

## Year 3

Year 3	Autumn Term: Local History			
Sequence of Learning	Previous Learning		Next Steps in Learning	
	<p>Pupils should have developed an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use historical terms. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p>		<p>Children will develop their knowledge of local history further using a range of sources including a visit to the local history library. They will begin to understand there are lots of ways to find out about the past. They will move on later in the topic to learn about the history of their country and other countries and cultures.</p>	
Knowledge and Skills	Historical Era	Historical Theme		Significant People / Events
	<p><b>A local history study (focusing on Arboretum and Normanton)</b></p> <ul style="list-style-type: none"> <li>Research to find answers to specific historical questions about our locality.</li> <li>Know how our locality today has been shaped by what happened in the past.</li> </ul>	<p><b>Continuity and Change</b></p> <ul style="list-style-type: none"> <li>describe changes to ways of life which happened within the period studied.</li> <li>describe things which stayed the same within the period studied.</li> </ul> <p><b>Cause and Consequence</b></p> <p><b>Similarity and Difference</b></p> <ul style="list-style-type: none"> <li>describe similarities and differences between the daily life of people in the past and people today</li> </ul>	<p>Building of Arboretum Park Joseph Strutt</p> <p><b>Significance of events / people</b></p> <ul style="list-style-type: none"> <li>accurately describe some events and important people in the past</li> </ul>	
	Chronological Understanding		Historical Enquiry and Interpretation	
	<ul style="list-style-type: none"> <li>Know that periods of time are divided into centuries. .</li> <li>Know the meaning of BC and AD</li> <li>Are able to use a timeline to locate the centuries when the history topic being studied occurred.</li> <li>Place key events on a timeline with support.</li> </ul>		<ul style="list-style-type: none"> <li>Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites as evidence about the past.</li> <li>Ask questions and find answers about the past.</li> </ul>	
Vocabulary	<p>Century BC and AD Timeline Historical source</p>	archive	Local history historian	

Year 3	Autumn Term: Ancient Greeks			
Sequence of Learning	Previous Learning		Next Steps in Learning	
	Children have undertaken a short local history unit and begun to use a range of sources to gather information. Children have begun to learn words to describe the past and begun to use a simple timeline to draw on key events.		Children will move onto being able to make comparisons between different eras in learning and similarities and differences and understand where more periods of history sit on the timeline of British and European history.	
Knowledge and Skills	Historical Era	Historical Theme		Significant People / Events
	<b>Ancient Greece – a study of Greek life and achievements and their influence on the western world</b> <ul style="list-style-type: none"> <li>• Know where Ancient Greece was.</li> <li>• Know about how a famous Ancient Greek influenced the world.</li> <li>• Know about and can talk about the struggle between the Athenians and the Spartans.</li> <li>• Know about some of the things that the Greeks gave the world.</li> <li>• Know that the Greeks were responsible for the birth of the Olympics.</li> <li>• Know that the Greek Gods were an important part of Greek culture.</li> </ul>	<b>Cause and Consequence</b> describe the cause of an event and its consequence.  <b>Similarities and Differences</b> <ul style="list-style-type: none"> <li>• describe similarities and differences between the daily life of people in the past and people today</li> </ul>	Olympic Games Archimedes	
	Chronological Understanding		Historical Enquiry and Interpretation	
	<ul style="list-style-type: none"> <li>• Place key events on a timeline with support.</li> <li>• Know the meaning of BC and AD</li> </ul>		<ul style="list-style-type: none"> <li>• Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites as evidence about the past.</li> <li>• Explore the idea that there are different accounts of history.</li> </ul>	
Vocabulary	Ancient Civilisation Slaves Olympic Games	Myths AD BC	Legend Society democracy	

Year 3	<b>Spring Term: Would you prefer to live in the Stone Age, Bronze Age or Iron Age?</b>		
Sequence of Learning	Previous Learning		Next Steps in Learning
	<ul style="list-style-type: none"> <li>- Children have previously learnt about the Ancient Greeks and Local History – this is expanding the children’s knowledge of the post Ice Age Era.</li> <li>- The children have previously started to develop their chronological knowledge and will continue to develop this over a longer period of time.</li> </ul>		<ul style="list-style-type: none"> <li>▪ The Maya – one of the options for studying a non-European society – were a Stone Age culture too. Parallels can be drawn, and differences explored, between the Stone Age in Britain and the Stone Age in Mesoamerica – studied in Year 6</li> </ul>
Knowledge and Skills	Historical Era	Historical Theme	Significant People / Events
	<ul style="list-style-type: none"> <li>• To know what Britain was like after the last Ice Age</li> <li>• Know about how Stone Age people lived including homes, food, tools and clothing.</li> <li>• To know how the use of bronze impacted everyday life.</li> <li>• To identify the changes that took place in the iron age and how we know about these.</li> </ul>	<b>Similarities and Differences and Continuity and Change</b> <ul style="list-style-type: none"> <li>• describe similarities and differences between the daily life of people in the past and people today</li> <li>• describe changes to ways of life which happened within the period studied.</li> </ul>	Amesbury Archer
	Chronological Understanding		Historical Enquiry and Interpretation
	<ul style="list-style-type: none"> <li>- To use a timeline to locate the centuries when the history topic being studied occurred.</li> </ul>		Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites as evidence about the past. Iron Age Fort/ Amesbury Archer
Vocabulary	Settlers Traders Stone Age Iron Age Bronze Age		Tools Weapons Archaeology

## Year 4

Year 4	Autumn Term: Romans			
Sequence of Learning	Previous Learning		Next Steps in Learning	
	<p>The children have previously learning about the stone age, bronze age and iron age. They have begun to use a range of sources to understand about the past and ask questions. They have begun to understand that there are somethings that stayed the same and some things that have changed.</p>		<p>The children will continue to develop their knowledge that throughout different periods of history there were things that stayed the same and some things that changed and begin to understand why this is. The children will move on from learning about the Roman Empire to other periods of British history.</p>	
Knowledge and Skills	Historical Era	Historical Theme		Significant People / Events
	<p><b>The Roman Empire and its impact on Britain (IW)</b></p> <ul style="list-style-type: none"> <li>• Know where Ancient Rome was.</li> <li>• Know about the lives of at least two famous Romans.</li> <li>• Know that Rome was a very important place and many decisions were made there.</li> <li>• Know about at least three things that the Romans did for our country.</li> <li>• Know why the Romans needed to build forts in this country.</li> </ul>	<p><b>Continuity and Change</b></p> <ul style="list-style-type: none"> <li>• describe changes to ways of life and things which stayed the same which happened within the period studied and periods studied in Year 3.</li> </ul>		<ul style="list-style-type: none"> <li>• describe some of the main events and people in a period of history.</li> </ul> <p>Julius Ceasar Cleopatra/ Boudicca</p>
	Chronological Understanding		Historical Enquiry and Interpretation	
	<ul style="list-style-type: none"> <li>• Understand the terms ancient and modern</li> <li>• Can explain which periods of time studied occurred before the birth of Jesus and which occurred afterwards, using AD and BC correctly.</li> </ul>		<ul style="list-style-type: none"> <li>• Ask questions and find answers about the past</li> <li>• Understand that different sources may give conflicting information about the same event</li> </ul> <p><b>Historical Interpretation</b></p> <ul style="list-style-type: none"> <li>• Look at different versions of the same event in history and identify differences.</li> <li>• Know that people in the past represent events or ideas in a way that persuades others.</li> </ul>	
Vocabulary	<p>Ancient Modern Forts</p>	<p>Historical sources Centurian Invade conquer</p>	<p>Emperor Empire</p>	

Year 4				Spring Term: Who were the Anglo Saxons, what did they do and where did they go?			
Sequence of Learning	Previous Learning			Next Steps in Learning			
	<ul style="list-style-type: none"> <li>- The children have learnt about the Romans and Stone Age to Iron Age. They have begun to understand that evidence can be used to draw partial conclusions. They have started to compare different periods in history.</li> </ul>			The children will learn about the Vikings and their struggle with the Anglo Saxons. They will further their knowledge on invaders and settlers and use a wider range of sources to answer historical questions.			
Knowledge and Skills	Historical Era		Historical Theme		Significant People / Events		
	<ul style="list-style-type: none"> <li>• Know where the Anglo-Saxons came from.</li> <li>• To know the reasons for the arrival</li> <li>• Know the link between Anglo-Saxons and Christianity.</li> <li>• To know the legacy of the Anglo Saxons</li> <li>• To understand what happened to the Anglo Saxons</li> </ul>		<b>Similarities and Differences:</b> <ul style="list-style-type: none"> <li>• describe similarities and differences between rich and poor people in the past and compare with other time periods studied in Year 3 and the current day.</li> </ul> <b>Cause and consequence:</b> <ul style="list-style-type: none"> <li>• describe several causes of an event and the consequences.</li> <li>• To understand the past influences our lives today.</li> </ul>		Sutton Hoo Development of Christianity		
	Chronological Understanding			Historical Enquiry and Interpretation			
<ul style="list-style-type: none"> <li>• <input type="checkbox"/> are able to use a timeline to locate the centuries when the history topic being studied occurred.</li> </ul>			Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites as evidence about the past.  Identify primary and secondary sources.				
Vocabulary	settlement, migration, invasion, raiding,			primary source, secondary source, legacy, artefacts			

## Year 5

Year 5	Spring Term: Ancient Egypt		
Sequence of Learning	Previous Learning		Next Steps in Learning
	Children have learnt about the Ancient Greeks and Stone age to Iron Age British history. They have begun to recognise and use a range of sources.		Children will build on their understanding of cause and consequence with learning in the Industrial revolution. They will explain their knowledge of Ancient civilizations learning about the Ancient Mayans.
Knowledge and Skills	Historical Era	Historical Theme	Significant People / Events
	<ul style="list-style-type: none"> <li>Know when and where Ancient Egypt was.</li> <li>To know the importance of the River Nile on Ancient Egypt</li> <li>Know at least two famous Ancient Egyptians and their impact on Ancient Egypt.</li> <li>Know about the impact of Ancient Egypt had on the world.</li> <li>To understand some key Ancient Egyptian beliefs</li> </ul>	<ul style="list-style-type: none"> <li>Cause and consequence –</li> <li>describe several causes of an event and the consequences. I can suggest the most important cause of an event and explain why.</li> </ul>	<ul style="list-style-type: none"> <li><b>Hatshepsut</b></li> <li><b>Akhenaten</b></li> </ul>
	Chronological Understanding		Historical Enquiry and Interpretation
	<ul style="list-style-type: none"> <li>Are able to order and place the key periods from the KS2 History Curriculum studied (in Y3 &amp; Y4 ) in the correct century on a timeline, for example, Ancient Egyptians Romans in Britain and the Stone age, Iron age and Bronze age.</li> <li>Know that CE and BCE can be used instead of BC and AD.</li> <li>independently order and place correctly on a timeline the dates of key events from the history topic being studied.</li> </ul>	<ul style="list-style-type: none"> <li>use a range of sources to provide evidence about the past.</li> <li>Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions.</li> <li>Begin to investigate own lines of enquiry by posing questions to answer.</li> <li>Give reasons why there may be different accounts of history</li> </ul>	
Vocabulary	Pharoah Tomb Pyramid Cause CE/BCE	Consequence Mummification Embalm Hieroglyphics deities	

Year 5	Autumn Term 1: Why did the Vikings come to Britain?			
Sequence of Learning	Previous Learning		Next Steps in Learning	
	Links to Romans and Anglo Saxons in Year 4. Continues to use historical sources and begins to develop the understanding of bias. Build on previous chronological understanding including timelines.		Children will move onto learning about the Industrial revolution as a significant event in British History and how their local area developed. Children will move to construct timelines more independently and continue to investigate using primary and secondary sources of evidence.	
Knowledge and Skills	Historical Era	Historical Theme		
	<b>Vikings</b> <ul style="list-style-type: none"> <li>Know who the Vikings were, where they came from and why they wanted to invade Britain.</li> <li>Know that the Anglo-Saxons and Vikings were often in conflict.</li> <li>Know how to use a timeline to show when the Vikings raids started.</li> <li>Know about the achievements of King Alfred the Great; in defeating the Viking army of Guthrum and creating Danelaw; creating a system of rules and laws and translating books into English</li> <li>Show on a map where the Vikings came from and where they invaded our country.</li> <li>Know that many Vikings came to our country as peaceful farmers.</li> <li>Know why the Vikings often overpowered the Anglo-Saxons.</li> </ul>	<b>Cause and Consequence</b> <ul style="list-style-type: none"> <li>Children understand the causes that Vikings came to Britain and the consequence this had on Anglo Saxons, British history and our lives today.</li> </ul> <b>Continuity and Change</b> <ul style="list-style-type: none"> <li>Children will understand some of the key changes to British History during the time of the Vikings.</li> <li>give some reasons for the changes.</li> </ul> <b>Similarities and Differences</b> <ul style="list-style-type: none"> <li>Children will understand ways in which Viking life was similar and different to that of Anglo Saxons and our lives today including social, cultural, religious and ethnic diversity.</li> </ul>	<ul style="list-style-type: none"> <li>describe and make links between events and people in a period of history</li> <li>Children will learn about King Alfred the Great (Saxon King) and the important role he played in defeating the Viking army and creating Danelaw.</li> </ul>	
	Chronological Understanding		Historical Enquiry and Interpretation	
	<ul style="list-style-type: none"> <li>Independently order and place correctly on a timeline the dates of key events from the history topic being studied.</li> </ul>		<ul style="list-style-type: none"> <li>Use a range of sources to provide evidence about the past.</li> <li>Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions.</li> <li>Give reasons why there may be different accounts of history</li> </ul>	
Vocabulary	Invasion Artefact	Vikings Monastery Monk Saga	Warrior Bias Danelaw	

## Year 6

Year 6 Autumn Term: How did the Victorians change Derby and Britain?				
Sequence of Learning	Previous Learning		Next Steps in Learning	
	<p>The children have previously learnt about different eras of British history and the impact on life today and how things have changed. They have learnt that there were often causes and consequences for historical events in Britain and in the wider world.</p>		<p>As children move through the secondary school they will know and understand significant aspects of the history of the wider world. Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses</p> <p>They will begin to understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims.</p>	
Knowledge and Skills	Historical Era	Historical Theme		Significant People / Events
	<p><b>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</b></p> <p>-</p> <ul style="list-style-type: none"> <li>Know how the Victorians and the Industrial Revolution affected and changed Britain, including Derby</li> <li>Know how the lives of wealthy people were different from the lives of poorer people.</li> <li>To understand some of the causes and consequences of the Industrial Revolution on social reforms.</li> <li>Know how Britain has had a major influence on the world.</li> </ul>	<p><b>Cause and Consequence</b></p> <ul style="list-style-type: none"> <li>explain the causes and consequences of events using examples to support my explanation.</li> </ul> <p><b>Similarities and Differences</b></p> <ul style="list-style-type: none"> <li>investigate and explain describe social, cultural, religious and ethnic diversity and compare with other periods of history studied in KS2 , making links between some features .</li> </ul>		<ul style="list-style-type: none"> <li>describe and make links between events, people and changes in a period of history</li> <li>Explain reasons for above.</li> </ul> <p>Richard Arkwright Queen Victoria William Morris</p>
	Chronological Understanding		Historical Enquiry and Interpretation	
<ul style="list-style-type: none"> <li>Independently order and sequence at least 10 main events from the history topic being studied.</li> </ul>		<p><b>Historical Interpretation</b></p> <ul style="list-style-type: none"> <li>Know that people both in the past and in the present have a point of view and that this can affect interpretation.</li> <li>Give clear reasons why there may be different accounts of history, linking this to factual understanding of the past.</li> </ul>		
Vocabulary	Industrial Revolution Social reforms Causes and consequences Social history Cultural history	Historical interpretation Influence Victorian era		

Year 6	Summer Term 2: Ancient Mayans		
Sequence of Learning	Previous Learning		Next Steps in Learning
	<p>Children have previously studied other Ancient civilisations such as Stone Age and the Egyptians. They have used a variety of sources to find out about the past and answer historical questions.</p> <p>Children have begun to recognise that people from the past have influenced our lives today and they will build on this looking at how our lives have changed and stayed the same.</p>		<p>Children will build on this learning and study history looking into the development of religion and developing further what features of the civilisation studied have influenced the way we live our lives today.</p>
Knowledge and Skills	Historical Era	Historical Theme	Significant People / Events
	<p><b>A non-European society that provides contrasts with British history – Mayan civilization c. AD 900 (HM)</b></p> <ul style="list-style-type: none"> <li>• Know where the Mayan civilization lived..</li> <li>• Know that many of the early civilizations gave much to the world.</li> <li>• Summarise how Britain may have learnt from other countries and civilizations (historically and more recently).</li> </ul>	<p><b>Continuity and Change</b></p> <ul style="list-style-type: none"> <li>• identify and explain change and continuity within and across periods studied in Key Stage 2.</li> </ul>	<p>Children will learn that the Mayans gave much to us today and developed the science of astronomy, calendar systems, and hieroglyphic writing</p>
	Chronological Understanding		Historical Enquiry and Interpretation
<ul style="list-style-type: none"> <li>• Are able to order, place and describe (briefly) the key periods from the KS2 History Curriculum studied (in Y3, Y4 &amp; Y5) in the correct century on a timeline, for example, The Industrial Revolution, The Maya Civilisation, Ancient Egyptians, Romans in Britain and the Stone age, Iron age and Bronze age.</li> <li>• Understand that some historical events occurred concurrently in different locations i.e. Ancient Egypt and Prehistoric Britain, Maya Civilisation and Anglo Saxon England.</li> </ul>		<ul style="list-style-type: none"> <li>• Pupils:</li> <li>• use a range of sources to provide evidence about the past.</li> <li>• Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions.</li> <li>• Independently investigate own lines of enquiry by posing questions to answer.</li> </ul>	
Vocabulary	<p><b>Classic Period</b> - The golden age of the Maya civilization running from 250 AD to 900 AD.</p> <p><b>Codex</b> - A type of book written by the Maya that was created by one long sheet of paper that was then folded like an accordion.</p> <p><b>Continuity</b></p>		<p><b>Glyph</b> - A symbol used in writing.</p> <p><b>Haab'</b> - The Maya solar calendar that was used to measure time and had 365 days</p> <p><b>Maya</b></p> <p><b>Resources</b></p> <p><b>Chichen Itza</b> - The most powerful city-state during the start of the Post-classic period, Chichen Itza is a very popular tourist attraction today.</p> <p><b>City-state</b> - An independent government where a large city rules the surrounding area.</p>