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| Historical enquiry | Chronological understanding  | Knowledge and interpretation | Vocabulary  |
| * An extended period study
* Significant turning points in British History **(National Curriculum Objective)**
* To know about crime and punishment of the time **(National Curriculum Objective)**
* To know about how people spent their leisure **(National Curriculum Objective)**
* To know about Greek life and achievements and their influence on the western world. **(National Curriculum Objective)**
* A Local History Study **(National Curriculum Objective)**
* To know about the Roman withdrawal from Britain and the Scots invasion **(National Curriculum Objective)**
* To know about invasions, settlements and kingdoms **(National Curriculum Objective)**
* To know about the Viking invasions; Danegald **(National Curriculum Objective)**
* To know about Edward the confessor **(National Curriculum Objective)**
* To test out a hypothesis in order to answer a question?
* To appreciate how historical artefacts have helped us understand more about British lives in the present and past?
 | * Use dates and historical language in their work?
* Draw a timeline with different time periods outlined which show different information, such as, periods of history, when famous people lived, etc.?
* Use their mathematical skills to work out exact time scales and differences as need be?
 | * Describe historical events from the different period/s they are studying/have studied?
* Make comparisons between historical periods; explaining things that have changed and things which have stayed the same?
* Explain the role that Britain has had in spreading Christian values across the world?
* Begin to appreciate that how we make decisions has been through a Parliament for some time?
* Appreciate that significant events in history have helped shape the country we have today?
* Have a good understanding as to how crime and punishment has changed over the years?
 | Chocolate (Mayas)Maya, longitude, latitude, rainforests, South America, Chocolate, Cacao, Mesoamerica, alliance, Fairtrade, sacrifice, trade, produce, farming, biomes, economic growthGreeks:Greece, Greek empire, Pythagoras, Doric column, Corinthian column, nobleman, Parthenon, Homer, tunic, fibulas, Olympics, vase, marathon, battle, states, democracy Anglo Saxons and Vikings:Angles, Saxons, Norse, gods, Celts, Vikings, Danegeld, invasion, settlers, invaders, Beowulf, longboats, Local Study:Monkton Farleigh, Atworth,Bath, ammunition, village  |
| Challenge  |
| Historical enquiry | Chronological understanding | Knowledge and interpretation | Cultural Capital |
| * To research the life of one person who has had an influence on the way Great Britain is divided into four separate countries?
 | * Create timelines which outline the development of specific features, such as medicine; weaponry; transport, etc.
 | * Appreciate how plagues and other major events have created huge differences to the way medicines and health care was developed?
 | Local study in historical context using familiar surroundings:Monkton Farleigh, ammunitions dump, Atworth, village museum of life.Assessing the differences between ancient and modern Greece. |