Long-term overview for History

YEARS 3/4

How did Britain change between the beginning of the Stone Age and the end of the Iron Age?

What has helped us to build a picture of what happened during the Stone Age period?
Disciplinary

What are the key differences between the Stone, Bronze and Iron Ages
Societies

What was the significance of the discovery of iron ore and the invention of the wheel?
Invention

Why was the creation of Iron Age hill forts so important?
Safe from conflict

What do we mean by the term hunter-gatherer?
Legacy

Disciplinary Knowledge

Timelines	Chronology	Evidence base	Interpretation & Significance
Y3 - Create a timeline starting from the beginning of the Stone Age to the end of the Iron Age and set out some of the main events during this period Y4 - Create a timeline that has more segments across this timescale	Y3 - Put artefacts or information in chronological order from a long time ago Y4 - Use words and phrases: century, decade	Y3 - Know that much of what is presented as historical fact is based on limited information Y4 - Know that historical recounts are prone to exaggeration	Y3 - Understand that significant discoveries or inventions created much change in the lives of people, e.g. the wheel or iron ore Y4 - Know about the impact of a past action on our lives today

Long-term overview for History

YEARS 3/4

How did our homes change between the beginning of the Stone Age and the end of the Roman occupation?

Did the first people who lived in Britain live in caves?
Society

What did we learn about the way we lived from the discoveries at Skara Brae?
Disciplinary

How did hill forts help people be more secure in the Iron Age?
Society

How did the Romans change the way we lived?
Inventions

What did the Romans do to improve Britain?
Legacy

Disciplinary Knowledge

Timelines	Chronology	Evidence base	Interpretation & Significance
Y3 - Create a timeline starting from the beginning of Stone Age to the end of the Iron Age and set out how homes have changed Y4 - Create a timeline that has more segments across this timescale, e.g. homes and food	Y3 - Put homes in chronological order from the Stone Age through to the end of the Roman occupation Y4 - Appreciate that some significant events in the past caused a major change to the British landscape, e.g. Roman occupation.	Y3 - Know that much of what is presented as historical fact is based on limited information Y4 - Know that historical recounts are prone to exaggeration	Y3 - Understand that significant discoveries or inventions created much change in the lives of people, e.g. building methods Y4 - Know about the impact of a past action on our lives today

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Long-term overview for History

YEARS 3/4

How did what we ate change between the beginning of the Stone Age and the end of the Roman occupation?

What do we mean by the term hunter-gatherer?

What evidence have we got to tell us what the early Britons ate?
Disciplinary

What do we know about how the Romans changed our eating habits?
Society

What was meant by a Roman Banquet?

What food did the Romans introduce to Britain that we still have today?
Legacy

Disciplinary Knowledge

Timelines	Chronology	Evidence base	Interpretation & Significance
Y3 - Create a timeline starting from the beginning of the Stone Age to the end of the Iron Age and set out how what people ate changed Y4 - Create a timeline that has more segments across this timescale, e.g. homes and food	Y3 - Put types of food in chronological order from the Stone Age through to the end of the Roman occupation Y4 - Appreciate that some major events in the past caused a major change to British people, e.g. how the Romans ate	Y3 - Know that the further back in history we go, the less reliable the evidence is Y4 - Know that historical recounts are prone to exaggeration	Y3 - Understand that significant discoveries or creations caused much change in the lives of people, e.g. crockery Y4 - Know about the impact of the past on our lives today, e.g. eating habits

Long-term overview for History

YEARS 3/4

Why was Ancient Egypt's civilisation ahead of its time?

What was happening in Britain when the Ancient Egyptians were at their most powerful?
Society

How have archaeologists helped us know what happened in Ancient Egypt and elsewhere?
Disciplinary

What do we know about other great civilisations of this time?
Civilisations

How and why were the Ancient Egyptians influenced by their Gods?

Why did the powerful Egyptians create a culture of slavery?
Legacy

Disciplinary Knowledge

Timelines	Chronology	Evidence base	Interpretation & Significance
Y3 - Start using a timeline that identifies different centuries Y4 - Sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart	Y3 - Put artefacts or information in chronological order from a long time ago Y4 - Use words and phrases: century, decade	Y3 - Observe and use pictures, photographs and artefacts to find out about the past Y4 - Recognise the impact that bias has on the record of historical events	Y3 - Start to compare two versions of a past event Y4 - Look at more than one version of the same event or story in history and identify differences

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Long-term overview for History

YEARS 3/4

Who lived in the Indus Valley and what do we know about them?

- What was happening in Britain when the Indus Valley civilisation was at its most powerful?
- How have archaeologists helped us know what happened in the Indus Valley and elsewhere?
- What do we know about other great civilisations of this time?
- Who were the Indus Valley people and what was everyday life like there?
- What was it like for children living in the Indus Valley?

Disciplinary Knowledge

Timelines	Chronology	Evidence base	Interpretation & Significance
Y3 - Start using a timeline that identifies different centuries Y4 - Sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart	Y3 - Put artefacts or information in chronological order from a long time ago Y4 - Use words and phrases: century, decade	Y3 - Observe and use pictures, photographs and artefacts to find out about the past Y4 - Recognise the impact that bias has on the record of historical events	Y3 - Start to compare two versions of a past event Y4 - Look at more than one version of the same event or story in history and identify differences

Long-term overview for History

YEARS 3/4

How did Colchester grow to be a leading city?

- What do we know about Colchester's Roman origins?
- How did Colchester grow during the 18th century?
- Why did Colchester become known as Camulodunum?
- Why was the Siege of Colchester significant?
- How did Colchester improve during the 19th and 20th centuries?

Disciplinary Knowledge

Timelines	Chronology	Evidence base	Interpretation & Significance
Y3 – Use a timeline to show how a city has changed over the years Y4 - Accurately set out different events from a locality onto a timeline	Y3 - Put artefacts or information in chronological order from a long time ago Y4 - Appreciate that some major events in the past caused a major change to the British landscape, e.g. the Peterloo Massacre	Y3 - Observe and use pictures, photographs and artefacts to find out about the past Y4 - Know that historical recounts are prone to exaggeration	Y3 - Start to use stories or accounts to distinguish between fact and fiction Y4 - Know about the impact of a past action on our lives today

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Long-term overview for History

YEARS 5/6

How did Britain change between the end of the Roman occupation and 1066?

- Who were the Anglo-Saxons and why did they invade Britain?
- Who were the Vikings and why did they have a reputation of being fierce raiders?
- What were the long-term impacts of the Anglo-Saxons and Vikings on our lives today?
- Who were the famous Anglo-Saxon kings?
- How important was the Norman Conquest in 1066?

Disciplinary Knowledge

Timelines	Chronology	Evidence base	Interpretation & Significance
Y5 - Have a secure understanding of a British timeline that extends from the Stone Age to the present day Y6 - Use timelines to demonstrate changes and developments in culture, technology, religion and society	Y5 - Know and describe in some detail the main changes to an aspect in a period of history being studied Y6 - Demonstrate a coherent chronological narrative, knowledge and understanding of Britain's past and the wider world	Y5 - Know the difference between primary and secondary sources of evidence and the impact of this on reliability Y6 - Use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past	Y5 - Realise that there is often not a single answer to historical questions Y6 - Appreciate that people in the past represent events or ideas in a way that may be to persuade others

Long-term overview for History

YEARS 5/6

Who were the Anglo-Saxons and what influence do they have on our life today?

Where did the Anglo-Saxons originate from, and when did they invade our country?

How did the Anglo-Saxons bring about law and order to Britain?

How did the Anglo-Saxons create different settlements to the ones the Romans had created?

What did we learn about the Anglo-Saxons from the discoveries at Sutton Hoo?

What do we know about many of the Anglo-Saxon kings?

Disciplinary Knowledge

Timelines	Chronology	Evidence base	Interpretation & Significance
Y5 - Order an increasing number of significant events, movements and dates on a timeline using dates accurately Y6 - Use timelines to demonstrate changes and developments in culture, technology, religion and society	Y5 - Know and describe in some detail the main changes to an aspect in a period of history being studied Y6 - Demonstrate a coherent chronological narrative, knowledge and understanding of Britain's past and the wider world	Y5 - Know the difference between primary and secondary sources of evidence and the impact of this on reliability Y6 - Use a range of evidence to offer some clear reasons for different interpretations of events, linking this to a factual understanding of the past	Y5 - Realise that there is often not a single answer to historical questions Y6 - Appreciate that people in the past represent events or ideas in a way that may be to persuade others

Long-term overview for HISTORY

YEARS 5/6

When and why did we create the British Empire?

- Why did Britain start creating an Empire?
- How important were the voyages of discovery in making Britain great?
- Why was the creation of the British Empire not always covered in glory?
- Why is it important we get to know about India's relationship with the British Empire?
- Why do we no longer have a British Empire?

Disciplinary Knowledge

Timelines	Chronology	Evidence base	Interpretation & Significance
Y5 - Order an increasing number of significant events, movements and dates on a timeline using dates accurately Y6 - Use timelines to demonstrate changes and developments in culture, technology, religion and society	Y5 - Know and describe in some detail the main changes to an aspect in a period of history being studied Y6 - Describe the main changes in a period in history using words such as social, religious, political, technological and cultural	Y5 - Show an awareness of the concept of propaganda and censorship Y6 - Use a range of evidence to offer some clear reasons for different interpretations of events, linking this to a factual understanding of the past	Y5 - Realise that there is often not a single answer to historical questions Y6 - Form their own opinions about historical events from a range of sources

Long-term overview for History

YEARS 5/6

What was the impact of the World War 2 on Britain?

- Why did World War 2 start and what part did Hitler play in it?
- What was appeasement and was it a cowardly approach?
- What it was like to be a German child during World War Two?
- Who was Winston Churchill and what part did he play in the war?
- How was every town and city affected during and after the war?

Disciplinary Knowledge

Timelines	Chronology	Evidence base	Interpretation & Significance
Y5 - Order an increasing number of significant events, movements and dates on a timeline using dates accurately Y6 - Know key dates associated with significant events studied related to the war	Y5 - Know and describe in some detail the main changes during the war Y6 - Describe the main changes during the war using words such as social, religious, political, technological and cultural	Y5 - Show an awareness of the concept of propaganda and censorship during the war Y6 - Use a range of evidence to offer some clear reasons for different interpretations of the war, linking this to factual understanding	Y5 - Realise that there is often not a single answer to historical questions Y6 - Form their own opinions about historical events from a range of sources

Long-term overview for History

YEARS 5/6

Why was the early Islamic civilisation known as the Golden Age?

When was the Islamic civilisation at its most glorious? ***Civilisation***

Where and what was the House of Wisdom? ***Invention***

What was Prophet Muhammad's (PBUH). association with the Golden Age? ***Society***

What part did the Golden Age have in improving health care and education? ***Legacy***

How did the Golden Age come to an end? ***Conflict***

Disciplinary Knowledge

Timelines	Chronology	Evidence base	Interpretation & Significance
Y5 - Order an increasing number of significant events, movements and dates on a timeline using dates accurately Y6 - Use timelines to demonstrate changes and developments in culture, technology, religion and society	Y5 - Know and describe in some detail the main changes to an aspect of the Islamic Civilisation Y6 - Describe the main changes in a period in history using words such as social, religious, political, technological and cultural	Y5 - Know the difference between primary and secondary sources of evidence and the impact of this on reliability Y6 - Use a range of evidence to offer some clear reasons for different interpretations of events, linking this to a factual understanding of the past	Y5 - Consider different ways of checking the accuracy of interpretations of the past Y6 - Appreciate that people in the past represent events or ideas in a way that may be to persuade others

Long-term overview for History

YEARS 5/6

Who were the Maya and what have we learned from them?

- Who were the Maya and when and where did they live?
- What evidence do we have that the Maya were an advanced civilisation?
- How did the Maya become associated with the ball games pok-ta-pok?
- What do we know of the rituals carried out by the Mayan civilisation?
- What caused the Mayan civilisation to disappear?

Disciplinary Knowledge

Timelines	Chronology	Evidence base	Interpretation & Significance
Y5 - Order an increasing number of significant events, movements and dates on a timeline using dates accurately Y6 - Use timelines to demonstrate changes and developments in culture, technology, religion and society	Y5 - Know and describe in some detail the main changes to an aspect of the Mayan Civilisation Y6 - Describe the main changes in a period in history using words such as social, religious, political, technological and cultural	Y5 - Know the difference between primary and secondary sources of evidence and the impact of this on reliability Y6 - Use a range of evidence to offer some clear reasons for different interpretations of events, linking this to a factual understanding of the past	Y5 - Consider different ways of checking the accuracy of interpretations of the past Y6 - Appreciate that people in the past represent events or ideas in a way that may be to persuade others