

YEAR 3

	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
CHRONOLOGICAL UNDERSTANDING Aim 1, 2	<p>The three Prime ELGS of Communication and Language, PSED and Physical Development provide the foundations of which all other learning is built upon.</p> <p>Specific:</p> <p>Past and Present ELG</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	<p>Sequence events, artefacts/objects, photographs in order of time.</p> <p>Remember parts of stories and memories about the past.</p>	<p>Sequence events, artefacts/objects, photographs closer together in time.</p> <p>Remember parts of stories and memories about the past in increasing depth.</p> <p>Place events on a simple timeline, adding times previously studied.</p>	<p>Begin to use words and phrases such as century and decade to aid chronological understanding.</p> <p>Understand timelines can be divided in BC and AD.</p> <p>Place period of study onto timeline, adding times previously studied, beginning to use BC and AD.</p>	<p>Place period of study onto timeline, adding times previously studied using BC and AD.</p> <p>Place events from a period of time into a timeline.</p> <p>Use words and phrases such as century, decade to aid chronological understanding.</p>	<p>Draw and place a timeline with different time periods outlined.</p> <p>Confidently use words and phrases such as century, decade to aid chronological understanding.</p>	<p>Draw and place a timeline with different time periods outlined which show different information, such as, periods of history, when famous people lived, etc.</p> <p>Confidently use words and phrases such as century and decade and introduce words and phrases for movements or times of change to aid chronological understanding.</p>
COMMUNICATE HISTORICALLY Aim 3	<p>The three Prime ELGS of Communication and Language, PSED and Physical Development provide the foundations of which all other learning is built upon.</p> <p>Specific:</p> <p>Past and Present ELG</p> <p>Talk about the lives of the people around them and their roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	<p>Begin to use appropriate historical vocabulary to communicate including: old, new, now, then, a long time ago.</p> <p>Introduce them to the words: chronology, chronological order and parliament.</p>	<p>Use appropriate historical vocabulary to communicate including: old, new, now, then, a long time ago.</p> <p>Continue to gain understanding of words: chronology, chronological order, parliament and peasantry.</p>	<p>Use appropriate historical vocabulary to communicate including: folly, achievement, significant impact, ruler, era, time period, dates, chronology, chronological order, peasantry, civilisation, empire, century, decade.</p>	<p>Refer to previous years with addition of: empire, dissolution, expansion, civilisation, legacy, century, impact across centuries, peasantry, empire, decade.</p>	<p>Refer to previous years with addition of: military campaign, dictator, parliament, refugee, evacuation, civilisation, monarch, hierarchy, extinct, origin, peasantry, hierarchy, civilisation, empire, century, decade.</p>	<p>Refer to previous years with addition of: peasantry, civilisation, empire, pioneering, democracy, mythology, tragedy, city-state, philosopher, omission, century, decade.</p>

<p>HISTORICAL CONCEPTS Aim 4</p>	<p>The three Prime ELGS of Communication and Language, PSED and Physical Development provide the foundations of which all other learning is built upon.</p> <p>Specific:</p> <p>Past and Present ELG</p> <p>Talk about the lives of the people around them and their roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	<p>Cause and consequence: Begin to recognise that events take place for a reason. Begin to recognise what happens as a result of people's actions. Similarities and differences: Begin to identify similarities and differences between the past and present. Significance: Begin to identify who was important based on specific historical events.</p>	<p>Cause and consequence: Recognise that events take place for a reason. Recognise that what happens is a result of people's actions. Similarities and differences: Identify similarities and differences between the past and present. Significance: Identify who was important based on specific historical events and begin to understand why.</p>	<p>Cause and consequence: Recognise and understand why people did things. Recognise and understand why some events happened. Recognise and understand what happened as a result of people's actions or events. Similarities and differences: Identify similarities and differences between ways of life in different periods. Significance: Identify who was important based on specific historical events and why.</p>	<p>Cause and consequence: Identify and give reasons for historical events, situations and changes. Identify some of the results of historical events, situations and changes. Similarities and differences: Identify similarities and differences between different periods in further depth e.g. social, belief, local, individual. significance: Identify and begin to describe significant people and events in the period of study.</p>	<p>Cause and consequence: Confidently identify and give reasons for historical events, situations and changes. Begin to offer explanations about why people in the past acted as they did. Similarities and differences: Show an increased understanding of similarities and differences between different periods in further depth e.g. social, belief, local, individual. Significance: Understand and describe that some people, events and developments are seen as more significant than others.</p>	<p>Cause and consequence: Provide clear explanations for why people in the past acted as they did, commenting on the effects of their actions (using evidence to support and illustrate their explanation). similarities and differences: Show a clear understanding of similarities and differences between different periods in further depth e.g. social, belief, local, individual. Significance: Understand, describe and give reasons why some events, people or developments are seen as more significant than others.</p>
<p>HISTORICAL ENQUIRY Aim 5</p>	<p>The three Prime ELGS of Communication and Language, PSED and Physical Development provide the foundations of which all other learning is built upon.</p> <p>Specific:</p> <p>Past and Present ELG</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	<p>With support, find information to ask and answer simple questions about the past using sources such as artefacts and photographs.</p>	<p>Use a range of sources to find out about the past with increasing independence. Begin to independently ask and answer questions about the past.</p>	<p>Use a range of sources to find out about a period. Independently ask and answer questions about the past. With support, select and record information relevant to the study. Use the library and internet for research.</p>	<p>Use evidence to build up a picture of a past event. Ask and answer questions about the past, considering aspects of historical concepts. Begin to independently select and record information relevant to the study. Suggest where we might find answers to questions, considering a range of sources. Use the library and internet for research.</p>	<p>Begin to identify primary and secondary sources and how they are used to find information about the past. Ask and answer questions about the past, considering aspects of historical concepts. Independently select and record information relevant to the study. Use the library and internet for research.</p>	<p>Recognise primary and secondary sources and know how they are used to find information about the past. Suggest omissions and the means of finding out. Devise, ask and answer more complex questions about the past, considering aspects of historical concepts. Continue to independently select and record information relevant to the study. Use the library and internet for research.</p>

<p>INTERPRETING HISTORY Aim 6</p>	<p>The three Prime ELGS of Communication and Language, PSED and Physical Development provide the foundations of which all other learning is built upon.</p> <p>Specific:</p> <p>Past and Present ELG</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	<p>Use stories to encourage children to distinguish between fact and fiction. Compare adults talking about the past – how reliable are their memories? Begin to compare sources such as pictures/photographs of people/events in the past.</p>	<p>Begin to develop awareness that different versions of the past may exist and start to suggest reasons for this. Discuss and compare the reliability of photographs of people/events in the past.</p>	<p>Be aware that different versions of the past may exist and start to suggest reasons for this. Distinguish between different sources and compare different versions of the same story. Look at representations of the period – museum, cartoon etc.</p>	<p>Be aware that different versions of the past may exist and suggest reasons for this. Begin to evaluate the usefulness of different sources, including text books and their historical knowledge. Look at representations of the period – museum, cartoon etc.</p>	<p>Understand that the past is represented and interpreted in different ways and give reasons for this. Compare accounts of events from different sources – fact or fiction. Look at representations of the period – museum, cartoon etc.</p>	<p>Work out how conclusions were arrived at by linking sources and be aware that different evidence will lead to a variety of conclusions. Consider ways of checking the accuracy of interpretations – fact or fiction and opinion. Look at representations of the period – museum, cartoon etc.</p>
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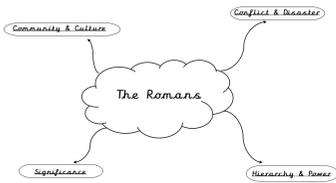
COMPOSITES

The Roman Empire and its impact on Britain.

They should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.

They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.

COMPONENTS

	1	2	3	4	5	End Point
	<p>Who are the Romans and how did they get their name?</p>	<p>Why did the Romans invade Britain?</p>	<p>What was it like to be a Roman soldier?</p>	<p>What can I find out about Julius Caesar?</p>	<p>What is the true story of Boudicca's rebellion?</p>	<p>Children will be able to understand what is meant by "Roman empire" and "invasion" and begin to understand influential people within the history of the Roman Empire, considering how sources and accounts can lead to different conclusions of events.</p>
<p>CONCEPTS T1 Concept Map</p> 	<p>Community & Culture Hierarchy & Power</p>	<p>Community & Culture Hierarchy & Power Conflict & Disaster</p>	<p>Community & Culture Hierarchy & Power Conflict & Disaster</p>	<p>Community & Culture Hierarchy & Power Conflict & Disaster Significance</p>	<p>Community & Culture Hierarchy & Power Conflict & Disaster Significance</p>	<p>Children to understand the concept of "empire" and how this influences communities and cultures. Children will be able to consider why Romans invaded (Conflict & Disaster) and consider the role of key individuals within the Roman Empire (Hierarchy & Power).</p>
<p>SKILLS</p>	<p>Understand timelines can be divided in BC and AD. Place period of study onto timeline, adding times previously</p>	<p>Use appropriate historical vocabulary to communicate including: folly, achievement, significant</p>	<p>Use a range of sources to find out about a period. With support, select and record information</p>	<p>Use a range of sources to find out about a period. Independently ask and answer questions about the past.</p>	<p>Be aware that different versions of the past may exist and start to suggest reasons for this. Distinguish between different</p>	<p>To apply knowledge of chronology and place the Roman empire on a simplified timeline. To understand what is meant by empire and understand what is meant by "invasion". Children will be able to use a range of sources to find out what it was like to be a Roman soldier, who Julius Caesar was and why he was</p>

	<p>studied, beginning to use BC and AD. Use appropriate historical vocabulary to communicate including: folly, achievement, significant impact, ruler, era, time period, dates, chronology, chronological order, peasantry, civilisation, empire, century, decade. Use a range of sources to find out about a period. Be aware that different versions of the past may exist and start to suggest reasons for this.</p>	<p>impact, ruler, era, time period, dates, chronology, chronological order, peasantry, civilisation, empire, century, decade. Use a range of sources to find out about a period. With support, select and record information relevant to the study. Recognise and understand why people did things. Recognise and understand why some events happened. Recognise and understand what happened as a result of people's actions or events.</p>	<p>relevant to the study.</p>	<p>With support, select and record information relevant to the study. Use the library and internet for research. Identify who was important based on specific historical events and why. Recognise and understand why people did things.</p>	<p>sources and compare different versions of the same story. Recognise and understand why people did things. Recognise and understand why some events happened. Recognise and understand what happened as a result of people's actions or events. Identify who was important based on specific historical events and why.</p>	<p>significant to the Roman empire and understand through researching Boudicca's rebellion that sources can be contradictory and give different accounts.</p>
<p>KNOWLEDGE The Romans Knowledge Organiser</p>	<p>To know what is meant by "Roman Empire" and to place the Roman Empire on a simplified timeline. To know the name Romans came from the story of Romulus and Remus.</p>	<p>To know what is meant by "invasion" and to identify some of the reasons why Romans would want to invade Britain.</p>	<p>To know what conditions would have been like for a Roman soldier.</p>	<p>To know who Julius Caesar was and why he was a significant figure in the Roman Empire</p>	<p>To know who Boudicca was and to understand that there are a range of interpretations for her story.</p>	<p>To know what is meant by Roman Empire and invasion, considering why Romans invaded Britain. To know some key influential figures in the Roman Empire.</p>

LESSON LINK	T1 MTP 1 History	T1 MTP 2 History	T1 MTP 3 History	T1 MTP 4 History	T1 MTP 5 History	
PROGRESSIVE VOCABULARY	Roman Empire chronological order chronology	empire invasion	empire army invasion conquer expansion legion barbarian auxiliary soldiers	Roman era archaeologist range of sources	range of sources differing accounts interpretation	To accurately apply subject specific vocabulary.
CURRICULUM EXPERIENCES	Role play			Research using laptops	Role play opportunity	
END POINT	To know what is meant by Roman Empire, placing it on a timeline and to understand the story of Romulus and Remus.	To know what is meant by invasion and to consider the key reasons why Romans invaded Britain.	To use a range of sources in order to find out what life would have been like for Roman soldiers.	To use a range of resources to research who Julius Caesar was and why he was significant to the Roman Empire.	To use a range of sources to find out who Boudicca was and to understand that there are a range of accounts with differing viewpoints of her story.	Links back to National Curriculum- children to be able to understand what is meant by the Roman Empire and begin to identify the impact that the Roman Empire had on Britain (continued in term 2).