	Term 1	Term 2	Term 3	Term 3
Year 3	**How are we still linked to the first ever human species?** *A study of prehistory* *Stone age to the Iron age*	**How was Britain influenced by the Roman Empire?** *A study of the ancient Britain* *A comparison of Italy and Britain*	N/A	N/A
	Key skills Place events, artefacts and historical figures on a timeline using dates. • Understand the concept of change over time, representing this, along with evidence, on a time line. • Use dates and terms to describe events. • Use evidence to ask questions and find answers to questions about the past. • Suggest suitable sources of evidence for historical enquiries. • Use appropriate historical vocabulary to communicate, including: • dates • time period • era • change • chronology. • Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.	**Key Skills** • Place events, artefacts and historical figures on a time line using dates. • Understand the concept of change over time, representing this, along with evidence, on a time line. • Use dates and terms to describe events. • Describe changes that have happened in the locality of the school throughout history. • Give a broad overview of life in Britain from ancient until medieval times. • Compare some of the times studied with those of other areas of interest around the world. • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. • Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.		

		• Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.
		
		• Suggest causes and consequences of some of the main events and changes in history.
		
		• Use appropriate historical vocabulary to communicate, including:
		  • dates
		  • time period
		  • era
		  • change
		  • chronology.
		  • Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.		

	Vocabulary ancestors: relatives from long ago consequence: result or effect climate: weather conditions of a place nomadic: travelling from place to place communal: shared by a group of people historical sources: things that give Information about the pas archaeologists: people who study the past by examining remains and objects identities: who people are nomadic: travelling from place to place density: how much an area is filled or covered with people or things scavenging: searching for something technology: the use of scientific discoveries for practical purposes migrate: move from one place to another permanent: lasting forever predators: animals that kill and eat other animals	**Vocabulary** turmoil: a state of confusion and uncertainty frontiers: borders between countries territory: land controlled by a ruler constitution: a system of laws and rules dictator: a ruler with total power over a country assassinated: killed for political reasons territory: land controlled by a ruler economy: how money and trade is organised importing: buying goods from another country exporting: selling goods to another country prosperous: wealthy acknowledged: recognised territories: lands controlled by a ruler emperor: man who rules an empire sanitation: keeping places clean with a sewage system and clean water supply		

	archaeologists: people who study the past by examining remains and objects sophisticated: advanced preoccupied: thinking a lot about something processions: groups of people walking in line at a public event. c.: around societies: people living together in organised groups ancient: from a long time ago trade: buy, sell or exchange goods custom: a traditional way of doing something hoard: a secret store of valuable items approximately: nearly technology: the use of scientific discoveries for practical purposes states: organised communities under their own government irrigation: supplying land with water communication: sharing information extracting: taking out of the ground preserved: kept in its original state intricate: with many small parts and details communal: shared by a group of people conquest: conquering (taking control of) a country or group of people significant: important influential: makes people take notice legacy: something left behind after death consequence: result or effect fortified: protected against attack ore: a rock that metal comes from consequence: result or effect civilisations: organised groups of people with their own culture specialist: with knowledge in a particular field	resistance: fighting back against attackers archaeologists: people who study the past by examining remains and objects preservation: protection from decay or damage erosion: gradual destruction mosaics: pictures made from pieces of tile construction: the building of things architects: people who design buildings		

	efficient: with minimum wasted energy dominant: powerful or with influence fortifications: buildings, walls and ditches built to protect a place inhabited: lived in surplus: more than you need			
Year 4	**How did the Scots, Anglo-Saxons and Viking shape Britain?** *A study of Anglo Saxon and Scots settlers*	**What is the legacy of the Egyptians?** *A study of the Egyptian landscape and lifestyle* *A study into Egyptian beliefs*	N/A	**Do we look after the Earth or does the Earth look after us?** *A study into the impact of environmental change.* **Local history** *Medieval Witham – changes in Witham since its settlement*
	• Place events, artefacts and historical figures on a timeline using dates. • Understand the concept of change over time, representing this, along with evidence, on a timeline. • Use dates and terms to describe events. Describe changes that have happened in the locality of the school throughout history. • Compare some of the times studied with those of other areas of interest around the world. • Use evidence to ask questions and find answers to questions about the past. • Suggest suitable sources of evidence for historical enquiries. • Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.	. • Place events, artefacts and historical figures on a time line using dates. • Understand the concept of change over time, representing this, along with evidence, on a time line. • Use dates and terms to describe events. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. • Use evidence to ask questions and find answers to questions about the past. • Suggest suitable sources of evidence for historical enquiries. • Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. • Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.		. • Place events, artefacts and historical figures on a time line using dates. • Understand the concept of change over time, representing this, along with evidence, on a time line. • Use dates and terms to describe events. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. • Use evidence to ask questions and find answers

	• Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. • Suggest causes and consequences of some of the main events and changes in history. Use appropriate historical vocabulary to communicate, including: • dates • time period • era • change • chronology. • Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.	• Suggest causes and consequences of some of the main events and changes in history. Use appropriate historical vocabulary to communicate, including: • dates • time period • era • change • chronology. • Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.		to questions about the past. • Suggest suitable sources of evidence for historical enquiries. • Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. • Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.
	Vocabulary descendants: relatives from later generations conquered: took control of by force stability: being unlikely to change collapse: complete end chaos: confusion upheaval: big change consequences: results or effects independent: on its own allegiance: support of a person or group medieval: the period of European history between 476 CE and 1500 CE legacy: something left behind after death Christianisation: conversion to Christianity pagan: relating to religious beliefs other than those of the main world religions literature: written work, especially with artistic value Scandinavia: Norway, Sweden and Denmark explorers: people who travel to a	**Vocabulary** influential: makes people take notice fertile: able to support the growth of plants irrigation: supplying land with water immortality: the ability to live forever rituals: religious services that follow set patterns decipher: work out what something says archaeologists: people who study the past by examining remains and objects canopic jars: containers holding organs from a body sarcophagus: decorative container for a body mummy: preserved body temples: places of worship engineering: using scientific knowledge to build architects: people who design buildings commemorate: remember achievements: things done		**Vocabulary** observe: To look carefully at something in order to learn about it artefact: An ornament, tool or other object that is made by a human being, such as tools, coins, clothing, pottery and jewellery represent: To describe something in a certain way, e.g. one might represent things in pictures, writing, diagrams or tables past: Any time before the present (now) present: The period of time we are in now future: The period of time that will come after the present recount: To tell or describe a story or event to people appropriate

	new place to discover what is there colonised: settled in a place evidence: proof, information showing whether something is true raid: enter a place to steal something accounts: written or spoken reports of something that happened colonise: go and live somewhere and take control of it seaborne: carried on a ship navigation: finding a way around symmetrical: with two halves exactly the same reputation: beliefs held about someone Scandinavia: Norway, Sweden and Denmark colonisation: taking control of a place and living there volatile: likely to change suddenly descendant: relative from later generations	successfully after lots of effort afterlife: a life some people believe begins when you die preserve: protect from decay or damage essential: very important embalmed: preserved with special substances eternity: time without end pharaoh: king or queen			
Year 5	**How did crime and punishment change from 1066?**	N/A	N/A	**What legacy did the Ancient Greeks leave us?** **How did the Ancient Greeks have an impact on the Western world?** *A study of the life and achievements of an Ancient Society*	
	Key skills. • Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). • Identify periods of rapid change in history and contrast them with times of relatively little change. • Understand the concepts of continuity and change over time, representing them, along with evidence, on a timeline. • Use dates and terms accurately in describing events.			**Key skills** • Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). • Identify periods of rapid change in history and contrast them with times of relatively little change. • Understand the concepts of continuity and change over time, representing them, along with evidence, on a timeline. • Use dates and terms accurately in describing events. • Seek out and analyse a wide range of evidence in order to justify claims about the past.	

	• Use sources of evidence to deduce information about the past. • Select suitable sources of evidence, giving reasons for choices. • Use sources of information to form testable hypotheses about the past. • Use historical vocabulary to communicate, including: • dates • time period • era • chronology • continuity • change • century • decade • legacy. • Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past. • Use original ways to present information and ideas.			• Show an awareness of the concept of propaganda and how historians must understand the social context of the evidence studied. • Understand that no single source of evidence gives the full answer to questions about the past. • Refine lines of enquiry as appropriate. • Use historical vocabulary to communicate, including: • dates • time period • era • chronology • continuity • change • century • decade • legacy. • Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past. • Use original ways to present information and ideas.
	Vocabulary monarch: the king or queen of a country medieval: something in European history between 476 CE and 1500 CE legacy: something left behind after death Reformation: changes to the Catholic Church that led to the setting up of the Protestant Church alliance: groups working together heir: someone who will inherit a title or property rebellion: violent action to change a countries political system parliament: a group of people who make or change laws military: armed forces of a country			**Vocabulary** democracy: a system of government in which people choose who is in charge by voting in elections citizens: people who belong to a place philosophy: study of how people think and live historical sources: things that give information about the past civilisations: organised groups of humans with their own culture democratic: based on the idea that everyone has equal rights and is involved in making decisions characteristic features: particular qualities or aspects that make

	devout: with deep religious beliefs civil war: a war fought between people who live in the same country prosperity: doing well financially flourish: be successful philosophy: study of how people think and live expeditions: journeys of exploration			something recognisable generation: people in a group of similar age demigods: less important gods, usually half god, half human techniques: particularly skilful methods for doing something amphoras: two-handled narrow-necked jars for oil or wine lekythos: flasks with a narrow neck literature: written work, especially with artistic value architects: people who design buildings friezes: decoration high on a wall acoustics: the features of a building that affect how sound is heard engineering: using scientific knowledge to build	
Year 6	How did WW2 impact Britain and our local area? *A study of the impact of how WW2 changed life for Britain.*	N/A	Why were rainforests important to the Maya? *A study of how the rainforests impact our environment* Non-European society – Mayan civilisation AD900	N/A	N/A
	Key skills • Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).		**Key skills** • Describe the main changes in a period of history (using terms such		

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			communicate information about the past. • Use original ways to present information and ideas.		
	Vocabulary Communism: a political belief system significant: important influences: effects on what people say or do decades: periods of ten years evacuated: removed from a dangerous place evacuation: removal to a place of safety propaganda: communication used to influence the opinions of others amphibious: (of a military operation) with forces landing from the sea Blitz: when a city (like London) was bombed heavily atomic: power that is produced by splitting atoms Holocaust: the deliberate mass murder of Jews and political prisoners by the Nazis legacies: things left behind from the past declaration: official announcement dispute: argument or disagreement rationing: limiting the amount of food, water or fuel		**Vocabulary** abandoned: left for a long time overpopulation: too many people uninhabitable: cannot be lived in traditions: customs that have existed for a long time irrigation: supplying land with water terracing: steps built into sloping land architects: people who design buildings agriculture: farming and keeping animals expansion: process of becoming bigger yields: amounts of crops produced sacrifice: to kill an animal or person in a religious ceremony ceremony: a formal event at which special things are done anthropologists: people who study societies and cultures innovations: new ways of doing something codices: plural of codex (an ancient type of book written by hand)		

			conquistadors: Spanish conquerors		