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	3	4	5	6
Chronological Understanding	-Introduce how a timeline can be divided into BC (Before Christ) and AD (Anno Domini). -Place the time studied on a timeline. -Use dates and terms related to the study unit and passing of time. -Sequence several events or artefacts	-Consolidate understanding of BC/AD and how periods studied so far sit within this. -Place events from period studied on timeline. -Use terms related to the period and begin to date events.	-Know and sequence key events of time studied. -Use relevant terms and period labels such as BCE (Before Common Era)/ CE (Common Era) -Make comparisons between different times in the past.	-Place current study on timeline in relation to other studies -Use relevant dates and terms such as BCE/CE - Sequence up to 10 events on a timeline. -understand how some historical events/periods occurred concurrently in different locations, e.g. Bronze age in the UK and Ancient Egypt
Substantive Knowledge by era	**STONE AGE to IRON AGE** -Know some differences between the Stone age and modern era. -Know some differences between early stone age and the Neolithic period. -Know that bronze is a metal and people used it to make tools and weapons -The beaker people brought pottery over to trade for things like metal. -Know what Stone henge is and some of its features and what it was used for. -Know some differences between the Stone Age and Iron	**ANCIENT GREEKS** -Know ancient pottery can be a source of evidence from the past -Know some of the names of ancient Greek city states and the differences between Athens and Sparta -Know the ancient Greeks believed in lots of gods and how they were honoured through the Olympic Games -Name an influential Greek person and describe their influence -Know three ways the ancient Greeks lived	**ANGLO-SAXONS** -Know Anglo-Saxons came before Vikings -Know where the Anglo-Saxons came from and where they invaded. -Know some facts about how Anglo-Saxons lived, their settlements and how they traded **VIKINGS** -Know facts about the Battle of Lindisfarne -Know facts about daily life in the Viking period including religious beliefs	**VICTORIANS** -I know 3 inventions from the Victorian era, who invented them, and how they have impacted our lives today. -I know what everyday life was like for a Victorian child, what they did as jobs, and how dangerous this could be. -I know how the population changed and was distributed during the Industrial Revolution -I know the impact that the steam engine had on life in Victorian times, including for tourism and the transport of goods

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	Age and that we have evidence of Iron Age hillforts locally. **ANCIENT EGYPTIANS** -know that Egypt is a country in Africa and it is a desert environment -Know the River Nile is a river in Egypt and some reasons why it was important to the Ancient Egyptians -Know there was a social structure in ancient Egypt and a pharaoh was at the top of this -Know the ancient Egyptians communicated through art and symbols -Know some ancient Egyptian gods -Know the ancient Egyptians built pyramids -Know mummification was a process to preserve the body for the afterlife and some of the steps involved in this	-Know some ways the ancient Greeks have influenced the modern day **ROMANS** -Know the Roman Empire was founded in Rome -Know some reasons why the Roman army was so powerful -Know some facts about Celtic Britain including that Boudicca was a Celtic Queen who fought against the Romans -Know that the Romans invaded more than once -Know some of the new ideas Romans brought to Britain such as roads, trading goods and buildings	-Know King Alfred defeated the Vikings and recaptured London -Know what happened in the Battle of Hastings in 1066 -Explain a Viking and an Anglo-Saxon legacy **LOCAL STUDY** **-**Know that Charles Darwin and his family lived in Shrewsbury and why they are important to our school. -Know what local features are connected with Charles Darwin and how they might have inspired his interests. -To know some of the legacies left by Charles Darwin and his family.	-I know how land was used during the Industrial Revolution, including for mining, transport and manufacturing purposes. -I know about the life, legacy and impact of Queen Victoria **ANCIENT MAYA** -The Maya were from Central America and existed from 200BC until 1500AD, which was the same time as the Bronze Age, Iron Age, Romans and Vikings in Britain -The Maya traded using food (cacao beans), gems (jade, amber and quartz) and other precious items such as feathers and shells depending on which area they lived in. -Name some of the advantages and dangers of living in the rainforest -Know the names of famous Maya cities, including the uses of some of the buildings -Know that the Maya believed in an underworld as well as many gods. -The number system used dots and lines, the writing system used hieroglyphs and

				pok-ta-pok was an early form of football.

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Disciplinary Knowledge and Skills	-Look at different accounts of a historical event, and discuss some of the reasons why the accounts may differ. -Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. -Begin to suggest causes and consequences of some of the main events and changes in history.	-Use evidence to ask questions and find answers to questions about the past. -Suggest and use suitable sources of evidence for historical enquiries in order to gain a more accurate understanding of history. -Suggest causes and consequences of some of the main events and changes in history and begin to understand the lasting legacy of these consequences. -Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.	-Use sources of evidence to deduce information about the past. -Select and use multiple suitable sources of evidence, giving reasons for choices in order to form testable hypotheses about the past. -Seek out and analyse a wide range of evidence in order to justify claims about the past. -To deepen understanding of cause and consequence and the lasting legacy of this. -Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ	-use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past. -Understand the difference between primary and secondary evidence and the impact of this on reliability. -begin to evaluate the usefulness of different sources. Understand that no single source of evidence gives the full answer to questions about the past -To deepen understanding of cause and consequence and the legacy of this. -know that people in the past represent events or ideas in a way that may be to persuade others
Vocabulary linked to era studied	**<u>Stone Age to Iron Age</u>** Prehistory Paleolithic Mesolithic Neolithic Copper Tin Bronze	**<u>Ancient Greeks</u>** Acropolis Legacy City—state Democracy Mount Olympus Oligarchy Olympics	**<u>Anglo-Saxons</u>** Peasantry Chronology Trades Invade Defend Settlement Settlers	**<u>Victorians</u>** Industry Industrial revolution Monarch Reign Orphan Workhouse Empire

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	Iron Hillfort Hunter-gatherer Agriculture	Titans Civilisation Religion	Angles Saxons Jutes	Invention Parliament Gruel
	Ancient Egyptians Irrigation Ruled Ancient Civilisation Hieroglyphics Cartouche Pharoah Chronology Prehistory	**Romans** Conquer Empire Emperor Society Trade Archaeology Rebellion Bathhouse	**Vikings** Source Primary source Secondary source Invade Defend Settlement Settlers Monastery	**Maya** Rituals Temple Sacrifice Civilisation Maize Cacao beans Drought
Educational Visits, Visitors or themed days	Shropshire Hills Discovery Centre	Shrewsbury Walk Shrewsbury Museum	Battle re-enactment	Black Country Living Museum Victorian Day