



History Overview – Willow Wood Community Nursery and Primary



Understanding the World EYFS coverage, which is built upon in KS1 History and beyond.	Know that there are some special places in the community. Understand that some places are special to members of their community.	Know about different people in the community and the roles they play. Talk about the lives of the people around them and their roles in society.	Know some similarities and differences between things and the past and now. Comment on images of familiar situations in the past.	Understand the past through settings, characters and events encountered in books read in class and storytelling. Know about images from the past.	Compare and contrast characters from stories, including figures from the past. Begin to make sense of their own life-story and family's history.	Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Comment on images of familiar situations in the past.
Year	1	2	Year 3/4 Cycle A	Year 3/4 Cycle B	Year 5/6 Cycle A	Year 5/6 Cycle B

Curriculum Overview Topics and their key enquiry question

Autumn	Topic: My Family History Enquiry Question: What was life like when our grandparents were children? Enrichment Opportunities: Interview with a grandparent	Topic: The Great Fire of London Enquiry Question: How did The Great Fire of London change as a result of the fire? Enrichment Opportunities: Making Tudor houses with a visit from the fire brigade.	Topic: Ancient Egyptians Enquiry Question: What did the Ancient Egyptians achieve? Enrichment Opportunities: Visit from an archaeologist / workshop	Topic: Stone Age Enquiry Question: What was 'new' about the Stone Age? Enrichment Opportunities: Visit from an archaeologist / workshop	Topic: The Anglo-Saxons Enquiry Question: Was the Anglo-Saxon period really a 'Dark Age'? Enrichment Opportunities: Visit from an archaeologist / workshop	Topic: The Maya Civilization Enquiry Question: Who were the Mayans and what have we learned from them? Enrichment Opportunities: Visit to a museum
Spring	Topic: The Greatest Explorers Enquiry Question: Who were the greatest explorers and what did they do? Enrichment Opportunities: Local walk to Winsford Railway Station	Topic: National Heroes Enquiry Question: Why are Mary Seacole and Florence Nightingale referred to as National Heroes? Enrichment Opportunities: An explore day with Victorian seaside paraphernalia	Topic: Local Area Enquiry Question: Why is our local history important to us? Enrichment Opportunities: Visit from an archivist at Winsford Salt Mines & Visit from Winsford History Society	Topic: Iron Age to Bronze Age Enquiry Question: How did life in Britain change from the Iron Age to the Bronze Age? Enrichment Opportunities: Visit from an archaeologist / workshop Stone Age – Bronze Age	Topic: The Vikings Enquiry Question: Would the Vikings do anything for money? Enrichment Opportunities: Portals to the Past workshop	Topic: Journeys Enquiry Question: What made people go on a journey? Enrichment Opportunities: Na'Takallam School – Virtual meeting with a refugee
Summer	Topic: Great Inventions: Transport Enquiry Question: How did the first flight change the world? Enrichment Opportunities: Local walk to Winsford Railway Station	Topic: Holidays Enquiry Question: How have seaside holidays changed during Living Memory and beyond? Enrichment Opportunities: An explore day with Victorian seaside paraphernalia	Topic: Crime and Punishment Enquiry Question: How has crime and punishment changed in Britain over time? Enrichment Opportunities: Visit to Roman Chester	Topic: Roman Britain Enquiry Question: Was the Roman invasion good or bad for Britain? Enrichment Opportunities: Visit to Roman Chester	Topic: The Ancient Greeks Enquiry Question: What did the Ancient Greeks do for us? Enrichment Opportunities: Portals to the Past workshop	Topic: Black and British Enquiry Question: How has life changed for Black people living in Britain over the last 60 years?

Disciplinary Knowledge Historical concepts

Change & Development	<ul style="list-style-type: none"> Identify similarities and differences between ways of life in different periods. Study changes within living memory. 			<ul style="list-style-type: none"> Address and devise historically valid questions about change, similarity and difference. Note connections, contrasts and trends over time. 			<ul style="list-style-type: none"> Address and devise historically valid questions about change, similarity and difference. Note connections, contrasts and trends over time. 		
	WTS The Pupil can identify a few similarities, differences and changes occurring within a particular topic (e.g. identify differences and similarities between early and modern aeroplanes).	EXS The pupil can identify independently a range of similarities, differences and changes within a specific time period (e.g. recognise differences in aeroplanes from different decades).	GDS The pupil can describe independently and accurately similarities, differences and changes both within and across time periods and topics (e.g. identify and describe several changes, similarities and differences that have occurred in aviation over a century).	WTS The Pupil can describe some similarities, differences and changes occurring within Lower Key Stage 2 topics (e.g. describe some similarities and differences between the Stone Age periods).	EXS The pupil can make valid statements about the main similarities, differences and changes occurring within topics (e.g. categorise changes into the different periods of the Stone Age).	GDS The pupil can explain why certain changes and developments were of particular significance within topics and across time periods (e.g. explain why some changes within the Stone Age were of particular importance).	WTS The Pupil can provide valid reasons why some changes and developments were important within particular Upper Key Stage 2 topics (e.g. decide why one change in communication is of particular importance).	EXS The pupil can compare similarities, differences and changes within and across some topics, in terms of importance, progress or the type and nature of the change (e.g. provide some similarities and differences affecting different forms of communication).	GDS The pupil can compare independently how typical similarities, differences and changes were (e.g. identify and explain whether some developments in communication were exceptional developments or commonplace everywhere at the time).
Cause & Effect	<ul style="list-style-type: none"> Choose and use parts of stories and other sources to show that they know and understand key features of events. Study the lives of significant individuals who contributed to national and international achievements. 			<ul style="list-style-type: none"> Address and devise historically valid questions about cause. 			<ul style="list-style-type: none"> Address and devise historically valid questions about cause. 		
	WTS The Pupil can identify at least one relevant cause for, and effect of, several events covered (e.g. identify an effect of the Great Fire of London / invention of flight).	EXS The pupil can identify a few relevant causes and effects for some of the main events covered (e.g. identify several causes and effects of the Great Fire of London).	GDS The pupil can comment on a few valid causes and effects relating to many of the events covered (e.g. make a few valid judgements about the causes and effects of the Great Fire of London).	WTS The Pupil can describe some relevant causes for, and effects on, some of the key events and developments covered.	EXS The pupil can comment on the importance of causes and effects for some of the key events and developments within topics.	GDS The pupil can explain with confidence the significance of particular causes and effects for many of the key events and developments.	WTS The Pupil can place several valid causes and effects in an order of importance relating to events and developments (e.g. list several causes and place them in an order of importance as to why the Vikings came to Britain).	EXS The pupil can explain the role and significance of different causes and effects of a range of events and developments (e.g. explain how and why the Vikings were such successful travellers and how important this was in their success).	GDS The pupil can comment independently on the different types of causes and effects for most of the events covered, including longer- and shorter-term aspects (e.g. recognise and explain different causes and effects for the length of Viking settlements in Britain, such as technological, economic, social and cultural reasons).
Significance & Interpretations	<ul style="list-style-type: none"> Understand some of the ways in which they find out about the past and identify different ways in which it is represented. 			<ul style="list-style-type: none"> Address and devise historically valid questions about significance. Understand how our knowledge of the past is constructed from a range of sources. 			<ul style="list-style-type: none"> Address and devise historically valid questions about significance. Understand how our knowledge of the past is constructed from a range of sources. 		
	WTS The Pupil can consider one reason why an event or person might be significant (e.g. explain why we remember a particular explorer).	EXS The pupil can identify a range of significant aspects of a theme, society, period or person and offer some comments on why they have selected these aspects (e.g. give reasons why they have chosen particular aspects of)	GDS The pupil can provide some valid reasons for selecting an event, development or person as significant (e.g. explain the achievements of various explorers stating which one they think is the biggest hero and)	WTS The Pupil can select what is most significant in a historical account (e.g. describe in some detail some of the most significant features of Ancient Egypt). The Pupil can also provide a reason why two accounts	EXS The pupil can explain why some aspects of historical accounts, themes or periods are significant (e.g. explain why Ancient Egyptian achievements were significant). The pupil can also comment on a	GDS The pupil can explain independently why a historical topic, event or person was distinctive or significant (e.g. explain what made the Ancient Egyptian period distinctive). The pupil can also explain historical situations, events,	WTS The Pupil can describe the significant issues in many of the topics covered (e.g. describe several of the most successful achievements of Ancient Greece).	EXS The pupil can explain reasons why particular aspects of a historical event, development, society or person were of particular significance (e.g. critically evaluate the significance of)	GDS The pupil can compare the significance of events, development and people across topics and time periods (e.g. explain which period of Ancient Greek history was the most important, giving reasons for their choice). The pupil can also understand and explain the nature and reasons for different interpretations in a range of topics (e.g. recognise and explain how and why there could be

		the life of a famous explorer).	justify their opinion).	of the same event might differ (e.g. recognise and provide a reason why different people might have different views about the Romans).	range of possible reasons for differences in a number of accounts (e.g. explain how and why there were different viewpoints about Boudicca).	developments and individuals from more than one viewpoint (e.g. explain how and why different people might have interpreted the benefits of Roman rule in Britain).	interpretations for events, developments and people covered in a range of Upper Key Stage 2 topics (e.g. recognise several different representations and interpretations about Sparta).	the achievements and legacy of the Ancient Greeks). The pupil can also explain how and why it is possible to have different interpretations of the same event or person (e.g. explain how and why it is possible to have different interpretations about the Ancient Greek Olympic Games).	different interpretations about Athenian society).
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**Substantive Knowledge
Historical Knowledge**

Constructing the Past	<ul style="list-style-type: none"> Know where people and events fit within a chronological framework. Study historical periods, some of which they will study more fully later 			<ul style="list-style-type: none"> Establish clear narratives within and across the periods they study. Understand overview and depth. 			<ul style="list-style-type: none"> Establish clear narratives within and across the periods they study. Note connections, contrasts and trends over time. Combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content. 		
	<p>WTS</p> <p>The pupil can identify relevant features of particular historical themes, events and people from family, local, national and global history (e.g. recall some famous explorers and talk about significant events in their life)</p>	<p>EXS</p> <p>The pupil can describe features of particular themes, events and people from family, local, national and global history (e.g. retell the story of an explorer).</p>	<p>GDS</p> <p>The pupil can explain a range of features covering family, local, national and global history and draw a range of conclusions (e.g. recall the more significant events and discoveries made by an explorer & draw conclusions about it).</p>	<p>WTS</p> <p>The pupil can identify details from several themes, societies, events and significant people covered in local, national and global history (e.g. identify some of the achievements made by Ancient Egyptians).</p>	<p>EXS</p> <p>The pupil can identify details from local, national and global history to demonstrate some overall awareness of themes, societies, events and people (e.g. recall a number of details about the Ancient Egyptians and their achievements).</p>	<p>GDS</p> <p>The pupil can describe the main context of particular themes, societies, people and events including some explanation (e.g.) identify and describe a range of people, events and developments throughout the Ancient Egyptian period.</p>	<p>WTS</p> <p>The pupil can understand some features associated with themes, societies, people and events (e.g. understand aspects of Maya life).</p>	<p>EXS</p> <p>The pupil can provide overviews of the most significant features of different themes, individuals, societies and events covered (e.g. give a summary of the main features of Maya society).</p>	<p>GDS</p> <p>The pupil can show a detailed awareness of the themes, events, societies and people covered across the Upper Key Stage 2 topics, explaining different dimensions and characteristics (e.g. show evidence of understanding the variety of social, economic, cultural and political aspects of the Maya civilisation).</p>

Sequencing the Past	<ul style="list-style-type: none"> Know where people and events fit within a chronological framework. Develop awareness of the past, using common words and phrases relating to the passing of time. 			<ul style="list-style-type: none"> Develop chronologically secure knowledge and understanding of British, local and world history. 			<ul style="list-style-type: none"> Develop chronologically secure knowledge and understanding of British, local and world history. 		
	<p>WTS</p> <p>The Pupil can depict on a timeline the sequence of a few objects and/or pieces of information (e.g. put the main features of cooking in chronological order on a timeline).</p> <p>The pupil can also use a number of everyday time terms, such as 'now', 'then', 'yesterday', 'week', 'month', 'year', 'nowadays', 'old' and 'new'.</p>	<p>EXS</p> <p>The pupil can sequence independently on an annotated timeline a number of objects or events related to particular themes, events, periods, societies and people (e.g. select a range of cooking methods and foods to place on a timeline).</p> <p>The pupil can also understand securely and use a wider range of time terms (e.g. use some common words and phrases relating to the passage of time, such as 'nowadays', 'in the past' and 'previously').</p>	<p>GDS</p> <p>The pupil can give a valid explanation for their sequence of objects and events on timelines or narratives they have devised (e.g. Independently select a range of objects and information associated with food and how it was cooked over different time periods and explain the reason for their sequence).</p> <p>The pupil can also use and understand more complex time terms, such as BC/AD, period labels and terms, and words and phrases relating to the passage of time including 'last century', '1950s', '1960s' and 'decade'.</p>	<p>WTS</p> <p>The pupil can sequence some events, objects, themes, periods and people from topics covered, by providing a few dates and/or period labels and terms (e.g. group a few events, structures and artefacts belonging to the Bronze and Iron Ages).</p>	<p>EXS</p> <p>The pupil can sequence a number of the most significant events, objects, themes, societies, periods and people in Lower Key Stage 2 topics using some dates, period labels and terms (e.g. sequence many of the main features of the Bronze and Iron Ages).</p>	<p>GDS</p> <p>The pupil can accurately sequence the key events, objects, themes, societies, periods and people within and across topics confidently using key dates, period labels and terms (e.g. sequence and offer some comment why a range of events, structures and artefacts belong either to the Bronze or Iron Ages).</p>	<p>WTS</p> <p>The pupil can sequence with some independence many of the significant events, societies and people within topics covered using appropriate dates, period labels and terms (e.g. place many of the important Greek developments, people and events on an annotated timeline).</p>	<p>EXS</p> <p>The pupil can sequence with independence the key events, objects, themes, societies and people in Upper Key Stage 2 topics covered using dates, period labels and terms (e.g. the main Ancient Greek developments, people and events).</p>	<p>GDS</p> <p>The pupil can independently explain the sequence of key events, objects, themes, societies and people in topics covered using dates, period labels and terms accurately (e.g. explain variations in Greek life in different places and over time using a range of dates and period labels).</p>

**Historical Enquiry
Historical Skills**

Planning and Carrying Out an Enquiry	<ul style="list-style-type: none"> Ask and answer questions. Choose and use parts of stories and other sources to show that they know and understand key features of events. Use a wide vocabulary of everyday historical terms. 			<ul style="list-style-type: none"> Construct informed responses that involve thoughtful selection and organisation. Develop appropriate use of historical terms. 			<ul style="list-style-type: none"> Construct informed responses that involve thoughtful selection and organisation. Develop appropriate use of historical terms. 		
	<p>WTS</p> <p>The Pupil can ask and answer a few valid historical questions (e.g. ask a few questions about explorers, locate relevant information and communicate the answers as sentences).</p>	<p>EXS</p> <p>The pupil can plan questions and produce answers to a few historical enquiries using historical terminology (e.g. plan and find information needed to write a paragraph about which explorer was most successful).</p>	<p>GDS</p> <p>The pupil can pose independently a series of valid questions for different enquiries and produce effective responses using appropriate vocabulary confidently (e.g. plan a small investigation on the life of an explorer, locate information from two or more different sources and collate this to produce a relevant response).</p>	<p>WTS</p> <p>The Pupil can ask valid questions for enquiries and answer using a number of sources.</p>	<p>EXS</p> <p>The pupil can independently devise a range of historically valid questions for a series of different types of enquiry and answer them with substantiated responses.</p>	<p>GDS</p> <p>The pupil can independently devise significant historical enquiries to produce substantiated and focused responses.</p>	<p>WTS</p> <p>The Pupil can reach a valid conclusion based on devising and answering questions relating to a historical enquiry (e.g. investigate the quality of the lives of different Anglo-Saxons from several sources and reach a conclusion at the end of an enquiry).</p>	<p>EXS</p> <p>The pupil can reach a valid and substantiated conclusion to an independently planned and investigated enquiry with suggestions for development or improvement (e.g. independently pose a series of questions to investigate the success of the Anglo-Saxons, select appropriate evidence and use this to produce a valid conclusion).</p>	<p>GDS</p> <p>The pupil can plan and produce quality responses to a wide range of historical enquiries requiring the use of some complex sources and different forms of communication with detailed ideas on ways to develop or improve responses (e.g. independently plan an investigation into the successes and failures of the Anglo-Saxons and produce an extended response based on different sources of evidence and forms of communication such as writing, data, timelines and reconstructions).</p>
<ul style="list-style-type: none"> Understand some of the ways in which they find out about the past and identify different ways in which it is represented. 			<ul style="list-style-type: none"> Understand how our knowledge of the past is constructed from a range of sources. 			<ul style="list-style-type: none"> Understand how our knowledge of the past is constructed from a range of sources. 			

	WTS	EXS	GDS	WTS	EXS	GDS	WTS	EXS	GDS
Using Sources as Evidence	The Pupil can extract information from several different types of source including written, visual and oral sources and artefacts (e.g. extract some relevant information about the life of a local hero or heroine, such as from pictures, artefacts or a story).	The pupil can select information independently from several different types of source including written, visual and oral sources and artefacts to answer historical questions (e.g. choose several different sources to select information about the key features of the life of a local hero or heroine).	The pupil can critically evaluate the usefulness of sources and parts of sources to answer historical questions (e.g. choose from a range of sources, such as artefacts, different written accounts, oral and visual evidence, which are most useful for telling us about the life of a local hero or heroine).	The Pupil can understand how sources can be used to answer a range of historical questions.	The pupil can recognise possible uses of a range of sources for answering historical enquiries.	The pupil can comment on the usefulness and reliability of a range of sources for particular enquiries.	The Pupil can accept and reject sources based on valid criteria when carrying out particular enquiries (e.g. ask questions about the usefulness and reliability of sources relating to the locality during the Second World War).	The pupil can comment with confidence on the value of a range of different types of source for enquiries, including extended enquiries (e.g. select evidence that supports their judgements of how the war affected the local area).	The pupil can independently evaluate a range of sources for historical enquiries considering factors such as purpose, audience, accuracy, reliability and how the source was compiled (e.g. recognise and comment on the context of sources for an enquiry about life in the local area in the Second World War, such as why the source was produced and the reliability of the author).

Takeaways: Key facts children should know by the end of each unit

Year	Autumn	Spring	Summer
1	<ol style="list-style-type: none"> To define the terms <ul style="list-style-type: none"> Month Year Decade Century To know the correct chronological order of a corner shop, supermarket and hypermarket. To name typical toys of the 1950s, including: <ul style="list-style-type: none"> Teddy bears Jigsaws Board games To know that decimal coinage was introduced in 1971. To know that the 3Rs stood for 'riting, reading and 'rithmetic. 	<ol style="list-style-type: none"> To define the terms: <ul style="list-style-type: none"> Polar Caravan Indigenous Astronaut To recall items Scott took on his expedition to the Antarctic, including a dog, a pony and a motorised sledge. To recall that NASA named some its spacecraft after Captain Cook's ships, including the Discovery and the Endeavour. To recall that: <ul style="list-style-type: none"> Ibn Battuta made his first journey to Mecca in 1326 Sunita Williams went on her first journey to space in 2006 Scott and Amundsen travelled to the South Pole in 1911 Captain Cook's first journey to the Pacific in 1768 	<ol style="list-style-type: none"> To define the key terms: <ul style="list-style-type: none"> Propeller Flight Canal Locomotive To know the correct chronological order of the Flying Scotsman, the Rocket, the Flyer and the Bullet Train. To recall that: <ul style="list-style-type: none"> The hot air balloon was invented by Montgolfier The Flyer was invented by the Wright brothers The Rocket was invented by George Stephenson To recall that the Wright brothers' first flight lasted 12 seconds. The Rainhill Trials was a competition to choose an engine to travel on the railway between Liverpool and Manchester.
2	<ol style="list-style-type: none"> To define the terms: <ul style="list-style-type: none"> Source Monarch Fire break London and be able to place it on a map of the UK Flammable To recall the key events of the Great Fire of London To recall what happened as a result of the Great Fire of London. To know how we use Samuel Pepys diary as a source of information to find out about the fire. To understand why the Great Fire of London spread. To recall that: <ul style="list-style-type: none"> The Great Fire of London occurred in 1666 and be able to accurately place this within a wider chronology. 	<ol style="list-style-type: none"> Define the terms: <ul style="list-style-type: none"> Crimean War Battlefield Wounded Sanitation Disease To recall the achievements of: <ul style="list-style-type: none"> Florence Nightingale Mary Seacole To explain why Florence Nightingale was nicknamed 'The Lady with the Lamp'. To explain why Mary Seacole was nicknamed 'Mother Seacole' 	<ol style="list-style-type: none"> To define the terms: <ul style="list-style-type: none"> Pier Souvenir Holiday accommodation Tourist Promenade To know what a souvenir is, its purpose and the chronological order of: <ul style="list-style-type: none"> man-made souvenirs photographs shells holiday To understand what Punch and Judy was. To recall how people would travel to the beach and where they would typically stay. <p>What devices would be used to take photographs in the 1950/60s'.</p>
3/4 Cycle A	<ol style="list-style-type: none"> To define the following terms: <ul style="list-style-type: none"> Sarcophagus Pyramid Papyrus Pharaoh To recall reasons why the River Nile was so important to Ancient Egyptian Society, including: <ul style="list-style-type: none"> Supply of fresh fish Water to drink Animals lived on its banks that could be hunted To irrigate (water) land so crops could be grown To recall who Tutankhamun was and that his tomb was discovered in 1922 by Howard Carter. To recall the purpose of The Book of the Dead to offer spells to give people a safe journey into the afterlife. <p>To recall that the pyramids were built by agricultural labourers, not slaves.</p>	<ol style="list-style-type: none"> To define the following terms: <ul style="list-style-type: none"> Salt mine Industry Town River Weaver Boomtown To know that Winsford was traditionally made up over Wharton & Over – Over coming from a pre-Roman name for 'settlement on a hill' To know that the development of Winsford began after 1721 when parliament gave permission for locks and other improvements on the River Weaver to allow sea-going vessels to reach Winsford Bridge. To know that the Weaver flat boats were specifically designed to move Lancashire coal to the salt mines, to then export the salt to Liverpool for export. To know that the Salt industry contributed to a Winsford 'Boomtown' and rapid growth and expansion for a number of years, until an eventual decline. To know how the decline of the salt mines affected the lives of local people. To know how working conditions at the Salt mines changed and improved over time. 	<ol style="list-style-type: none"> Define the terms: <ul style="list-style-type: none"> Suffrage Poaching Transportation Smuggling Convict Petty To recall some of the rules in a typical Victorian school, such as: <ul style="list-style-type: none"> Standing up when the teacher enters the room Children were not to ask questions Writing with your left hand was not allowed To recall that the separate system was designed to prisoners away from all other prisoners (also called solitary confinement). To understand that punishment was very harsh in the 1800s and you could be hanged for petty crimes such as stealing a handkerchief. To recall that: <ul style="list-style-type: none"> Corporal punishment was banned in schools in 1986 Transportation to Australia began in 1787 The last public hanging was in 1868 Dick Turpin was executed in York in 1739
3/4 Cycle B	<ol style="list-style-type: none"> To define the following terms: <ul style="list-style-type: none"> Prehistoric Palaeolithic Period Mesolithic Period Neolithic period To know that early man lived in simple shelters and caves in the Palaeolithic period. To know that Skara Brae was discovered on the Orkney Islands in Scotland, that it was largely made of stone and some of the key features of the structures such as covered passageways, round shape, stone dresser to display precious items. To understand that early man began to settle during the Neolithic times as they began to farm and build permanent homes made from timber and stone. <p>To understand that the process of extracting metal from the earth had not yet been discovered.</p>	<ol style="list-style-type: none"> Define the following terms: <ul style="list-style-type: none"> Torc Crannog Quern stone Wattle To recall some of the grave goods that the Amesbury Archer was buried with, and what this tells us about him. To recall that tin and copper was mixed to make bronze. To recall key events that happened during the Iron Age, including: <ul style="list-style-type: none"> People beginning to construct and live in hill forts Coins being made and used by the most wealthy The Lindow Man's death The burying of the Snettisham Hoard The Roman's conquest in 55CE brought the Iron Age to an end, when the era of Roman Britain began. 	<ol style="list-style-type: none"> To define the following terms: <ul style="list-style-type: none"> Testudo Infantry Legion Centurion To recall that: <ul style="list-style-type: none"> Julius Caesar first attempted to invade Britain in 55 BCE Claudius successfully invaded Britain in 43 CE Construction began on Hadrian's Wall in 122 CE Romans left Britain and Saxons began to raid in 410 CE To recall that the Vindolanda tablets contain diary extracts written by Roman Soldiers on Hadrian's Wall. To recall the reasons Claudius invaded Britain, including: To recall key ideas and inventions the Romans introduced to Britain, including: <ul style="list-style-type: none"> A postal service Grapes to make wine Underfloor and central heating The census Roads
5/6 Cycle A	<ol style="list-style-type: none"> To define the terms: <ul style="list-style-type: none"> Pagan Danelaw Scandinavia Thegn Hoard To recall the reasons why Anglo-Saxons settled in Britain, including: <ul style="list-style-type: none"> The need for more land for their people Their farmland often flooded, which made it difficult to grow food It was left undefended by the Romans 	<ol style="list-style-type: none"> To define the terms: <ul style="list-style-type: none"> Viking Jarl Thrall Karl To recall that the Vikings originated from Norway, Sweden and Denmark. To recall that the letters of the Viking alphabet were called runes. To understand that Vikings used sagas to record and preserve things they thought were important for future generations. To recall and sequence the key events: 	<ol style="list-style-type: none"> To define the terms: <ul style="list-style-type: none"> Hoplite Pankration Trireme Polis Polytheistic To recall that Ancient Greeks followed a polytheistic religion and believed their gods lived on Mount Olympus. To recall that Spartan women had more rights than women in Athens. Spartan women could inherit property, own land, make

	<ol style="list-style-type: none"> To recall that the Sutton Hoo Ship Burial was discovered in Suffolk in 1939. To understand that the Staffordshire Hoard was the largest hoard of Anglo-Saxon gold and silver ever found, and was a collection of warrior objects with intricate designs and even jewels. To recall and sequence the key events: <ul style="list-style-type: none"> The Romans left Britain and told its inhabitants to look after themselves in 410 CE The Battle of Chester happened around 610 CE and most of England was under Saxon control Lindisfarne was raided by Vikings in 793 CE Majority of England was under Viking Rule from 865 - 878 CE 	<ul style="list-style-type: none"> Lindisfarne was raided by Vikings in 793 CE The majority of England was under Viking Rule from 865 - 878 CE The reign of Alfred the Great from 871 – 899 CE The Battle of Hasting in 1066 saw the beginning of William the Conqueror's reign, and the end of Viking and Anglo-Saxon rule. 	<p>business transactions, and were better educated than women in ancient Greece in general.</p> <ol style="list-style-type: none"> To recall that the Olympics originated in Ancient Greece and the winner would receive a crown of olive leaves. To recall that the first known democracy was in Athens during the Ancient Greek period, but women were not allowed to vote. To recall and sequence the key events: <ul style="list-style-type: none"> The first Greek civilization, the Minoan, grows in 2200 BCE The first Olympic Games is in 776 BCE Democracy is founded in Athens in 508 BCE The Ancient Greek 'Golden Age' begins in 480 BCE <p>Rome Conquers Greece in 146 BCE</p>
<p>5/6 Cycle B</p>	<ol style="list-style-type: none"> To define the terms: <ul style="list-style-type: none"> Sacrifice Glyphs Ahau or Ahaw Batab Polytheistic To recall that the region where the Maya lived was called Mesoamerica. To recall the Maya had many gods as each one played an important role, but they had 8 main ones. To recall that the Ancient Maya built pyramids to worship their gods and make sacrifices to them. To recall and sequence the key events: <ul style="list-style-type: none"> The Maya begin to develop their writing in 700 BCE The Maya begin to farm in 600 BCE The first pyramids were built by the Maya in 100 BCE The Maya were at their most powerful from 250 - 900 CE To recall that the Ancient Maya disappeared by 900 CE 	<ol style="list-style-type: none"> To define the terms: <ul style="list-style-type: none"> Refugee Migrant Illegal Immigrant Asylum Seeker To recall the reasons Caribbeans came to Britain on HMS Empire Windrush, including: <ul style="list-style-type: none"> They hoped to rejoin the RAF They hoped to find work rebuilding Britain after the war They needed money to support their families To recall that Vera Schaufeld travelled to England in 1939 CE to escape persecution from Nazi Germany. To recall that: <ul style="list-style-type: none"> Vera Schaufeld's home country was Czechoslovakia Denniston Stewart's home country was Jamaica Sir Walter Raleigh's home country was England Margaret Rice's home country was Ireland To recall and sequence the events: <ul style="list-style-type: none"> Raleigh Leads an expedition to find El Dorado in 1595 CE The Titanic sets sail from Cobh in 1912 CE Kindertransport of children from Germany to England in 1938 – 1939 CE The Windrush docks at Tilbury in 1948 CE 	<ol style="list-style-type: none"> To define the terms: <ul style="list-style-type: none"> Transatlantic slave trade Empire Plantation Prejudice Misrepresentation Windrush To understand that the first Black people on the landscape of Britain were Roman soldiers. To explain the nature of the Transatlantic slave trade and how it worked to Britain's benefit as one of the world's biggest slave trading nations. To understand that more than three million people were forced into slavery by British traders. To understand that Black people rushed to enlist in both WWI and WWII and consider how this has been represented. To understand that there was widespread prejudice and a colour bar in Britain after the War. To know that a large number of people in the Windrush generation felt that they had been misled and been lured to Britain under false pretences of a better life.