

Big idea	Concept/Aspect	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Humankind	Everyday life	<p><b>AOL: World</b></p> <p><b>Skill</b></p> <p>Talk about past and present events in their own lives and those who are important to them.</p> <p><b>Core knowledge</b></p> <ul style="list-style-type: none"> <li>Memories are things we remember from the past.</li> <li>All families are special and different. They are different sizes and have different family members and different life experiences.</li> <li>All families are special and different. They celebrate events in different ways.</li> <li>The past only includes things that have already taken place.</li> </ul> <p><b>Covered x 4</b></p>	<p><b>Skill</b></p> <p>Describe an aspect of everyday life within or beyond living memory.</p> <p><b>Core knowledge</b></p> <ul style="list-style-type: none"> <li>In the 1950s, there were shops for different products and few supermarkets. New houses had indoor bathrooms and appliances. People worked in mines, factories, shipyards and shops and many women were housewives. In their leisure time, people listened to the radio, visited dance halls and began to watch television.</li> <li>In Victorian schools, boys and girls were separated into large classes. They were taught different subjects in the afternoon and reading, writing, arithmetic and religious studies in the mornings. Children were punished harshly if they were rude or lazy.</li> <li>In the Victorian era, rich families lived in large houses and had servants; poor families lived in cramped houses and had little food and clothing.</li> </ul> <p><b>Covered x 4</b></p>	<p><b>Skill</b></p> <p>Describe the everyday lives of people in a period within or beyond living memory.</p> <p><b>Core knowledge</b></p> <ul style="list-style-type: none"> <li>Over time, a town's human features, such as buildings and bridges, can be retained, changed or demolished. People's jobs and pastimes can also remain or change.</li> </ul> <p><b>Covered x 2</b></p>	<p><b>Skill</b></p> <p>Describe the everyday lives of people from past historical periods.</p> <p><b>Core knowledge</b></p> <ul style="list-style-type: none"> <li>During the Stone Age, life became more sophisticated as new tools, homes and food producing techniques were invented.</li> <li>The Bell Beaker folk introduced metalworking, Bell Beaker pottery and new religious beliefs to Britain.</li> <li>The Iron Age in Britain ended after the Roman invasion in AD 43.</li> </ul> <p><b>Covered x 4</b></p> <p><b>Skill</b></p> <p>Describe everyday life in ancient Rome, including aspects, such as jobs, houses, buildings, food and schooling.</p> <p><b>Core knowledge</b></p> <ul style="list-style-type: none"> <li>Life in a Roman town included the use of the forum for decision-making, shops and market places for trade and the rules of social hierarchy.</li> </ul> <p><b>Covered x 3</b></p> <p><b>Skill</b></p> <p>Describe the 'Romanisation' of Britain, including the impact of technology, culture and beliefs.</p> <p><b>Core knowledge</b></p> <ul style="list-style-type: none"> <li>Towns in Roman Britain were built on a grid system and included a forum, basilica, temples and bath houses.</li> <li>The Romans led a rich and cultured life, enjoying feasting, music, dancing, gladiator tournaments and fashion.</li> </ul> <p><b>Covered x 2</b></p>	<p><b>Skill</b></p> <p>Describe the 'Romanisation' of Britain, including the impact of technology, culture and beliefs.</p> <p><b>Core knowledge</b></p> <ul style="list-style-type: none"> <li>After the Roman's left, many Britons returned to the life of the Iron Age. They no longer lived in towns, used money or kept written records.</li> </ul> <p><b>Covered</b></p> <p><b>Skill</b></p> <p>Create an in-depth study of an aspect of British history beyond 1066.</p> <p><b>Broad knowledge</b></p> <p>Key aspects of British history include the rise, fall and actions of the monarchy; improvements in technology; exploration; disease; the lives of the rich and poor and changes in everyday life.</p> <p><b>Assign</b></p> <p><b>Skill</b></p> <p>Explain how artefacts provide evidence of everyday life in the past.</p> <p><b>Core knowledge</b></p> <ul style="list-style-type: none"> <li>Ancient Egyptian wealthy people lived in comfortable houses with gardens and pools. They enjoyed hunting, banquets, music, dancing and games.</li> <li>Ancient Egyptian poor people lived in small, flat-roofed houses and did specialised jobs inside the city or worked on farms.</li> </ul> <p><b>Covered x 3</b></p>	<p><b>Skill</b></p> <p>Explain how everyday life in an ancient civilisation changed or continued during different periods.</p> <p><b>Core knowledge</b></p> <ul style="list-style-type: none"> <li>The Minoans were peaceful farmers, fishermen and traders. Over time, they developed a written language, became skilled artists and craftsmen and built stone palaces.</li> <li>Athenians created the world's first democratic political system where all male citizens over 20 were expected to participate in political discussion and vote.</li> <li>Democracy is still evident in many countries around the world.</li> <li>During the Shang Dynasty, royals and the elite lived in large houses or palaces in a separate part of the city to the lower social classes, who lived in homes dug from the earth.</li> <li>During the Shang Dynasty, men and women were not treated as equals. A woman was taught to obey her father and when she got married, she was expected to obey her husband.</li> <li>During the Shang Dynasty, people worshipped their ancestors at home altars.</li> </ul> <p><b>Covered x 4</b></p>	<p><b>Skill</b></p> <p>Evaluate the human impact of war, oppression, conflict and rebellion on the everyday life of a past or ancient society.</p> <p><b>Broad knowledge</b></p> <p>War, oppression, conflict and rebellion can cause damage to buildings and property; kill, injure and oppress people or change people's beliefs, ways of life and identity.</p> <p><b>Covered</b></p>

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	Civilisations				<p><b>Skill</b></p> <p>Describe how past civilisations or lives of people in Britain developed during the Stone Age, Bronze Age and Iron Age.</p> <p><b>Core knowledge</b></p> <ul style="list-style-type: none"> <li>The discovery of bronze and how it could be used changed the way that people lived, farmed, fought, traded and dressed.</li> </ul> <p><b>Covered x 2</b></p> <p><b>Skill</b></p> <p>Describe the achievements and influence of the ancient Romans on the wider world.</p> <p><b>Core knowledge</b></p> <ul style="list-style-type: none"> <li>The city of Rome was founded in Italy between 750-500 BC.</li> <li>The Roman Empire expanded until the 2nd century AD when it ruled most of western and southern Europe, and African and Middle Eastern countries bordering the Mediterranean Sea.</li> </ul> <p><b>Covered</b></p> <p><b>Skill</b></p> <p>Describe the achievements and influence of the ancient Greeks on the wider world.</p> <p><b>Broad knowledge</b></p> <p>The achievements and influences of the ancient Greeks on the wider world include the English alphabet and language; democracy, including trial by jury; sport and the Olympic Games; the subjects of mathematics, science, philosophy, art, architecture and theatre.</p> <p><b>Assign</b></p>	<p><b>Skill</b></p> <p>Explain the cause and consequence of invasion and migration by the Romans into Britain.</p> <p><b>Broad knowledge</b></p> <p>The cause of the Roman invasion of Britain was to gain land, slaves and precious metals, after conquering many other countries to the east of Rome. The consequence of invasion was conflict with the Celtic tribes that lived in Britain. Over time, many people in the east of England became Romanised, living in Roman towns and taking on aspects of Roman culture, such as religion and language. Many people in the west of Britain retained their Celtic characteristics and lifestyle.</p> <p><b>Assign</b></p> <p><b>Skill</b></p> <p>Describe the significance and impact of power struggles on Britain.</p> <p><b>Core knowledge</b></p> <ul style="list-style-type: none"> <li>The Vikings travelled by longships to raid English monasteries because they were wealthy and unprotected. They attacked monks, stole precious items and captured slaves.</li> </ul> <p><b>Covered</b></p> <p><b>Skill</b></p> <p>Construct a narrative, chronological or non-chronological account of a past civilisation, focusing on their features and achievements.</p> <p><b>Core knowledge</b></p> <ul style="list-style-type: none"> <li>Ancient Sumer was the first civilisation to develop c4500 BC. Nomads settled there because of the food and water available in the Fertile Crescent.</li> <li>Ancient Egyptian civilisation grew around the banks of the Nile c3100 BC to 30 BC because there was fertile soil in the floodplains.</li> <li>Indus Valley traders travelled long journeys paying tolls and taxes as they passed through regions to exchange their goods.</li> </ul> <p><b>Covered x 3</b></p> <p><b>Skill</b></p> <p>Create an in-depth study of the characteristics and importance of a past or ancient civilisation or society (people, architecture, religion, culture, art, politics, hierarchy).</p> <p><b>Broad knowledge</b></p> <p>The characteristics of the earliest civilisations include cities, government, language, writing, customs, numerical systems, calendars, architecture, art, religion, inventions and social structures, all of which have influenced the world over the last 5000 years.</p> <p><b>Assign</b></p>	<p><b>Skill</b></p> <p>Create an in-depth study of the characteristics and importance of a past or ancient civilisation or society (people, culture, art, politics, hierarchy).</p> <p><b>Core knowledge</b></p> <ul style="list-style-type: none"> <li>The bronze casting technique in the Shang Dynasty was technologically advanced, enabling craftspeople to make high quality objects, including ritual bronzes for sacrifices and burials.</li> </ul> <p><b>Covered</b></p> <p><b>Skill</b></p> <p>Describe the achievements and influence of the ancient Greeks on the wider world.</p> <p><b>Core knowledge</b></p> <ul style="list-style-type: none"> <li>Ideas from ancient Greek philosophers, about such things as happiness, justice and ethics, are still studied today.</li> <li>Theorems put forward by ancient Greek mathematicians, especially about geometry, are still studied and used today.</li> <li>The Olympic Games was the greatest sporting event in ancient Greece. It has developed into the modern Olympic Games we have today.</li> <li>The achievements and influences of the ancient Greeks on the wider world include: the English alphabet and language, democracy, including trial by jury, sport and the Olympic Games, the subjects of mathematics, science, philosophy, art, architecture and theatre.</li> </ul> <p><b>Covered x 6</b></p> <p><b>Skill</b></p> <p>Study a feature of a past civilisation or society.</p> <p><b>Core knowledge</b></p> <ul style="list-style-type: none"> <li>The Silk Road was a network of trade routes connecting China with Europe. It changed China's economy because it opened trade links between different civilisations.</li> <li>Use of the Silk Road allowed cultural exchanges between civilisations, including exposure to new art, religion, philosophy, science and language.</li> <li>Disease also travelled with the traders along the Silk Road, including the Black Death, which arrived in Europe in the 12th century.</li> </ul> <p><b>Covered x 2</b></p>	<p><b>Skill</b></p> <p>Create an in-depth study of the characteristics and importance of a past or ancient civilisation or society (people, culture, art, politics, hierarchy).</p> <p><b>Broad knowledge</b></p> <p>The characteristics of the earliest civilisations include cities, governments, forms of writing, numerical systems, calendars, architecture, art, religion, inventions and social structures, many of which have influenced the world over the last 5000 years and can still be seen in society today.</p> <p><b>Covered</b></p> <p><b>Skill</b></p> <p>Describe and explain the common traits and motives of leaders and monarchs from different historical periods.</p> <p><b>Broad knowledge</b></p> <p>Common traits include personal charisma; strong beliefs; the right to rule, including by democratic vote or the divine right of kings and personal qualities, such as determination and the ability to communicate. Motives include birthright; the desire to acquire land, money and natural resources or the defence of personal, religious or political beliefs.</p> <p><b>Assign</b></p> <p><b>Skill</b></p> <p>Describe some of the significant achievements of mankind and explain why they are important.</p> <p><b>Core knowledge</b></p> <ul style="list-style-type: none"> <li>Great achievements within Antarctic exploration include Captain Cook's crossing of the Antarctic Circle, in the 1770s; Captain James Clark Ross' discovery of Mount Erebus, the Ross Sea and the Ross Ice Shelf; and the expedition to reach the South Pole by Shackleton, Amundsen and Scott, between 1901 and 1916 during the Heroic Age of Antarctic Exploration.</li> </ul> <p><b>Covered</b></p>

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Hierarchy and power		<p><b>AOL: World</b></p> <p><b>Skill</b></p> <p>Explore and talk about pictures, stories and information books on the theme of royalty.</p> <p><b>Core knowledge</b></p> <ul style="list-style-type: none"> <li>In the past kings and queens made rules to decide how people should behave.</li> </ul> <p><b>Covered</b></p>	<p><b>Skill</b></p> <p>Describe the role of a monarch.</p> <p><b>Broad knowledge</b></p> <p>A monarch is a king or queen who rules a country.</p> <p><b>Assign</b></p>		<p><b>Skill</b></p> <p>Describe the hierarchy and different roles in past civilisations.</p> <p><b>Core knowledge</b></p> <ul style="list-style-type: none"> <li>The Roman Kingdom was a monarchy ruled by a king who had absolute power.</li> <li>The Roman Republic was ruled by a senate of 600 men, who were elected every year.</li> <li>The Roman Empire was ruled by an emperor who had absolute power and ruled for life.</li> <li>The Roman army was successful because it had a hierarchy where everyone followed the commands of higher ranking soldiers and officers.</li> </ul> <p><b>Covered x 2</b></p>	<p><b>Skill</b></p> <p>Describe the hierarchy and different roles in ancient civilisations.</p> <p><b>Core knowledge</b></p> <ul style="list-style-type: none"> <li>The ancient Egyptian hierarchy had the pharaoh at the top followed by the vizier, priests, scribes and soldiers, craftspeople and merchants, peasant farmers and slaves.</li> <li>Historians are not sure about leadership in the Indus Valley because no temples, palaces or large statues have been found.</li> </ul> <p><b>Covered x 2</b></p>	<p><b>Skill</b></p> <p>Describe the significance, impact and legacy of power in ancient civilisations.</p> <p><b>Core knowledge</b></p> <ul style="list-style-type: none"> <li>Misuse of power and poor leadership has caused civilisations to decline.</li> </ul> <p><b>Covered</b></p>	<p><b>Skill</b></p> <p>Describe how the resistance, refusal or rebellion of individuals, groups and civilisations can affect a society or practice.</p> <p><b>Core knowledge</b></p> <ul style="list-style-type: none"> <li>Many forms of resistance, revolt and refusal by enslaved people played a key role in the abolition of slavery.</li> <li>Remembrance is the act of honouring the millions of people who have made sacrifices to protect Britain and the Commonwealth in times of conflict.</li> <li>Commonwealth war graves in Britain and abroad mark the resting places of men and women who died in the First or Second World Wars.</li> </ul> <p><b>Covered x 2</b></p>
						<p><b>Skill</b></p> <p>Describe the significance and impact of power struggles on Britain.</p> <p><b>Core knowledge</b></p> <ul style="list-style-type: none"> <li>Boudicca, the queen of the Celtic Iceni tribe, led a rebellion against Roman rule that resulted in conflict, death and destruction.</li> <li>Hadrian's Wall was built to defend the frontier of the Roman Empire from the Caledonians.</li> </ul> <p><b>Covered x 3</b></p>		
Creativity	Report and conclude	<p><b>AOL: World</b></p> <p><b>Skill</b></p> <p>Share stories and talk about events in the past.</p> <p><b>Broad knowledge</b></p> <p>Stories, books and pictures are used to help people to find out about people and events from the past.</p> <p><b>Covered</b></p>	<p><b>Skill</b></p> <p>Create stories, pictures, independent writing and role play about historical events, people and periods.</p> <p><b>Core knowledge</b></p> <ul style="list-style-type: none"> <li>Stories, pictures and role play help people learn about key past events and empathise with historical figures.</li> </ul> <p><b>Covered</b></p>	<p><b>Skill</b></p> <p>Present historical information in a simple non-chronological report, independent writing, chart, structural model, fact file, quiz, story or biography.</p> <p><b>Broad knowledge</b></p> <p>Historical information can be presented in a variety of ways. For example, in a non-chronological report, information about a historical topic is presented without organising it into chronological order.</p> <p><b>Covered x 5</b></p>	<p><b>Skill</b></p> <p>Make choices about the best ways to present historical accounts and information.</p> <p><b>Core knowledge</b></p> <ul style="list-style-type: none"> <li>Historical information can be presented as a narrative, non-chronological report, fact file, timeline, description, reconstruction or presentation.</li> </ul> <p><b>Covered</b></p>	<p><b>Skill</b></p> <p>Present a thoughtful selection of relevant information in a historical report, fictional narrative, in-depth study or by answering a range of historical questions.</p> <p><b>Core knowledge</b></p> <ul style="list-style-type: none"> <li>Historical information can be presented as written texts, tables, diagrams, captions and lists.</li> </ul> <p><b>Covered x 6</b></p>	<p><b>Skill</b></p> <p>Explore the validity of a range of historical reports and use books, technology and other sources to check accuracy.</p> <p><b>Core knowledge</b></p> <ul style="list-style-type: none"> <li>Sources of historical information can have varying degrees of accuracy, depending on when they were written and the perspective of the writer.</li> </ul> <p><b>Covered x 2</b></p>	<p><b>Skill</b></p> <p>Think critically, weigh evidence, sift arguments and present a perspective on an aspect of historical importance.</p> <p><b>Core knowledge</b></p> <ul style="list-style-type: none"> <li>Historical sources can contain bias due to their historical context or the creator's background.</li> <li>A historical perspective can be gained by weighing up evidence and arguments from primary and secondary sources, such as first-hand accounts and presentations.</li> </ul> <p><b>Covered x 3</b></p>
						<p><b>Skill</b></p> <p>Use historical terms to describe different periods of time.</p> <p><b>Core knowledge</b></p> <ul style="list-style-type: none"> <li>Historical terms to describe periods of time include millennia, era, BC (before Christ), BCE (before the common era), AD (in the year of our Lord) and CE (common era).</li> </ul> <p><b>Covered</b></p>	<p><b>Skill</b></p> <p>Use more complex historical terms to explain and present historical information.</p> <p><b>Core knowledge</b></p> <ul style="list-style-type: none"> <li>Key terms to describe the features of a civilisation include art, city, culture, hierarchy, infrastructure, invention, religion, trade and writing.</li> </ul> <p><b>Covered</b></p>	<p><b>Skill</b></p> <p>Articulate and organise important information and detailed historical accounts using topic related vocabulary.</p> <p><b>Broad knowledge</b></p> <p>Historical terms include topic related vocabulary, which may include abstract nouns, such as peasantry, civilisation, treason, empire, rebellion and revolt.</p> <p><b>Covered x 2</b></p>
Communication		<p><b>AOL: World</b></p> <p><b>Skill</b></p> <p>Order and sequence a familiar event using words relating to the passage of time, including yesterday, last week, before and then.</p> <p><b>Core knowledge</b></p> <ul style="list-style-type: none"> <li>A timeline shows the order in which events happen.</li> </ul> <p><b>Covered x 2</b></p>	<p><b>Skill</b></p> <p>Use common words and phrases relating to the passing of time to communicate ideas and observations (here, now, then, yesterday, last week, last year, years ago and a long time ago).</p> <p><b>Broad knowledge</b></p> <p>Common words and phrases, such as here, now, then, yesterday, last week, last year, years ago and a long time ago, can be used to describe the passing of time.</p> <p><b>Covered x 2</b></p>	<p><b>Skill</b></p> <p>Use the historical terms year, decade and century.</p> <p><b>Core knowledge</b></p> <ul style="list-style-type: none"> <li>Historical terms and phrases linked to monarchs include king, queen, sovereign, ruler and reign.</li> </ul> <p><b>Covered</b></p>	<p><b>Skill</b></p> <p>Use historical terms to describe different periods of time.</p> <p><b>Core knowledge</b></p> <ul style="list-style-type: none"> <li>Historical terms to describe periods of time include millennia, era, BC (before Christ), BCE (before the common era), AD (in the year of our Lord) and CE (common era).</li> </ul> <p><b>Covered</b></p>	<p><b>Skill</b></p> <p>Use more complex historical terms to explain and present historical information.</p> <p><b>Core knowledge</b></p> <ul style="list-style-type: none"> <li>Key terms to describe the features of a civilisation include art, city, culture, hierarchy, infrastructure, invention, religion, trade and writing.</li> </ul> <p><b>Covered</b></p>	<p><b>Skill</b></p> <p>Articulate and organise important information and detailed historical accounts using topic related vocabulary.</p> <p><b>Broad knowledge</b></p> <p>Historical terms include topic related vocabulary, which may include abstract nouns, such as peasantry, civilisation, treason, empire, rebellion and revolt.</p> <p><b>Covered x 2</b></p>	<p><b>Skill</b></p> <p>Use abstract terms to express historical ideas and information.</p> <p><b>Core knowledge</b></p> <ul style="list-style-type: none"> <li>Abstract historical terms include colonisation, empire, enslavement, rebellion and resistance.</li> </ul> <p><b>Covered x 2</b></p>
						<p><b>Skill</b></p> <p>Ask well composed historical questions about aspects of everyday life in ancient periods.</p> <p><b>Core knowledge</b></p> <ul style="list-style-type: none"> <li>Well composed historical questions should be based around a historical concept, such as cause and effect or continuity and change.</li> </ul> <p><b>Covered</b></p>		

Big idea	Concept/Aspect	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Materials	Artefacts and sources	<p><b>AOL: World</b></p> <p><b>Skill</b></p> <p>Make observations about objects and artefacts from the past, such as toys, clothes and other items relating to everyday life.</p> <p><b>Core knowledge</b></p> <ul style="list-style-type: none"> <li>A museum is a place that looks after and shows objects and pictures from the past.</li> <li>Objects from the past can look different to objects today.</li> <li>Everyday objects, like clothes, vehicles and toys, tell us about the past. They also change over time.</li> </ul> <p><b>Covered x 7</b></p>	<p><b>Skill</b></p> <p>Use a range of historical artefacts to find out about the past.</p> <p><b>Core knowledge</b></p> <ul style="list-style-type: none"> <li>Historical artefacts are objects that were made and used in the past.</li> </ul> <p><b>Covered x 2</b></p> <p><b>Skill</b></p> <p>Express an opinion about a historical source.</p> <p><b>Core knowledge</b></p> <ul style="list-style-type: none"> <li>Historical sources include artefacts, written accounts, photographs and paintings.</li> </ul> <p><b>Covered x 2</b></p>	<p><b>Skill</b></p> <p>Examine an artefact and suggest what it is, where it is from, when and why it was made and who owned it.</p> <p><b>Core knowledge</b></p> <ul style="list-style-type: none"> <li>The Bayeux Tapestry is an embroidered cloth that shows the events leading up to the Norman conquest of England.</li> </ul> <p><b>Covered</b></p> <p><b>Skill</b></p> <p>Use historical sources to begin to identify viewpoint.</p> <p><b>Core knowledge</b></p> <ul style="list-style-type: none"> <li>A fact is something that is known or true. An opinion or viewpoint is a thought or belief about something.</li> </ul> <p><b>Covered</b></p>	<p><b>Skill</b></p> <p>Make deductions and draw conclusions about the reliability of a historical source or artefact.</p> <p><b>Core knowledge</b></p> <ul style="list-style-type: none"> <li>Written evidence about Celtic warriors comes from Roman invaders or Greek historians. It may be unreliable because the writers were making assumptions or trying to make them sound frightening.</li> </ul> <p><b>Covered x 4</b></p>	<p><b>Skill</b></p> <p>Explain how the design, decoration and materials used to make an artefact can provide evidence of the wealth, power and status of the object's owner.</p> <p><b>Core knowledge</b></p> <ul style="list-style-type: none"> <li>Highly decorated artefacts made of precious materials suggest the owner was wealthy and important. Simple objects made of readily available materials suggest the owner was poor and unimportant.</li> <li>Archaeological finds are important because they tell us about the materials used, the skill of the craftworkers and the life of the owners.</li> </ul> <p><b>Covered x 2</b></p> <p><b>Skill</b></p> <p>Identify bias in primary and secondary sources.</p> <p><b>Broad knowledge</b></p> <p>Bias is the act of supporting or opposing a person or thing in an unfair way.</p> <p><b>Assign</b></p> <p><b>Skill</b></p> <p>Interpret a primary source and understand how the context in which it was written influences the writer's viewpoint.</p> <p><b>Core knowledge</b></p> <ul style="list-style-type: none"> <li>Primary sources contain the life experiences, thoughts, opinions and beliefs of their writers or creators, which can affect the information included and the way that people and events have been depicted.</li> </ul> <p><b>Covered</b></p>	<p><b>Skill</b></p> <p>Use a range of historical sources or artefacts to build a picture of a historical event or person.</p> <p><b>Core knowledge</b></p> <ul style="list-style-type: none"> <li>Using a range of historical sources and artefacts can reveal a clearer and more accurate picture about a historical event or person.</li> <li>The 20th century dig at YinXu uncovered the first evidence that the Shang Dynasty had existed.</li> <li>Oracle bones are pieces of turtle shell, cow bone or sheep bone that were used by diviners in the Shang Dynasty. Their inscriptions provide information about life in that civilisation.</li> </ul> <p><b>Covered x 6</b></p>	<p><b>Skill</b></p> <p>Ask perceptive questions to evaluate an artefact or historical source.</p> <p><b>Broad knowledge</b></p> <p>Questions can be used to evaluate the usefulness of a historical source. Examples include 'Who created the source? Why was the source created? Does the source contain any bias? When was the source created? Is the source similar to others made at the same time? Does the source contain any information that is untrue?'</p> <p><b>Covered x 3</b></p>
Place and space	Local history	<p><b>AOL: World</b></p> <p><b>Skill</b></p> <p>Explore and talk about important events in the school or locality's history.</p> <p><b>Core knowledge</b></p> <ul style="list-style-type: none"> <li>Our school has changed over time.</li> </ul> <p><b>Covered</b></p>	<p><b>Skill</b></p> <p>Describe important events in the school's history.</p> <p><b>Core knowledge</b></p> <ul style="list-style-type: none"> <li>Important events in a school's history include celebrations and anniversaries.</li> </ul> <p><b>Covered</b></p>	<p><b>Skill</b></p> <p>Describe, in simple terms, the importance of local events, people and places.</p> <p><b>Core knowledge</b></p> <ul style="list-style-type: none"> <li>Commemorative buildings, monuments, newspapers and photographs tell us about significant people, events and places in our local community's history.</li> </ul> <p><b>Covered</b></p>	<p><b>Skill</b></p> <p>Analyse a range of historical information to explain how a national or international event has impacted the locality.</p> <p><b>Core knowledge</b></p> <ul style="list-style-type: none"> <li>National and international events, such as wars, new technologies and changes in leadership, can have a positive or negative impact on a locality.</li> </ul> <p><b>Covered</b></p>	<p><b>Skill</b></p> <p>Present an in-depth study of a local town or city, suggesting how to source the required information.</p> <p><b>Core knowledge</b></p> <ul style="list-style-type: none"> <li>Sources of information for a study of a local town or city include primary sources, such as buildings, and secondary sources, such as commemorative plaques.</li> </ul> <p><b>Covered x 2</b></p>		
Comparison	Compare and contrast	<p><b>AOL: World</b></p> <p><b>Skill</b></p> <p>Describe some similarities and differences between things in the past and the present.</p> <p><b>Core knowledge</b></p> <ul style="list-style-type: none"> <li>Vehicles have changed over time.</li> <li>The clothes people wore in the past are different from the clothes people wear today.</li> <li>Objects from the past can look different to objects today.</li> <li>Toys from the past can look different from toys today.</li> <li>The way people lived in the past is different from how we live today.</li> </ul> <p><b>Covered x 5</b></p>	<p><b>Skill</b></p> <p>Identify similarities and differences between ways of life within or beyond living memory.</p> <p><b>Core knowledge</b></p> <ul style="list-style-type: none"> <li>Identifying similarities and differences helps us to make comparisons between life now and in the past.</li> </ul> <p><b>Covered x 2</b></p>	<p><b>Skill</b></p> <p>Describe what it was like to live in a different period.</p> <p><b>Core knowledge</b></p> <ul style="list-style-type: none"> <li>A historical period is an era or a passage of time that happened in the past. For example, Victorian Britain is a period in British history.</li> </ul> <p><b>Covered</b></p>	<p><b>Skill</b></p> <p>Compare and contrast two civilisations.</p> <p><b>Broad knowledge</b></p> <p>Characteristics of a civilisation include cities, government or leadership, forms of writing, numerical systems, calendars, architecture, art, religion, inventions and social structures. The form these characteristics take can be similar or contrasting across different civilisations.</p> <p><b>Covered</b></p>	<p><b>Skill</b></p> <p>Compare and contrast an aspect of history across two or more periods studied.</p> <p><b>Core knowledge</b></p> <ul style="list-style-type: none"> <li>The Mycenaeans were influenced by the Minoans, so there were similarities in their religious worship, crafts and writing but there were differences in their attitudes toward women and military power.</li> <li>Aspects of history that can be compared and contrasted include rulers and monarchs, everyday life and innovation.</li> </ul> <p><b>Covered x 3</b></p>		

Big idea	Concept/Aspect	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Significance	Significant events	<p><b>AOL: World</b></p> <p><b>Skill</b></p> <p>Listen to stories and discuss significant events from the past.</p> <p><b>Broad knowledge</b></p> <p>A significant event is something that is important to them or other people. Photographs and videos are used to record these events.</p> <p><b>Assign</b></p>	<p><b>Skill</b></p> <p>Identify some key features of a significant historical event beyond living memory.</p> <p><b>Broad knowledge</b></p> <p>Significant historical events include those that cause great change for large numbers of people. Key features of significant historical events include the date it happened, the people and places involved and the consequences of the event.</p> <p><b>Covered</b></p>	<p><b>Skill</b></p> <p>Explain why an event from the past is significant.</p> <p><b>Core knowledge</b></p> <ul style="list-style-type: none"> <li>The Battle of Hastings in 1066 led to the Norman Conquest and the reign of William the Conqueror.</li> </ul> <p><b>Covered</b></p>	<p><b>Skill</b></p> <p>Explain the cause and effect of a significant historical event.</p> <p><b>Core knowledge</b></p> <ul style="list-style-type: none"> <li>The Stone Age ended when the Bell Beaker folk arrived in Britain c2500 BC.</li> <li>Theories for the Bronze Age collapse include the weather, natural disasters and rebellion by the poor against the rich.</li> <li>In 55 BC and then 54 BC the Roman emperor, Julius Caesar, failed to conquer Britain.</li> <li>The Romans left Britain in AD 410 because of invasions in other parts of the Empire.</li> <li>The western Roman Empire collapsed in AD 476.</li> <li>When the Roman army left Britannia in AD 410, the Britons were left to defend themselves from invaders, such as the Angles, Saxons, Picts and Scots.</li> </ul> <p><b>Covered x 7</b></p>	<p><b>Skill</b></p> <p>Explain in detail the multiple causes and effects of significant events.</p> <p><b>Core knowledge</b></p> <ul style="list-style-type: none"> <li>There were three claimants to the English throne after Edward the Confessor died in 1066: Harold Godwinson, Harald Hardrada and William, Duke of Normandy.</li> <li>Harold Godwinson was crowned king and defeated Harald Hardrada at the Battle of Stamford Bridge then he was defeated by William, Duke of Normandy at the Battle of Hastings. This was the end of Anglo-Saxon and Viking rule and the beginning of Norman Britain.</li> <li>In the fifth century AD, the Britons hired Saxon, Angle and Jute warriors to help them fight the Picts and Scots but the visitors saw the potential of British farmland and invaded the country they had agreed to protect.</li> <li>Civilisations end because of invasion, natural disasters, climate change, starvation and disease or human activities.</li> <li>After 2600 years, the Sumerian civilisation disappeared due to climate change, natural disasters and invasions.</li> <li>After 3000 years, the ancient Egyptian civilisation ended after invasion by the ancient Greeks then the Romans three centuries later.</li> <li>After 800 years, the Indus Valley civilisation disappeared due to climate change, overcrowding and political problems.</li> </ul> <p><b>Covered x 3</b></p>	<p><b>Skill</b></p> <p>Explain why an aspect of world history is significant.</p> <p><b>Core knowledge</b></p> <ul style="list-style-type: none"> <li>After defeating the ancient Greeks, the Romans embraced Greek culture, meaning that Greek ideas spread throughout the Roman Empire instead of fading away.</li> </ul> <p><b>Covered x 2</b></p>	<p><b>Skill</b></p> <p>Present a detailed historical narrative about a significant global event.</p> <p><b>Core knowledge</b></p> <ul style="list-style-type: none"> <li>The Abolition of the Slave Trade Act of 1807 outlawed the slave trade in Britain. Other countries followed suit soon afterwards.</li> <li>The Slavery Abolition Act of 1833 made Britain one of the first countries to abolish slavery altogether.</li> <li>In 1948, article four of the Universal Declaration of Human Rights prohibited slavery as part of the 30 rights and freedoms to which all humans are entitled.</li> <li>The First World War was an international conflict that involved countries from Europe, the United States, the Middle East and other world regions, resulting in around 20 million fatalities.</li> <li>On D-Day, 6th June 1944, over 150,000 Allied troops landed on the coast of France, leading to the country's liberation.</li> <li>The Battle of the Bulge began at the end of 1944 when German troops pushed open a gap in the Allied lines but the Allied Powers pushed back, leading to Germany's surrender in 1945.</li> </ul> <p><b>Covered x 3</b></p>

Big idea	Concept/Aspect	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Significant people	<p><b>AOL: World</b></p> <p><b>Skill</b></p> <p>Share stories and talk about significant people who lived in the past.</p> <p><b>Core Knowledge</b></p> <ul style="list-style-type: none"> <li>An explorer is a person who travels somewhere new or unfamiliar.</li> </ul> <p><b>Covered</b></p>	<p><b>Skill</b></p> <p>Understand the term significant and explain why a significant individual is important.</p> <p><b>Core Knowledge</b></p> <ul style="list-style-type: none"> <li>Samuel Wilderspoon opened schools with playgrounds during the Victorian era.</li> </ul> <p><b>Covered</b></p>	<p><b>Skill</b></p> <p>Use historical models to make judgements about significance and describe the impact of a significant historical individual.</p> <p><b>Core knowledge</b></p> <ul style="list-style-type: none"> <li>Dawson's model helps historians decide if a person is historically significant based on the impact they had when they were alive and the impact they have on modern society.</li> <li>Mary Anning was a 19th century British fossil collector whose fossils proved that different creatures lived on Earth in the past.</li> <li>Neil Armstrong was a 20th century American astronaut who was the first person to walk on the Moon.</li> <li>Paul Cozanne was a 19th century French artist who helped to create a style of art called Cubism.</li> <li>Vincent van Gogh was a 19th century Dutch artist who painted in a style that many painters imitate today.</li> <li>Emmeline Pankhurst was a British activist who successfully campaigned for women's voting rights in the 20th century.</li> <li>Henry VIII was a 16th century English king who founded the Church of England and closed the Roman Catholic monasteries.</li> <li>Rosa Parks was a 20th century activist who campaigned for the rights of black people in the United States.</li> <li>Christopher Columbus was a 15th century Italian explorer who was the first European to discover the Americas.</li> <li>Joseph Lister was a 19th century British doctor who discovered that antiseptics kill the germs that cause infections.</li> <li>Vasco da Gama was the first European to find an ocean trading route to India.</li> <li>Christopher Columbus was the first European to discover the Americas.</li> <li>Captain James Cook drew detailed maps of New Zealand and discovered Australia.</li> <li>Roald Amundsen led the first expedition to reach the South Pole.</li> <li>Neil Armstrong was the first man to walk on the Moon.</li> <li>Neil Armstrong was the first person to walk on the Moon in 1969. This event started a new era of space exploration.</li> <li>William Wilberforce was a British activist who successfully campaigned for the abolition of the slave trade in the 18th century.</li> <li>Emmeline Pankhurst was a British activist who successfully campaigned for women's voting rights in the 20th century.</li> <li>Mahatma Gandhi was a 20th century activist who successfully campaigned for India's</li> </ul>		<p><b>Skill</b></p> <p>Construct a profile of a significant leader using a range of historical sources.</p> <p><b>Core knowledge</b></p> <ul style="list-style-type: none"> <li>A pharaoh was a ruler of ancient Egypt. The pharaoh was in charge of everything, including laws and religion, and the people of Egypt worked to fulfil the pharaoh's wishes.</li> <li>King Narmer united Upper and Lower Egypt and became the first pharaoh to rule over Egypt as a whole.</li> <li>King Khufu ordered the building of the Great Pyramid of Giza.</li> <li>King Hatshepsut was a woman who made herself a king because kings had more power than queens.</li> </ul> <p><b>Covered</b></p>	<p><b>Skill</b></p> <p>Explore and explain how the religious, political, scientific or personal beliefs of a significant individual caused them to behave in a particular way.</p> <p><b>Core knowledge</b></p> <ul style="list-style-type: none"> <li>Cleisthenes was the 'father of Athenian democracy'.</li> <li>Pericles was a great Athenian statesman and general who supported Athens in becoming a major centre for education, art and culture.</li> <li>Socrates was a great Athenian philosopher who spent much of his time teaching and questioning others to make sure that their ideas were logical.</li> <li>Plato was an Athenian philosopher who founded Athens's first university.</li> <li>Alexander the Great was an intelligent and masterful ancient Greek leader who conquered many lands to create one of the largest empires in the ancient world.</li> <li>Confucius was a philosopher who lived during the Zhou Dynasty. His believed that treating others as you would like to be treated leads to a peaceful and happy life.</li> </ul> <p><b>Covered x 4</b></p>	<p><b>Skill</b></p> <p>Examine the decisions made by significant historical individuals, considering their options and making a summative judgement about their choices.</p> <p><b>Broad knowledge</b></p> <p>Decisions can be made for a variety of reasons, including belief, lack of options, cultural influences and personal gain. Decisions are influenced by the cultural context of the day, which may be different to the cultural context today, and should be taken into account when making a judgement about the actions of historical individuals.</p> <p><b>Covered</b></p>

Big idea	Concept/Aspect	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
				<p>independence from Great Britain.</p> <ul style="list-style-type: none"> <li>Rosa Parks was a 20th century activist who campaigned for the rights of black people in the United States.</li> <li>Martin Luther King Jr was an activist who led the civil rights movement in the United States that campaigned for equal rights for black people.</li> <li>Malala Yousafzai is a Pakistani activist who campaigns for the rights of children to attend school.</li> <li>Rosa Parks' arrest in 1955 started the Montgomery bus boycott, which lasted a year before the segregation rules were changed.</li> <li>Henry VIII was a Tudor king who broke away from the Roman Catholic Church and created the Church of England.</li> <li>Henry VIII had a lavish lifestyle and married six times. He supported the arts and sport and spent lots of money funding wars.</li> <li>William the Conqueror was a French duke who won the Battle of Hastings in 1066 to become the new English monarch.</li> <li>William I built many castles and introduced the feudal system.</li> <li>Queen Victoria, ruled over Great Britain and the British Empire between 1837 and 1901. Her reign is known as the Victorian era.</li> <li>Queen Victoria was the first monarch to support charities to improve education, hospitals and the lives of the poor.</li> <li>British citizens copied Queen Victoria and her family. For example, people decorated Christmas trees and took afternoon tea. These traditions continue today.</li> <li>Elizabeth II was the constitutional monarch of the United Kingdom and the leader of the Commonwealth between 1952 and 2022.</li> <li>Elizabeth II's activities included supporting charities, hosting royal banquets and presenting awards.</li> </ul>				

Big idea	Concept/Aspect	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Change	Changes over time	<p><b>AOL: World</b></p> <p><b>Skill</b></p> <p>Explore and discuss similarities between aspects of their life and life in the past, using books, stories and pictures.</p> <p><b>Core knowledge</b></p> <ul style="list-style-type: none"> <li>Machines have changed over time. People have adapted them to make them work better.</li> <li>The way people lived in the past is not the same as the way that we live today.</li> <li>The way that people lived in the past is not the same as the way that we live now.</li> </ul> <p><b>Covered x 5</b></p>	<p><b>Skill</b></p> <p>Describe changes within or beyond living memory.</p> <p><b>Core knowledge</b></p> <ul style="list-style-type: none"> <li>The Victorian era is named after Queen Victoria.</li> <li>During the Industrial Revolution, new machines were invented, and factories, railways and canals were built. Goods could now be made and transported quickly, which made the UK a very powerful and rich country.</li> <li>By the end of the Victorian era, young children attended school instead of working long hours in dangerous factories, mills and coalmines.</li> </ul> <p><b>Covered x 2</b></p>	<p><b>Skill</b></p> <p>Describe how an aspect of life has changed over time.</p> <p><b>Core knowledge</b></p> <ul style="list-style-type: none"> <li>Explorers' modes of transport have changed over time. For example, early explorers used sailing ships and modern explorers use rockets.</li> <li>In the past, some monarchs had absolute power and could make their own rules and laws.</li> <li>Today we have a constitutional monarch, Charles III, which means that laws are made by parliament, and the King represents the nation.</li> </ul> <p><b>Covered x 2</b></p>		<p><b>Skill</b></p> <p>Answer and ask historically valid questions about changes over time and suggest or plan ways to answer them</p> <p><b>Core knowledge</b></p> <ul style="list-style-type: none"> <li>The Fertile Crescent in the Middle East is known as the birthplace of farming.</li> </ul> <p><b>Covered</b></p>	<p><b>Skill</b></p> <p>Frame historically valid questions about continuity and change and construct informed responses.</p> <p><b>Core knowledge</b></p> <ul style="list-style-type: none"> <li>It is believed that changes due to natural disasters weakened the Minoan civilisation and made it vulnerable to invasion.</li> </ul> <p><b>Covered</b></p>	<p><b>Skill</b></p> <p>Describe the causes and consequences of a significant event in history.</p> <p><b>Core knowledge</b></p> <ul style="list-style-type: none"> <li>Campaigns, rebellions, protests and petitions, held over a period of around 100 years, led to the eventual abolition of slavery.</li> <li>When Germany invaded France, the Allied Powers pushed them back to north-west France. This became known as the Western Front.</li> <li>Germany had to fight on two fronts because Russia put up more resistance than expected on the Eastern Front.</li> <li>Key events leading to the end of the First World War include the Allied Powers pushing Germany back from the Western Front and the United States joining the Allied Powers.</li> <li>The Treaty of Versailles made Germany take the blame for the war and pay large reparations, which left the country impoverished.</li> <li>Key causes of the Second World War include the impact of the Treaty of Versailles on Germany, fascism, expansionism and appeasement.</li> <li>Key causes of the First World War include alliances, imperialism, militarism and nationalism.</li> </ul> <p><b>Covered x 8</b></p>



Big idea	Concept/Aspect	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	British history	<p><b>AOL: World</b></p> <p><b>Skill</b></p> <p>Listen to and talk about stories describing significant events from the past.</p> <p><b>Broad knowledge</b></p> <p>Stories, or narratives, can tell us about important things that happened in the past.</p> <p><b>Assign</b></p>	<p><b>Skill</b></p> <p>Describe a significant historical event in British history.</p> <p><b>Core knowledge</b></p> <ul style="list-style-type: none"> <li>The coronation of Queen Elizabeth II took place in 1953 at Westminster Abbey, London.</li> </ul> <p><b>Covered</b></p>	<p><b>Skill</b></p> <p>Describe and explain the importance of a significant individual's achievements on British history.</p> <p><b>Core knowledge</b></p> <ul style="list-style-type: none"> <li>Important achievements by British individuals include great discoveries and actions that have helped many people.</li> </ul> <p><b>Covered x 2</b></p>	<p><b>Skill</b></p> <p>Explain the cause, consequence and impact of invasion and settlement in Britain.</p> <p><b>Core knowledge</b></p> <ul style="list-style-type: none"> <li>In AD 43, the Roman emperor, Claudius, invaded and Romanised Britain.</li> </ul> <p><b>Covered</b></p> <p><b>Skill</b></p> <p>Describe how a significant event or person in British history changed or influenced how people live today.</p> <p><b>Core knowledge</b></p> <ul style="list-style-type: none"> <li>The introduction of ironworking improved farming, trade and weapons and made people wealthy. This led people to live in hillforts for protection against attacking tribes.</li> <li>Improved farming in the Iron Age produced enough food for everyone so some people could do different jobs and there was more free time.</li> <li>Efficient farming practices in the Iron Age meant that the Celts became wealthy and powerful by trading their surplus crops.</li> </ul> <p><b>Covered x 2</b></p>	<p><b>Skill</b></p> <p>Explain the cause, consequence and impact of invasion and settlement in Britain.</p> <p><b>Core knowledge</b></p> <ul style="list-style-type: none"> <li>The Saxons, Angles and Jutes invaded from Germany, the Netherlands and Denmark, forcing Britons to take on Anglo-Saxon ways or move west to Cornwall or Wales.</li> <li>Anglo-Saxon words and place names still exist today.</li> <li>The Anglo-Saxons recorded a set of laws, which were the first steps towards creating the legal system used in Britain today.</li> <li>Anglo-Saxon peasant farmers, ceorls and slave families grew their own food and made their own clothes. They also produced surplus crops and goods to trade for things they couldn't make.</li> <li>Anglo-Saxons had to keep law and order, pursuing and punishing criminals themselves.</li> </ul> <p><b>Covered x 3</b></p>	<p><b>Skill</b></p> <p>Create an in-depth study of an aspect of British history beyond 1066.</p> <p><b>Broad knowledge</b></p> <p>Key aspects of British history include the rise, fall and actions of the monarchy; improvements in technology; exploration; disease; the lives of the rich and poor and changes in everyday life.</p> <p><b>Assign</b></p>	<p><b>Skill</b></p> <p>Articulate the significance of a historical person, event, discovery or invention in British history.</p> <p><b>Core knowledge</b></p> <ul style="list-style-type: none"> <li>Britain played a key role in the maafa, which is a term meaning the history and effects of the transatlantic slave trade.</li> <li>Elizabeth I gave John Hawkins permission to become the first British slave trader.</li> <li>British privateers seized lands in the West Indies from Spain, and built plantations that used enslaved workers.</li> <li>Britain transported over three million enslaved people across the Atlantic, more than any other country.</li> <li>The slave trade caused human suffering, an increase in war and conflict in Africa, a decrease in the African population, the loss of indigenous culture and the creation of racist ideologies.</li> <li>The Race Relations Act of 1965 was the first piece of British legislation that dealt with racism. It was replaced by the Equality Act 2010, which covers discrimination against race, gender, disability, sexual orientation and religion.</li> <li>The Battle of Britain was a major air campaign fought over southern Britain in 1940.</li> <li>Britain's victory over the Luftwaffe prevented Germany from invading and occupying Britain.</li> </ul> <p><b>Covered x 6</b></p> <p><b>Skill</b></p> <p>Describe the growth of the British economy and the ways in which its growth impacted on British life.</p> <p><b>Core knowledge</b></p> <ul style="list-style-type: none"> <li>Britain benefitted from the enslavement of African people because the profits funded the Industrial Revolution and created wealthy banks and insurance companies.</li> <li>Many country houses, museums and libraries that are still used today were built with the profits from slavery.</li> <li>Many British people used goods produced by enslaved people, such as cotton, linen and tobacco.</li> <li>Throughout the 20th century, black people from territories in the British Empire fought in both World Wars, helped to rebuild Britain after the Second World War and staffed the NHS, even though they suffered racial discrimination.</li> </ul> <p><b>Covered x 2</b></p>

Big idea	Concept/Aspect	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Chronology	<p><b>AOL: World</b></p> <p><b>Skill</b></p> <p>Put familiar events in chronological order, using pictures and discussion.</p> <p><b>Covered x 2</b></p>	<p><b>Skill</b></p> <p>Order information on a timeline.</p> <p><b>Core knowledge</b></p> <ul style="list-style-type: none"> <li>Photographs can be ordered chronologically on a timeline.</li> <li>A decade is 10 years.</li> <li>A timeline starts with the event that happened longest ago on the left, moving to the most recent event on the right.</li> </ul> <p><b>Covered x 5</b></p>	<p><b>Skill</b></p> <p>Sequence significant information in chronological order.</p> <p><b>Core knowledge</b></p> <ul style="list-style-type: none"> <li>A timeline is a display of events, people or objects in chronological order.</li> <li>A timeline can show different periods of time, from a few years to millions of years.</li> <li>A historical period is the duration of a monarch's reign.</li> </ul> <p><b>Covered x 6</b></p>	<p><b>Skill</b></p> <p>Sequence dates and information from several historical periods on a timeline.</p> <p><b>Core knowledge</b></p> <ul style="list-style-type: none"> <li>The Stone Age in Britain began c750,000 BC and ended when metalworking technology arrived c2500 BC.</li> <li>The Bronze Age started c2500 BC. It ended when society in Britain and Europe collapsed.</li> <li>The Iron Age in Britain started c800 BC. It ended after the invasion of the Romans in AD 43.</li> <li>The Roman emperor, Claudius, conquered England and Wales in AD 43, renaming them Britannia.</li> <li>Roman rule ended in Britain in AD 410.</li> </ul> <p><b>Covered x 3</b></p>	<p><b>Skill</b></p> <p>Sequence significant dates about events within a historical time period on historical timelines.</p> <p><b>Core knowledge</b></p> <ul style="list-style-type: none"> <li>During the period AD 410–1066, Britain came under attack from the Picts, Scots, Anglo-Saxons, Vikings and finally the Normans.</li> <li>The Indus Valley civilisation ran from c2500 BC to c1700 BC.</li> </ul> <p><b>Covered x 2</b></p>	<p><b>Skill</b></p> <p>Sequence and make connections between periods of world history on a timeline.</p> <p><b>Core knowledge</b></p> <ul style="list-style-type: none"> <li>There are six periods in ancient Greek history, from the Minoan civilisation c3000 BC to the end of the Hellenistic period in 30 BC.</li> <li>The Mycenaean civilisation began in c1600 BC and ended alongside the Minoan civilisation in c1100 BC.</li> <li>When Alexander the Great died in 323 BC, his empire was quickly divided up and shared between his generals.</li> <li>Powerful new dynasties emerged during this Hellenistic period, but infighting between the different dynasties had a damaging effect.</li> <li>China is the longest lasting civilisation starting with the Xia Dynasty in c2070.</li> <li>The Shang Dynasty, c1600 BC until 1046 BC, is the earliest recorded ruling dynasty of China.</li> </ul> <p><b>Covered x 5</b></p>	<p><b>Skill</b></p> <p>Articulate and present a clear, chronological world history narrative within and across historical periods studied.</p> <p><b>Core knowledge</b></p> <ul style="list-style-type: none"> <li>The ancient Kingdom of Benin existed on the coast of West Africa from AD 900–1897.</li> <li>Important events during the First World War include the First Battle of Ypres (1914), the Battle of the Somme (1916) and the United States joining the Allied Powers (1917).</li> <li>The First World War ended when Germany signed a peace agreement at 11am on the 11th of November 1918. The day was called Armistice Day.</li> <li>The Second World War started in 1939 when Adolf Hitler, the leader of Germany, invaded Poland.</li> <li>The First World War started in 1914 after Archduke Franz Ferdinand, the heir to the Austro-Hungarian throne, was assassinated by a Serbian nationalist.</li> <li>People in Britain celebrated VE day on 8th May 1945.</li> <li>The Second World War ended when Japan surrendered in 1945 after the United States dropped atomic bombs on Hiroshima and Nagasaki.</li> </ul> <p><b>Covered x 5</b></p>