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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 growth  Greeks:  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. |