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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)**
* The changing power of Monarchs **(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)**
* A broader history study, Non-European society-Maya Civilisation **(National Curriculum Objective)**
* To look at two different versions and say how the author may be attempting to persuade or give a specific viewpoint?
* To identify and explain their understanding of propaganda?
* To describe a key event from Britain’s past using a range of evidence from different sources?
 | * Say where a period of history fits on a timeline?
* Place a specific event on a timeline by decade?
* Place features of historical events and people from past societies and periods in a chronological framework?
 | * Summarise the main events from a specific period in history, explaining the order in which key events happened?
* Summarise how Britain has had a major influence on world history?
* Summarise what Britain may have learnt from other countries and civilizations through time gone by and more recently?
* Describe features of historical events and people from past societies and periods they have studied?
* Recognise and describe differences and similarities/ changes and continuity between different periods of history?
 | Chocolate, Maya: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 suggest why there may be different interpretations of events?
* To suggest why certain events, people and changes might be seen as more significant than others?
* To pose and answer their own historical questions?
 | * Appreciate that some ancient civilizations showed greater advancements than people who lived centuries after them?
 | * Suggest relationships between causes in history?
* Appreciate how Britain once had an Empire and how that has helped or hindered our relationship with a number of countries today?
* Trace the main events that define Britain’s journey from a mono to a multi-cultural society?
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