



Topic	Chronological Understanding	Historical Concepts	Historical Interpretation	Historical Enquiry	Knowledge
<b>Anglo-Saxons and Vikings</b>  <b>(Refer to geography progression map)</b>	<p>Describe events using the words BC, BCE, AD and decade.</p> <p>Place events on a time line, showing an awareness of the time scale between the events.</p>	<p><u>Cause and Consequence:</u> Understand why the Anglo-Saxons and Vikings came to Britain- push and pull factors.</p> <p><u>Similarities and differences:</u> Make similarities and differences between a period in the past and today (the way people cooked, travelled, used weapons differently etc).</p> <p><u>Continuity and Change:</u> Explain how events from the past have helped shape our lives today (religion etc). Appreciate that wars have happened from a very long time ago and are often associated with invasion, conquering or religious differences.</p>	<p>Look at two versions of an event and say how they differ. (e.g. Lindisfarne)</p>	<p>Research what life was like for a person in a given period from the past and use photographs and illustrations to present their findings.</p> <p>Use a range of sources to answer a question about the past.</p>	<p>Know how Britain changed between the end of the Roman occupation and 1066. (Ensure children are also aware of the Scots, as well as the Anglo-Saxons)</p> <p>Know about how the Anglo-Saxons attempted to bring about law and order into the country.</p> <p>Know that during the Anglo-Saxon period Britain was divided into many kingdoms.</p> <p>Know that the way the kingdoms were divided led to the creation of our country boundaries today.</p> <p>Use a time line to show when the Anglo-Saxons and Vikings were in England.</p> <p>Know where the Vikings originated from and show this on a map.</p> <p>Know that the Vikings and Anglo-Saxons were often in conflict.</p>
<b>Vocabulary</b>	<p>Archaeologist, raid, kingdom, legacy, tribe, invade, conquer, settle, Scandinavia, misconception, BC, AD, decade, resistance, shires, shire reeve, longhouse, longship, Danelaw, berserkers, Alfred the Great</p>				



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<b>Ancient Egypt: The Discovery of Tutankhamun's Tomb.</b>	<p>Place periods of history on a timeline showing periods of time.</p> <p>Use their mathematical skills to round up time differences into centuries and decades.</p>	<p><u>Similarities and differences:</u> Describe features of past societies and begin to make links between them.</p> <p><u>Continuity and change:</u> Describe characteristic features of past societies and identify changes within periods.</p> <p><u>Significance:</u> Identify historically significant people and events in situations.</p>	<p>Appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past.</p>	<p>Communicate knowledge and understanding orally and in writing and offer points of view based upon what they have found out from a range of sources.</p>	<p>Study Ancient Egypt in depth, knowing that their earliest settlements were along the River Nile.</p> <p>Understand why the earliest settlements were along the River Nile (water for food, farming, fishing, trade, keeping clean, waste disposal, ceremonies).</p> <p>Understand that the Ancient Egyptians greatest achievements were the pyramids and irrigation.</p> <p>Know the importance of Gods and Goddesses to the Ancient Egyptians.</p>
<b>Vocabulary</b>	<p><b>Pyramid, pharaohs, tombs, hieroglyphs, scribe, sarcophagus, mummy, papyrus, scarab, sphynx, canopic jars, century, decade</b></p>				



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<p><b>Achievements of the early Ancient Civilisations</b></p> <p>(Make links to Ancient Egypt)</p> <p>(Links to geography)</p>	<p>Place periods of history on a timeline showing periods of time.</p> <p>Use their mathematical skills to round up time differences into centuries and decades.</p>	<p><u>Similarities and differences:</u>            Make connections between the achievements of the ancient civilisations.</p> <p><u>Continuity and change:</u>            Explain how events and achievements from the past have helped shape our lives today.</p> <p><u>Significance:</u>            Identify historically significant people and events in situations.</p>	<p>Appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past.</p>	<p>Communicate knowledge and understanding orally and in writing and offer points of view based upon what they have found out from a range of sources.</p>	<p>Know about and name, some of the advanced societies that were in the world around 3000 years ago (Ancient Sumer, Indus Valley, Shang Dynasty and Ancient Egypt).</p> <p>Know what some of the ancient civilisations' greatest achievements were and make links between similarities (writing and early number system).</p> <p>Know that all four ancient civilisations grew up along a river and identify the different reasons (eg. water for irrigating farmland to grow crops, for fishing for food, for washing, for hygienic ways of dealing with sewerage/ waste disposal, for an easier form of transport, for trade, for religious reasons etc.)</p>
<p><b>Vocabulary</b></p>	<p>civilizations, irrigation, cuneiform, pictographs, hieroglyphics, script, symbols, Rosetta stone, translate</p>				