

Y3/4					
Autumn A	Spring A	Summer A	Autumn B	Spring B	Summer B
How did life change from the Stone Age to the Iron Age?	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	What do we know about the Ancient Egyptians and how do they compare to other early civilisations?	How did the Romans become so powerful in Britain and what is their legacy today?	Who were the Anglo Saxons and how did they change life in Britain?	How are the Vikings remembered?
Changes in Britain from the Stone Age to Iron Age	Tudor Monarchs	The achievements of the earliest civilizations – Ancient Egypt	The Roman Empire and its impact on Britain	Britain's settlement by Anglo-Saxons and Scots	The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
Settlements/Food and farming	Beliefs	Settlements/Location	Settlements/Location	Settlements/Conflict	Settlements/Conflict
<p>1.Was Stone Age man simply a hunter and gather, concerned only with survival?</p> <p>2.How different was life in the stone age when man (correct term?) started to farm?</p> <p>3.What can we learn about life in the Stone age from a study into Skara Brae?</p> <p>4.Why is it so difficult to work out how Stonehenge was built?</p> <p>5.How much did life really change during the Iron</p>	<p>1. I can locate the Tudor reign on a chronological timeline.</p> <p>2. I can use historical sources to make deductions about Henry VIII</p> <p>3. I can explain the reasons behind Henry VIII's Break from Rome. -</p> <p>4.I can use historical sources to make deductions about Elizabeth I.</p> <p>5. I can explain the reasons why the Spanish Armada was defeated.</p> <p>6. I can make comparisons between the rules of Henry VIII and Elizabeth I.</p>	<p>1.I can locate Ancient Egypt on a world map and a chronological timeline, identifying iconic features of this civilisation.</p> <p>2.What can we quickly find out to add to what we already know about ancient Egypt?</p> <p>3.How can we discover what ancient Egypt was like over 5000 years ago?</p> <p>4.What sources of evidence have survived and how were they discovered?</p>	<p>Roman Empire and impact on Britain</p> <p>I can locate the Roman Empire on a world map and a chronological timeline</p> <p>1.Why on earth did the Romans leave sunny Italy to invade this cold island on the edge of the empire? Did Claudius invade for the same reasons as Caesar?</p> <p>2. Why did Boudica stand up to the Romans and what image do we have of her today?</p> <p>3. How were the Romans able to keep control over such a vast empire?</p> <p>4. How did the Roman way of life contrast with the Celtic lifestyle they found when they arrived and Part 2</p> <p>How do we know?</p>	<p>Saxon and Scot settlers</p> <p>I can locate the Anglo-Saxons settlement on a world map and a chronological timeline</p> <p>1.Why did the Anglo-Saxons invade and how can we possibly know where they settled?</p> <p>2.What does the mystery of the empty grave tell us about Saxon Britain?</p> <p>3.How did people's lives change when Christianity came to Britain and how can we be sure?</p> <p>4.How were Saxons able to see off the Viking threat?</p> <p>5.Just how great was King Alfred really?</p> <p>6.Just how effective was Saxon justice?</p>	<p>Viking</p> <p>1.I can locate the Vikings on a world map and a chronological timeline.</p> <p>2. I can use sources to explore contrasting modern day interpretations of the Vikings. -</p> <p>3.I can understand why a certain reputation has been developed surrounding the Vikings. -</p> <p>4. I can use historical evidence to make deductions about the Vikings. -</p> <p>5. I can explain what the legacy of place names tell us about the Vikings. -</p> <p>6.I can present a balanced view of how the Vikings have been remembered.</p>

<p>Age and how can we possibly know?</p> <p>5.Trip to Truro Museum to compare Stone Age with the Bronze Age, looking at artefacts.</p> <p>6.Can you solve the mystery of the 52 skeletons of Maiden Castle? Source based History.</p>	<p>Assessment lesson: Who was the greatest Tudor monarch and why?</p>	<p>5.What does evidence tell us about everyday life for men, women and children?</p> <p>6.What did the ancient Egyptians believe about life after death and how do we know?</p> <p>6.What did ancient Egypt have in common with other ancient civilisations from that time?</p>	<p>5.How can we solve the mystery of why this great empire came to an end?</p> <p>6.How much of our lives today can possibly be influenced by the Romans who lived here 2,000 years ago?</p>		
<p>Children can use historical evidence to explain the main changes to the way of life during the Stone Age to Iron Age period.</p>	<p>Children can discuss the key achievements and lasting legacy of two Tudor monarchs; making comparisons and coming to conclusions.</p>	<p>Children can talk about the rule of the Anglo-Saxons and the main changes they brought to Britain.</p>	<p>Children can explain why the Romans invaded Britain and how they became so powerful. They can use historical sources to explore the legacy of the Romans on British life.</p>	<p>Children can talk about the rule of the Anglo-Saxons and the main changes they brought to Britain.</p>	<p>Children can use conflicting historical sources to explain how the Vikings are remembered</p>
<p>alaeolithic, Mesolithic, Neolithic, prehistoric, hunter, gatherer, tools, Star Carr, livestock, crops, plough, Skara Brae, metalwork, roundhouses, burials, pottery, hillforts, tribes</p>	<p>Armada. Catholic, colonies, dynasty, exploration, heir, New Worlds, nobility, Protestant, reformation, reign.</p>	<p>Ancient Egypt Civilisation Anachronism River Nile delta Hieroglyphics Pharoah Sphinx, Papyrus, Sarcophagus, mummy, pyramid, Sir Howard Carter, slaves Tutankhamun, afterlife, mummification embalmer, canopic jar</p>	<p>Stone Age, Bronze Age, Iron Age, hunter gatherers, farmers, chronology, Palaeolithic, Mesolithic, Neolithic, archaeologist, tools, pottery, wheat, barley, Skara Brae, settlement, Stonehenge, Hillfort</p>	<p>Saxons, Angles, Jutes, Homeland, Settlement, Hoard, Wessex, Mercia, Christianity, Sutton Hoo, Bede, Monasteries, Churches, Ministers, Lindisfarne, Monks, Viking, Pagan, St Cuthbert, St Augustine, Danelaw, Alfred the Great, Edward the Confessor, Cnut, Chronicle, Hoard.</p>	<p>Vikings, settlement, stereotypes, raiders, longboat, monks, Anglo-Saxons, excavations, primary and secondary sources, traders, Jorvik, Danelaw, impartial, evidence</p>