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|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Year 3 | **Why did the Vikings invade and settle in Britain?**  **Causes and Consequences: I can explain why Vikings explored many parts of the world**  **To understand and explain why the Vikings left Scandinavia.**  **To understand and explain why the Vikings settled in Britain and the impact on the British people.**  **To use more than one example to describe the effects of the invasion on both Vikings and the British.**  Chronology: I can order events in a visual timeline of Britain  To develop an understanding of chronology.  To use dates to order events.  To use and understand the terms AD/BC and BCE (Before the Common Era/CE (Common Era)  Characteristic Features: I can understand the terms ‘invade’ and ‘settle’.  To use period specific language  To investigate and evaluate how Vikings travelled across the ocean  Historical Interpretation: I can re-tell historical events from different view points.  To recognise differences between versions of the same event.  To give a simple explanation of why there may be more than one version.  Historical Enquiry: I can use a range of sources and artefacts to answer questions  To describe (in simple terms) how sources reveal important information about the past.  To recognise that the lack of certain types of sources can make it difficult to draw conclusions.  Hiccup – The Viking Who Was Seasick – Vikings | **Would you prefer to live in the Stone, Bronze or Iron Age? Why?**  **Characteristic Features: I can compare time periods and talk about key features from that time (eg: houses, clothing, food).**  **To identify the main features of the Stone Age, Bronze Age and Iron Age.**  **To describe some similarities and differences in people’s lives over the period.**  **To use period specific language.**  **To begin to compare and evaluate the key aspects of each time period (Lesson 6).**  Chronology: I can order events in a visual timeline of Britain  To order events and place pre-history in a visual timeline of prehistoric Britain  To explain the meaning of the term ‘pre-history’.  Continuity and Change: I can investigate what has changed and what has stayed the same over a period of time.  To describe and evaluate some changes between this time period and modern Britain.  To describe and evaluate aspects of life which has stayed the same.  Historical Interpretation: I can explain why events in history may be interpreted differently.  To examine a range of sources.  To explain why there may be many versions or descriptions of life in Stone Age Britain.  Stone Age Boy – Stone Age  **Trip to Butser Farm (Launch Day – Autumn 1 – 20th Oct 21).** | **How long ago were the earliest civilisations?**  **Which Pharaoh was the most significant to the people of Egypt and our lives today?**  **Chronology: I can order events which may overlap in history.**  **To develop an understanding of chronology.**  **To place ancient civilisations in a visual timetable of world history.**  **To compare time periods on a timeline.**  **To use dates to order events.**  **To use vocabulary to describe the passing of time.**  **Historical Significance: I can evaluate and explain how and why a particular Pharaoh had a significant impact in their time period.**  **To use the 3 Rs (Results in Change, Remarkable and Remembered) to describe how a Pharoah was significant.**  **To ask valid questions about people, places and events.**  **To give resons why events in history happened.**  Characteristic features: I can identify and describe key aspects of life in Ancient Egypt.  To use and understand the terminology related to the structure of Ancient Egyptian society.  Historical Interpretation: I can use a range of sources to talk about how a person has contributed to a period of time.  To understand what primary and secondary source are and how they differ.  To discuss the reliability of primary and secondary sources.  To begin to recognise differences between versions of the same event (ie: a Pharaoh’s death ceremony)  To begin to explain why there may be more than one interpretation of events.  Historical Enquiry: I can use a range of sources and artefacts to answer questions  To describe (in simple terms) how sources reveal important information about the past.  To give reasons why events in history happended and why they were important.  Tomb Raiders / The Mummy’s Curse  **Theatre Visit (Theatre Exchange) – Life in Ancient Egypt along the Nile, structure and a Pharoah’s visit and death ceremony – not completed due to covid.**  **Letter from the British Museum – our suggestions for updating their Ancient Egypt display about the Pharoahs.** | | Geography focus: The Pebble In My Pocket (Volcanoes)  History link (via English) – the volcanic eruptions in Pompeii in 79AD/Common Era**:**  Chronology: I can order events on an unstructured timeline.  To understand and explain the term chronology.  To compare time periods.  Continuity and Change: I can investigate what has changed and what has stayed the same over a period of time.  To describe and evaluate some changes between this time period and modern Italy/Mount Vesuvius.  To describe and evaluate aspects of life which has stayed the same.  **COVID KPIs to focus on from amendments:**  Covered in English unit of The Pebble In My Pocket – update unit to ensure KPIs are clearly covered. | Geography focus: School Grounds Detectives (Local Area Study) |

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| Year 4 | Science focus: Robots Assemble | English focus: Greek Myths and Legends  History link:  Chronology: I can begin to understand how historical periods overlap each other and vary in length.  To order events in a visual timeline and discuss what happened in key events  To compare time periods and talk about characters from that time.  To use more precise chronological vocabulary.  **History box and launch day (Greek Olympics focussing on comparing modern Olympics to first Olympics).** | **What did the Greeks do for us?**  **Why aren’t the Greeks the most significant civilisation?**  **Historical Interpretation: I can investigate and evaluate the legacy of the Greeks to life in modern Britain.**  **To describe how different interpretations may arise about the same event/artefact.**  **To understand and explain how historical understanding is continuously being revised and why.**  **To begin to evaluate how to potentially rewrite the past, should new evidence be found.**  Change and continuity: I can describe, using examples, how life has changed in the UK since the Ancient Greek time period.  To explain why and how changes in different places may be connected.  Characteristic features: I can explain how people lived in the past.  To compare artefacts and explain how they were used in the past and how they may be used in modern times.  To compare the similarities and differences between ways of life in Ancient Greece and modern Britain.  To consistently use period specific language in explanations.  Historical Significance: I can identify and explain how a person or civilisation has contributed to a period of time  To give reasons why events in history happened and their significance.  To compare time periods and discuss characters from that era.  Ancient Greece (Let the Games begin)  **Greek Day, including our own mini Olympic Games.**  **COVID KPIs to focus on from amendments:**  -Order events on a timeline (when myths arrived in the UK)  -Compare with Ancient Egypt. Was it before/ after? What would you expect life to be like based on what you know? | **What did the Romans leave behind?**  **Historical Significance: I can identify and explain how a person or civilisation has contributed to a period of time**  To give reasons why events in history happened.  To discuss the significance of a key historical figure’s contribution to a period of time (eg: Emperor Claudius).  To discuss how history has influenced different religions and social diversity in modern Britain.  To identify how and why significance reveals something about lifestyles from history or contemporary life.  Chronology: I can use more precise vocabulary to describe the passing of time.  To understand that historical periods overlap each other and vary in length.  Characteristic features: I can compare time periods and talk about characters from that time.  To compare and explain the similarities and differences between ways of life in Roman and modern Britain.  Historical Enquiry: I can use a range of historical sources to answer questions.  To describe and question the origins and purposes of sources using knowledge of time periods and civilisations.  To ask perceptive questions.  To select suitable information and sources to formulate and investigate key historical questions – currently missing from flip  History focus: Romans – the Great Invaders  Big foot drama company coming in for Roman launch day.  Teacher invades other classroom.  History Box – Romans.  **COVID KPIs to focus on from amendments:**  Turn some history lessons into a day/ afternoon to ensure that the KPIs are covered as there are a lot in the unit. | Geography focus: Survival – distribution of natural resources (North American context – Aldershot, Anakat in Alaska and Antarctica)  History link (via English):  Chronology: I can use more precise chronological vocabulary.  To order events on a visual timeline and discuss when and where key events occurred.  Causes and consequences: I can describe, with simple examples, the different types of causes of events.  (EG: the successes and failures of Shackleton’s Antarctic expeditions)  To begin to understand why events happen for different reasons, not just human error.  To begin to understand that the consequences of historical changes may affect people differently.  **COVID KPIs to focus on from amendments:**  Ensure these history KPIs are more explicit in the unit:  -To order events on a visual timeline  -To discuss when/ where the key events occurred  -To understand why events happened and the consequences they had on others | Geography focus: Survival – Rivers, Mountains and the Water Cycle (Aldershot and the Basingstoke Canal)  History link:  Continuity and Change: I can describe how and why some changes occurred and why some things remained the same.  To know and explain what has changed over a period of time.  To know what has stayed the same.  To begin to explain why changes in different places may be connected.  (EG: the uses of the Basingstoke Canal and River Blackwater over the last 100 years.)  **COVID KPIs to focus on from amendments:**  Be more specific with the following History KPIS in lesson 5 of unit:  -What has changed and what has stayed the same? Compare 2 pictures of the same river from different time periods. |

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| Year 5 | **How did the Anglo Saxons celebrate life? Was King Alfred really great?**  **Historical Significance: I can investigate the impact of King Alfred as historical leader.**  **To explore and provide valid reasons for the impact of King Alfred as a significant leader.**  **To predict, reason and pose questions about a significant person in history.**  **To develop and use criteria to make judgements about the significance of people within a particular historical narrative.**  Characteristic features: I can compare and explain aspects of Anglo Saxon life.  To understand and compare the rituals and beliefs of Anglo Saxon tribes.  To understand and explain that some past civilisations in different parts of the world have important similarities.  To identify and make links between significant characteristics of a civilisation and others previously studied (eg: the Vikings).  Continuity and Change: I can give simple explanations (with simple examples) of why changes happened during Anglo Saxon times.  To understand there are usually a combination of reasons for change.  To understand that changes do not impact everyone in the same way or at the same time.  Historical Enquiry: I can explain, using evidence, why a source may be unreliable.  To construct reasoned arguments about aspects of events and periods studied.  To understand that some interpretations are more reliable than others.  Anglo Saxons (History Loan Box) | Geograpy focus: The World’s Biomes (South American context - Brazil)  Will potentially add a history day at the end of the term, based on how much topic we fit in! | **What impact did the Victorians have on children’s lives in Aldershot?**  **Change and continuity: I can investigate what life was like for a local child in Victorian times.**  **To predict, reason and pose vaild questions about a period in time, or about a significant event/person in history.**  **To give explanations about why changes happened (eg: The Education Act of 1870).**  **To understand the variety of reasons for those changes.**  **To understand that those changes may not have impacted everyone (in Aldershot) in the same way or at the same time.**  Chronology: I can order and describe a timeline of the British monarchy.  To understand the chronology and relationships of people within the British monarchy.  Historical significance: I discuss and review who was the most significant monarch.  To question, investigate and give valid judgements as to the significance of key people.  Historical interpretation: I can research, analyse and evaluate how children’s lives in Aldershot have changed since Victorian times.  To understand that different accounts of the past emerge for various reasons and different people/sources might give a different emphasis.  To understand that some interpretations are more reliable than others.  Victorians/Local Area study  **Walk around Aldershot**  **Farnham Museum vist tbc**  **Visit from Aldershot Historical Society tbc this one probably won’t happen** | **Which country was the real winner in the Space Race?**  **Cause and Consequence: I can explain consequences in terms of immediate and longer term.**  **To understand that people may have been affected by changes throughout a specific period and their consequences differently.**  **To begin to link causes and consequences.**  **To explain how causes may link, making an event much morel likely to happen.**  Chronology: To discuss when events occurred using a visual timeline  Use historical knowledge to unpick the place in time  Further develop understanding of a timeline  Understand how previous events impact the future  Historical Interpretation: I can understand that different accounts of the past emerge for different reasons.  To analyse and explain why different people may give a different emphasis to a historical event.  To understand and evaluate that some interpretatins may be more reliable than others.  Change and Continuity: I can give simple explanations about how life changed for Black women in the USA during the Space Race.  To understand and explain the variety of reasons for those changes.  To understand and explain that changes to not impact everyone in the same way or at the same time.  Space Race and Black History (via English – Hidden Figures)  External science project and trip to Winchester Science Museum (this will link to the history) | Science focus: Space Race | Geography focus: European Study with economic activity focus (Morzine, France)  History link:  When was the Aldershot ski centre built?  What was the land used for in Victorian times? How has this area of Aldershot changed over time?  Change and Continuity: I can give simple explanations how and why Aldershot has changed since the Victorian period.  To understand and explain the variety of reasons for those changes.  To understand and explain that changes to not impact everyone in the same way or at the same time. |

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| Year 6 | Geography focus: Seven Seas (UK study – Belfast in Northern Ireland)  History link:  Historical Enquiry: I can predict, reason and pose valid questions about a period in time, event or significant person in history (The Titanic)  To create a character profile based on what I know about an era, social class and circumstances, and compare it to modern Britain.  To pose questions to deepen my understanding of a key events or person’s actions in history.  To construct reasoned arguments about events and civilisations.  To question source reliability with reference to the civilisation, considering why different sources may give conflictling information.  Chronology: I can accurately place key dates and events in chronological order.  To use prior knowledge of key dates to make connections between events and time periods.  To understand that some dates and time periods may overlap in duration. | Geography focus: Seven Seas (North American study – Cozumel, Mexico) and impact of earthquakes  **Which historic civilisations settled in Cozumel?**  To predict, reason and pose valid questions about a time period.  To use all understanding of history and chronology to place civilisations on an unstructured time line.  Seven Seas – Mayans – North American Study | **Wars don’t affect us because we are an island.**  **If Germany hadn’t been so severly punished after WW1, do you think WW2 would have occurred?**  **Causes and Consequences: I can identify the causes and consequences of events.**  **To investigate, analyse and explain the causes and consquences of complex events.**  **To suggest how these causes and consequences link.**  Continuity and Change: I can identify links between WW1 and WW2.  To understand that changes in different periods of history can be connected.  To begin to interpret the issues which impact on history.  To begin to understand how these impacts may be continuous through time and significant.  Chronology: I can accurately place key dates and events in chronological order.  To use prior knowledge of key dates to make connections between events and time periods.  To understand that some dates and time periods may overlap in duration, and what happened in the intervals in between.  Historical Enquiry: I can interpret sources and judge their reliability.  To construct reasoned arguments about historical events.  To questions source reliability with reference to the time period.  To consider why different sources may give conflicting information and offer reasons for this.  Historical Significance: I can make judgements about the significance of WW2 and measures taken during it (eg: to protect the public).  To set and use criteria to make judgements about the significant events or actions taken during a time period.  To recognise that this significance may vary over time and by the interpretations of those to whom the source is attributed (the provenance).  One World (World War 2)  **Drama Workshop at school**  **COVID KPIs to focus on from amendments:**  Need to build in task which allows children to respond to key question at the end of the topic | English focus: All the World’s a Stage! | Production/RE focus: All the World’s a Stage!  History link:  Which religions were observed by the ancient civilisations?  How have the rituals and beliefs of these civilisations continued and/or changed over time.  What have been the consequences of any changes to these rituals on children’s lives?  **COVID KPIs to focus on from amendments:**  Characteristic features: I can contrast and make links between civilisations.  To give reasoned explanations about the similarities and differences between ways of life in different civilisations.  Chronology:I can accurately identify and place civilisations in chronological order.  To explain, using specific vocabulary, indicators used to help and to show the passing of time. |