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| Historical enquiry | Chronological understanding | Knowledge and interpretation | Vocabulary |
| * Broader history study:
* Ancient civilisation:
* Ancient Egypt **(National Curriculum Objective)**
* British History
* Roman Empire and impact on Britain **(National Curriculum Objective)**

 - Julius Caesar’s attempted invasion - Roman Empire and successful invasion - British resistance, eg Boudicca* Romanisation of Britain
* To research two versions of an event and say how they differ?
* To research what it was like for a child in a given period from the past and use photographs and illustrations to present their findings?
* To give more than one reason to support an historical argument?
* To communicate knowledge and understanding orally and in writing and offer points of view based upon what they have found out?
 | * Plot recent history on a timeline using centuries?
* Place periods of history on a timeline showing periods of time?
* Use their mathematical skills to round up time differences into centuries and decades?
 | * Explain how events from the past have helped shape our lives?
* Appreciate that wars have happened from a very long time ago and are often associated with invasion, conquering or religious differences?
* Know that people who lived in the past cooked and travelled differently and used different weapons from ours?
* Recognise that the lives of wealthy people were very different from those of poor people?
* Appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past?
 | Tombs, Temples and Treasures:Saqqara, Heliopolis, Thebes, Valley of the Kings, Memphis, Giza, Abu Simbel, Luxor, Egypt, Egyptians, pharaohs, pyramids, Death Mask, Nile, Tutankhamen, papyrus, shaduf, Canopic jars, Ra, Horus, spirits, afterlife, undead.Romans:Julius Caesar, Roman Empire, Celts, Boudicca, Hadrian’s wall, Iceni, Roman Bath, Minerva, colosseum, amphitheatre, temple, soldier, aqueduct, gladius, gladiator, slave |
| Challenge  |
| Historical enquiry | Chronological understanding | Knowledge and interpretation | Cultural Capital |
| * To independently, or as part of a group, present an aspect they have researched about a given period of history using multi-media skills when doing so?
 | * Use their mathematical skills to help them work out the time differences between certain major events in history?
* Begin to build up a picture of what main events happened in Britain/ the world during different centuries?
 | * Recognise that people’s way of life in the past was dictated by the work they did?
* Appreciate that the food people ate was different because of the availability of different sources of food?
* Appreciate that weapons will have changed by the developments and inventions that would have occurred within a given time period?
* Appreciate that wealthy people would have had a very different way of living which would have impacted upon their health and education?
 | Modern EgyptWhat the Roman’s did for us- straight roads, sewers, Roman Baths, place names, culture |