources of evidence from a selection provided to use to help them to identify the achievements of the 3 ages.</p> <p>Pupils use evidence</p>



**Thinking like a historian**

Pupils can identify the causes of events in the past and their effects.

**Thinking like a historian**

Pupils begin to talk about the impact of a past action on our lives today.

Pupils investigate different accounts of historical events and

**Thinking like a historian**

Pupils explain how life and society developed and changed in pre-historic times

to build up a picture of past events.

Pupils ask a variety of questions.

**Thinking like a historian**

Pupils begin to talk about the impact of a past action on our lives today.

	<p>Pupils observe and use pictures, photographs, and artefacts to find out about the past.</p> <p>Pupils start to use stories or accounts to distinguish between fact and fiction.</p>	<p>explain some of the reasons why the accounts may be different.</p> <p>Pupils talk about similarities and differences between contrasting times in the past according to the periods of history studied.</p>	<p>(Stone Age to Iron Age)</p>	<p>Pupils talk about similarities and differences between contrasting times in the past according to the periods of history studied.</p>
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Pupils explain that there are distinct types of evidence and sources that can be used to help represent the past.

### **Communicating History**

Pupils communicate knowledge and understanding in a variety of ways - discussions, pictures, writing, annotations, and drama.

Pupils comment on the usefulness and accuracy of different sources of evidence.

Pupils research a specific event from the past to then write about this.

Pupils organise answers well and state conclusions.

Pupils give reasons for ideas.

Pupils use some dates and historical terms .

### **Communicating History**

Pupils communicate their learning in an organised and structured way, using appropriate terminology, using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.

Pupils embed events within the wider historical context of the time period.

Pupils display findings in a variety of ways - work independently and in groups.

Pupils construct their own responses, beginning to select and organise relevant Historical information.

### **Communicating History**

Pupils know connections, contrasts and trends over time.

Pupils know about how civilisations have changed over time.

Pupils identify significant features through different periods of time.

### **Communicating History**

Pupils communicate their learning in an organised and structured way, using appropriate terminology, using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.

Pupils embed events within the wider historical context of the time period.

Pupils display findings in a variety of ways - work independently and in groups.

				<p>Pupils construct own responses, beginning to select and organise relevant Historical information.</p>
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## Romans

<ul style="list-style-type: none"> <li>Sequential components</li> <li>Objective titles</li> <li>Key ideas</li> </ul>	<b>Y3</b> <b>On-going key objectives/ end points</b>	<b>Y4</b> <b>On-going key objectives/ end points</b>	<b>Substantive Core Knowledge</b>	<b>Disciplinary Core Knowledge</b>	
<p><b>Romans and where they came from.</b>  <b>I can explain who the Romans were and where they came from.</b>            To explain who the Romans were and where they come from.</p>	<p><b>Chronology</b>            Pupils begin to understand that the past is divided into different named periods of time.</p>	<p><b>Chronology</b>            Pupils place events, people, and changes of British, local and world history on a timeline.</p>	<p><b>Chronology</b>            Pupils know when the Roman Empire developed in Britain.</p>	<p><b>Chronology</b>            Pupils place events, people, and changes of British history on a timeline.</p>	
<p><b>Roman Empire and its army</b>  <b>I can describe who the Roman Empire were and the importance of its army.</b>            To understand the word ‘Empire’            To place the Romans on a timeline and knowing where they fit in time in relation to other events.</p>	<p>Pupils start using a timeline that identifies different centuries.</p> <p>Pupils are able to use dates to explain British, local and world history.</p>	<p>Pupils accurately set out different events onto a timeline.</p> <p>Pupils sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart.</p>			<p>Pupils accurately set out different events onto a timeline, including the unit being studied.</p>
<p><b>Romans invaded Britain</b>  <b>I can describe why the Romans invaded Britain.</b>            To place events during the growth of the empire on a timeline            To use sources as a basis of research            To ask questions about the power of the Roman army and use correct terminology and vocabulary.</p>	<p>Pupils use appropriate dates and chronological conventions, e.g., BC, BCE, and AD.</p> <p>Pupils put artefacts or information in chronological order from a long time ago.</p>	<p>Pupils understand that some major events in the past caused a major change to the British landscape e.g. Roman occupation.</p>			<p>Pupils understand that some major events in the past caused a major change to the British landscape.</p>
<p><b>British resistance - a case study of Boudica</b>  <b>I can describe when and why Britain was conquered by the Romans.</b>            To understand how the way people lived impacts and shapes this nation. To develop historical key vocabulary to help construct informed responses. To describe when was Britain conquered by the Romans and who the emperor was.</p>	<p>Pupils understand that significant discoveries or inventions changed the lives of people.</p> <p>Pupils use words and phrases:</p>	<p>Pupils understand how the way people lived impacts and shapes this nation.</p> <p>Use words and phrases: century, decade.</p>			<p>Pupils use words and phrases: century, decade</p>

<p><b>Onwards and upwards!</b>  <b>I can research to find out more about Roman occupation of Britain.</b>          To explore the significance of the Roman continued occupation of Britain and the changes that were witnessed during this time          To use sources as a basis for research and apply to understand how evidence is used to make historical claims.</p>	<p>century, decade.</p> <p><b>Investigating the past</b>          Pupils use a range of sources to find out about Roman Empire.</p> <p>Pupils suggest sources of evidence from a selection to</p>	<p><b>Investigating the past</b>          Pupils understand the difference between primary and secondary sources of evidence.</p>	<p><b>Investigating the past</b>          Pupils know about the Roman Empire in Britain.</p>	<p><b>Investigating the past</b>          Pupils use a range of sources of</p>
<p><b>'Romanisation' of Britain - how it changed?</b>  <b>I can explain the 'Romanisation' of Britain</b>          To recognise the influence the past has on today.          Use of resources/artefacts and images : Children will begin to ask questions about objects and events in order to identify their significance.          To construct arguments based on artefacts and events and use correct vocabulary and terminology to relate ideas.</p>	<p>help answer questions and says how it can be used to find out about the past.</p> <p>Pupils explain that there are distinct types of evidence and sources that can be used to help represent the past.</p>	<p>Pupils suggest sources of evidence from a selection provided to use to help answer questions.</p> <p>Pupils use evidence to build up a picture of a past event.</p> <p>Pupils ask a variety of questions.</p>		<p>evidence to find out about a period.</p> <p>Pupils suggest sources of evidence from a selection provided to use to help them to identify the achievements the Romans.</p> <p>Pupils ask a variety of questions.</p>
<p><b>I can describe how Britain has always been multicultural.</b>          To begin to realise that the Britain has always been multicultural and that this is not new.</p>	<p><b>Thinking like a historian</b></p> <p>Pupils can identify the causes of events in the past and their effects.</p> <p>Pupils observe and use pictures, photographs, and artefacts to find out about the past.</p> <p>Pupils start to use stories or accounts to distinguish</p>	<p><b>Thinking like a historian</b>          Pupils begin to talk about the impact of a past action on our lives today.</p> <p>Pupils investigate different accounts of historical events and explain some of the reasons why the accounts may be different.</p> <p>Pupils talk about similarities and</p>	<p><b>Thinking like a historian</b>          Pupils explain the impact on Roman Britain.</p>	<p><b>Thinking like a historian</b>          Pupils begin to talk about the impact of a past action on our lives today.</p> <p>Pupils begin to talk</p>

	<p>between fact and fiction.</p> <p>Pupils explain that there are distinct types of evidence and sources that can be used to help represent the past.</p> <p><b>Communicating History</b> Pupils communicate knowledge and understanding in a variety of ways - discussions, pictures,</p>	<p>differences between contrasting times in the past according to the periods of history studied.</p> <p><b>Communicating History</b> Pupils communicate their learning in an organised and structured way, using appropriate terminology, using different</p>		<p>about the impact of the Romans on our lives today.</p> <p>Pupils investigate different accounts of historical events and explain some of the reasons why the accounts maybe different.</p> <p><b>Communicating History</b> Pupils communicate their</p>
	<p>writing, annotations, and drama.</p> <p>Pupils comment on the usefulness and accuracy of different sources of evidence.</p> <p>Pupils research a specific event</p>	<p>genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.</p> <p>Pupils embed events within the wider historical context of the time period.</p>	through different periods of time.	<p>learning in an organised and structured way, using appropriate terminology, using different genres of writing, drawing, diagrams, data-</p>

	<p>from the past to then write about this.</p> <p>Pupils organise answers well and state conclusions.</p> <p>Pupils give reasons for ideas.</p> <p>Pupils use some dates and historical terms .</p>	<p>Pupils display findings in a variety of ways - work independently and in groups.</p> <p>Pupils construct their own responses, beginning to select and organise relevant Historical information.</p>	<p>handling, drama role-play, storytelling and using ICT.</p> <p>Pupils construct own responses, beginning to select and organise relevant Historical information.</p> <p>Pupils can give reasons for ideas and state conclusions using some dates and historical terms.</p>
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