|  |  |  |  |
| --- | --- | --- | --- |
| 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 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 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? |  |