

# Broomgrove Junior School History Progression Grid



## National Curriculum Coverage

### At Lower Key Stage Two

Pupils should be taught about:

- changes in Britain from the Stone Age to the Iron Age.
- the Roman Empire and its impact on Britain.
- Britain's settlement by Anglo-Saxons and Scots.
- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.

### At Upper Key Stage Two

Pupils should be taught about:

- a non-European society that provides contrasts with British history – one study chosen from early Islamic civilisation, including a study of Baghdad around AD 900; Mayan civilisation around AD 900; or Benin (West Africa) around AD 900–1300
- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.
- a local history study, tracing how several aspects of national history are reflected in the locality (this can go beyond 1066).
- the achievements of the earliest civilisations – an overview of where and when the first civilisations appeared and an in-depth study of one of the following: Ancient Sumer, the Indus Valley, Ancient Egypt or the Shang Dynasty of Ancient China.
- Ancient Greece – a study of Greek life and achievements and their influence on the Western world.

## Autumn

	Year 3	Year 4	Year 5	Year 6
	<b>How did the lives of ancient Britons change during the Stone Age?</b>	<b>How did the arrival of the Romans change Britain?</b>	<b>Why did the ancient Maya change the way they lived?</b>	<b>How did a pile of dragon bones help to solve an Ancient Chinese mystery?</b>
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>- How do people often imagine the Stone Age to be like?</li> <li>- Who left their footprints on the beach and what were they doing there?</li> <li>- What clues help archaeologists reconstruct how people might have lived in Stone Age Britain?</li> <li>- Why did Stone Age Britons spend most of their time living in camps rather than in caves?</li> <li>- Why was the Red Lady of Paviland so important?</li> <li>- How were people living in Britain at the end of the Stone Age compared with the beginning?</li> </ul>	<ul style="list-style-type: none"> <li>- Why did Emperor Claudius invade Britain?</li> <li>- Why did the Romans almost lose control of Britain? (War with Boudica)</li> <li>- Why was it so important to Claudia Severa that her friend Sulpicia Lepidina came to visit her?</li> <li>- Why were Claudia and Sulpicia living at Vindolanda? (Hadrian's Wall)</li> <li>- How do we know so much about the towns the Romans built in Britain?</li> <li>- Why did the Romans organise gladiatorial games?</li> </ul>	<ul style="list-style-type: none"> <li>- Who are the Maya and where do they live?</li> <li>- What are the main occupations of Maya people today?</li> <li>- What did John and Frederick rediscover in 1839?</li> <li>- What do the ruins of Chichen Itza tell us about the lives of ancient Maya?</li> <li>- Why do historians know so much about ancient Maya society?</li> <li>- Why was pok-a-tok more than just a ball game?</li> <li>- Why did the ancient Maya leave their jungle cities?</li> </ul>	<ul style="list-style-type: none"> <li>- What was odd about the dragon bones that Wang Yirong bought?</li> <li>- What do the engraved bones tell us about the beliefs of the Shang?</li> <li>- Why do we know so much about how some people lived at the time of the Shang and hardly anything about others?</li> <li>- Rise and fall – how did the reign of King Cheng Tang compare with that of King Di Xin?</li> <li>- What made Fu Hao stand out from the crowd?</li> </ul>

- **Describe** the ways of life which are typically associated with the Stone Age period of history and **identify** and give **reasons** for those which are likely to be accurate and those that are anachronisms – simply could not have occurred then;

- **Recognise** that the Stone Age in Britain is a period of prehistory which began when the first modern humans arrived in Britain between 850,000 and 950,000 years ago and ended approximately 4,500 years ago with the beginning of the Bronze Age;

- **Describe** and **suggest reasons** for the presence of a small family group of people from the Old Stone Age on a beach in Norfolk and **compare and contrast** this with how most people use beaches today;

- **Describe** and **explain** how archaeologists use a great variety of artefacts, including monuments, to try to understand how ancient Britons lived during the Stone Age;

- **Describe** the likely features of Stone Age summer and winter camps in Britain and **offer reasons** and **explain** why they were required;

- **Recognise, describe** and **compare and contrast** the difference between historical facts (what we know for certain) and historical supposition (assumptions we make about the actions of people and events without certain knowledge or evidence);

- **Identify, describe, compare and contrast** and **explain** some of the important ways in which life for ancient Britons changed during the Stone Age

- **Identify** and **describe** the modern-day countries of Europe and North Africa which formed part of the Roman Empire prior to invasion of Britain by Emperor Claudius;

- **Understand through explanation** the motives for Emperor Claudius to invade and occupy Britain in AD 43;

- **Interpret** primary sources of historical evidence to **describe** the physical appearance of Boudica and make a **judgment** about the **causes and effects** of her harsh treatment by the Romans;

- **Compare and contrast** the armies of Boudica and the British Roman governor Paulinus and **predict** the likely outcome of their battle and **justify** their decision;

- **Understand through explanation** the difference between historical evidence and legends and folklore;

- **Distinguish** between historical evidence and legend and folklore in relation to the 'historical' figures of King Arthur or Robin Hood;

- **Explain** what the content of letters written in the first century tells us about the lives of high-status and wealthy Romans in Britain;

- **Identify** and **describe** the main design features of Hadrian's Wall and **explain** why it proved necessary for Emperor Hadrian to order its construction in AD 122;

- **Identify** and **describe** the key features of the layout of typical Roman towns in Britain and **explain** why historians know so much about how they were designed and built;

- **Describe** what a gladiator was and what occurred at gladiatorial games;

- **Explain** who ianistae were and why they owned and trained gladiators in private schools;

- **Understand through explanation** why the Romans went to so much effort and expense in organising gladiatorial games for the lower classes or plebeians;

- **Explain** why some Romans held different perspectives about gladiatorial games and how they **justified their viewpoints**.

- **Identify, locate** and **describe** the region of the world in which Maya people live and **explain** using a range of sources of evidence what the landscape, climate and natural vegetation of this area is like;

- **Identify, describe** and provide **reasons to explain** the occupations of modern Maya people;

- Refer to primary evidence to **identify** and **describe** the lost jungle cities of the Maya and reach a **judgment** as to their purpose, **justifying their reasoning**;

- Understand through **explanation** the purpose of the ancient Maya city of Chichen Itza;

- **Describe** the system of terraced farming used by the Maya in mountainous areas and **explain** why this method helped to stop the precious soil being eroded or washed away;

- **Infer** using **reasoning** and **informed judgment** the purpose of a range of ancient Maya artefacts – including stone carvings, hieroglyphs, clay and stone pottery and figurines and ornaments – **justifying** their **conclusions**;

- **Explain** the social and religious importance of the Maya ball game pok-a-tok;

- **Evaluate** and synthesise a range of ideas to reach a **judgment** as to the likely cause of the gradual abandonment of the Maya jungle cities and **justify their conclusions**.

- **Describe** and **explain** the historical significance of the bones bought by Wang Yirong in a market in Peking (now Beijing) in 1899;

- **Explain the significance** of oracle bones to Shang rulers and **reach a judgment** regarding how they might have been used, **justifying their decision**;

- **Identify, describe** and **compare and contrast** the lives of people in different sections of Shang society and **explain** why our understanding of the Shang people as a whole is a very limited one;

- **Recognise, describe** and **justify** the qualities they feel are required in a great ruler and **compare and contrast** these with those exhibited during the reigns of King Cheng Tang and Di Xin of the Shang Dynasty;

- **Make a reasoned judgment** from the evidence of tomb artefacts about the identity of the occupant of a Shang burial chamber discovered in 1976, and explain why many similar tombs quickly became the target of graverobbers;

- **Describe** and **explain** the achievements of Queen Elizabeth I as queen of England to **evaluate** the leadership qualities she possessed and **reach a judgment** about why she was such an effective leader.

Vocabulary

Imagine; Stone Age; cave; cave man; misconception; dinosaur; chronological; time; anachronism; beach; footprint; Norfolk; United Kingdom; archaeologist; evidence; sediment; accurately; pollen; extinct; remains; mammoth; giant beaver; eroded; excavation; reconstruction; analysis; Natural History Museum; suggest; individuals; family; plants; edible; shellfish; deposit; cliff; receding; dig; exposed; organic; three-dimensional; tools; vegetation; deciduous; coniferous; discovery; continuity; change; communication; Old Stone Age; Palaeolithic; New Stone Age; Neolithic; hunter-gatherers; nomadic; weapons; flint; knapped; harpoon; crops; wheat; barley; domesticated; leather; fields; quern; grain; flour; village; Skara Brae; pottery; flute; bone; spindle whorl; spin; yarn; weave; monument; Silbury Hill; Stonehenge; summer camp; winter camp; permanent; seasons; pasture; autumn; temporary; butchery; ceremonial; burial; Western Europe; necklace; clue; life expectancy; illness; injury; fighting; sustained; cremated; ritual; ochre; pigment; iron oxide; tusk; mammoth; magical; worship; pray; myth; legend; ancient; generation; incorporates; honoured; supposition; belief; proof; knowledge; assumption; wattle; daub; manure; farming; agriculture; livestock; crops; flour; bread; settlement.

Rome; Romans; Roman Empire; emperor; empress; Italy; invasion; motives; city; ruled; assemble; manufacture; weapons; armour; ships; raw materials; lead; forest; wood; army; leather hides; wool; gold; silver; coins; jewellery; mine; slaves; slavery; countries; Emperor Claudius; Emperor Augustus Caesar; miners; galley; gladiators; amphitheatre; entertainment; strengths; rule; pacify; impose; rule of law; morality; proud; battle; civilisation; advanced; weather; destroyed; Boudica; Celts; Iceni; tribe; East Anglia; Norfolk; Suffolk; Cambridgeshire; Bedfordshire; quotation; primary evidence; sources; historian; Cassius Dio; Tacitus; extract; consequences; synonym; archaic words; taxes; protect; will; family; avoid; plundered; prize; chieftain; deprived; estate; relatives; possessions; revenge; pleads; battlefield; capital city; Colchester; surprise; ablaze; ransacked; temple; protection; surround; looted; governor; rebels; Druid; speech; outnumbered; professional; prepared; hacking; panic; retreat; trapped; wagon; legionnaires; legend; folklore; word of mouth; King Arthur; Robin Hood; stature; appearance; fierce; harsh; tawniest; tunic; diverse; mantle; invariable; archaeologist; fort; handwritten; document; Latin; commander; translation; necklace; ring; bracelet; brooch; fibula; rank; status; garments; toga; cloak; design; incorporate; hinge; pin; officer; guard; tasked; Emperor Hadrian; patrol; fortified; gate; control; direction; Picts; Caledonia; Scotland; challenge; fierce; warrior; Calgacus; Julius Agricola; professional; experienced; regrouped; confronting; tactics; surprise; attack; mountains; glen; ambush; coast; barbarians; town; village; countryside; modern; educated; cultured; encourage; stone; brick; layout; ruin; subsequently; city; London; St Albans; York; Chester; Bath; Caerwent; unearthed; statue; bath house;

Maya; Mexico; country; Central America; region; Colombia; Panama; Panama City; Costa Rica; San José; Nicaragua; Managua; Honduras; Tegucigalpa; El Salvador; Guatemala; Guatemala City; landscape; climate; natural vegetation; tropical; temperate; weather; mountain; volcano; Pacific Ocean; Gulf of Mexico; Caribbean Sea; farming; maize; kernel; seed; market; staple diet; corn; tortilla; day labourer; plantation; company; traditionally; woollen; cotton; furnishing; profession; medicine; food processing; software; design; tourist; handmade; symbol; map key; column; sculptured; bold; relief; curiously; richly; portrait; solemn; stern; excite; terror; hieroglyphics; cultivated; polished; peculiar; nations; golden age; perished; unknown; links; connected; human; family; severed; memorial; footstep; romance; impressed; forcibly; spectacle; overturned; desolate; accident; discover; rediscover; overgrown; distinguish; Chichen Itza; restored; tourists; celebrations; construction; temple; pyramid; religious; rituals; festivals; constellation; summer solstice; sink hole; collapse; dredged; sacrifice; observatory; calendar; Venus; Moon; seasons; Earth; immense; abilities; thatched; dousing; priest; nobility; purify; government; council; occasion; courtyard; generation; compound; civilisation; artefacts; costume; dyed; cloth; jaguar; predator; headdress; quetzal; reserved; executed; column; alphabet; correspond; codices; humid; environment; symbols; zero; pottery; ornaments; rattle; vase; figurine; depiction; harvest; plentiful; Great Ball Court; representation; pok-a-tok; queen; leisure; sinister; disputes; neighbouring; captain; beheaded; devotion; victorious; vanquished; defeated; incentive; poster; advertisement; design; overpopulation; estimated; population; necessary; malnourished; starvation; ownership; war; capture; Toltec; slaves; resources; warriors;

Dragon; dragon bones; Chinese New Year; culture; myth; legend; folklore; fairy story; St George and the Dragon; patron saint; terrorised; inhabited; sacrificed; emerging; England; Ethiopia; Portugal; Georgia; table; Wang Yirong; hieroglyph; evil; fortune; wisdom; prosperity; strength; associated; deserving; rainfall; natural disaster; floods; typhoons; celebration; festival; emperor; China; alphabet; carved; decipher; identified; Shang Dynasty; characters; engraved; excavated; Hwang Ho River; Yellow River; transport; crops; civilisation; city; ancestors; royal family; court; ruler; foreknowledge; interpret; diviner; pharaohs; Ancient Egypt; Bronze Age; Stonehenge; oracle bone; translation; city; workshop; palace; homes; recreate; gu; gong; suspended; ceiling; barter; intricately; chariot; jade; ding; cauldron; society; royals; nobles; commoner; slave; illiterate; manual; farmers; labourers; mason; potter; weaving; cloth; silk; domestic servant; prisoner; tomb; burial pit; spiritual; tools; utensils; thatch; decay; decompose; plough; scythe; textiles; li; millet; stew; steaming; Cheng Tang; Di Xin; king; queen; empire; monarch; leader; behaviour; integrity; cruelty; prospered; able; govern; humble; wisdom; benevolent; farming; security; ability; peasant; harvest; scorned; robes; vanity; aid; accomplished; statesman; failure; shortcomings; blame; unselfish; drought; hunger; military; survive; bumper; harvest; destroying; treatment; downfall; seize; overthrow; brave; clever; greedy; selfish; cruel; tortured; murder; entertainment; taxes; luxurious; parties; famously; army; advisers; besieged; Yin Au; surround; Fu Hao; inventory; profile; grave goods; pen portrait; prestigious; warrior; General; Wu Ding; statue; status; treasures; possessions; afterlife; servants; bodyguard; Shangdi; magical; valued; immortality; jewellery; graverobber.

		gateway; theatre; amphitheatre; garden; basilica; forum; skull; cemetery; guard house; main road; regular; grid; pattern; right angle; toilet; fountain; gladiator; gladiatorial games; mural; mosaic; senator; nobleman; consul; entertainment; spectators; complimentary; sponsor; Colosseum; condemned; criminal; prisoner of war; bravery; deserted; Christian; Jesus Christ; brutal; skill; courage; victorious; opposition; survived; contest; ianistae; combatant; hire; nutrition; comfortable; potential; runaway; elected; officials; magistrate; compelling; testimonial; social class; plebeians; ruling class; election; defied; rebel; butchery; corrupted; spectacle; philosopher; Seneca.	drought; famine; deforestation; medicines; susceptible; diseases; parasites; infectious; erosion; exposed; fertile; cycle; evaporation; transpiration; water vapour; torrential; flood; condensation; unreliable.	
--	--	---	---	--

Spring				
	Year 3	Year 4	Year 5	Year 6
	What is the secret of the standing stones? (Bronze Age Britain)	Who were the Anglo-Saxons and how do we know what was important to them?	Why was winning the Battle of Britain in 1940 so important?	The story of the Trojan Horse: historical fact, legend or classical myth?
Knowledge	<ul style="list-style-type: none"> <li>- Why did the Stone Age come to an end about six thousand years ago?</li> <li>- Why was the Amesbury Archer so important?</li> <li>- Why do people build monuments?</li> <li>- Why did Bronze Age people build monuments at Merrivale?</li> <li>- Who was buried in the cist at Merrivale?</li> </ul>	<ul style="list-style-type: none"> <li>- Why did the Romans leave Britain?</li> <li>- Who were the Anglo-Saxons and why didn't they choose to live in the towns the Romans left behind?</li> <li>- How did the lives of Anglo-Saxons change after Ethelbert met Augustine?</li> <li>- How did converting to Christianity change the lives of people in Britain?</li> <li>- What does Sutton Hoo tell us about the Anglo-Saxon world?</li> </ul>	<ul style="list-style-type: none"> <li>- How serious was the risk of invasion by Nazi Germany in June 1940?</li> <li>- What did Hitler need to do if an invasion was going to succeed?</li> <li>- Why did Britain win the Battle of Britain?</li> </ul>	<ul style="list-style-type: none"> <li>- What exactly is the story of the Trojan Horse?</li> <li>- What evidence exists to authenticate the story of the Trojan Horse?</li> <li>- What other explanations could there be for the origin of the story of the Trojan Horse?</li> </ul>

Skills

- **Describe** the process of smelting bronze from copper and tin that heralded the end of the Stone Age in Britain;
- **Identify** and **describe** the likely use of a range of Bronze Age artefacts and **explain** why these items demonstrate progress in the way that people lived in Britain compared with the Stone Age;
- = **Identify, describe** and offer **reasons** for the likely use of artefacts discovered in the grave of the Amesbury Archer;
- **Explain** why archaeologists think that the Amesbury Archer was given the richest burial known in Bronze Age Britain;
- **Identify, describe** and **explain** the purpose of monuments, both historically and modern day;
- **Identify, describe** and **compare and contrast** typical Bronze Age stone monuments and **suggest reasons** for their design and layout;
- **Explain through synthesising a number of reasons** the possible purpose of the stone monuments at Merrivale;
- Demonstrate understanding through **explaining** the significance of a monument either in the local area and/or a monument of global importance (see also possible homework activities);
- Suggest and **describe** possible additional wooden and cloth features to the stone monuments at Merrivale and **justify** their selection;
- **Empathise** through sharing the possible feelings and emotions of a visitor to a ceremony taking place at Merrivale during the Bronze Age;
- Based on knowledge with some additional research, **identify, describe, explain** and **justify** the choice of 10 artefacts to be placed in the grave of a Bronze Age warrior chief.

- **Interpret** both primary and secondary sources of evidence to **describe and explain** what occurred in AD 410 that contributed to the Romans abandoning Britain forever;
- **Empathise** with the situation and feelings of Emperor Honorius in AD 410 and make a **judgment** about why the Romans left Britain and the emotions the Emperor may have expressed;
- **Describe and explain** why Anglo-Saxon settlers created village communities in the countryside rather than living in the towns that the Romans had vacated when they withdrew from Britain, and **evaluate** the advantages and disadvantages of living in this way compared with occupying the existing towns;
- **Identify and describe** a number of Anglo-Saxon gods and **explain** why the beliefs and religious practices of the Anglo-Saxons were called pagan;
- **Describe and explain** why Britain converted to Christianity following the visit of Augustine and make a **reasoned judgment** about what the message from Pope Gregory to King Ethelbert might have been;
- **Recognise** and **describe** some of the changes that occurred to buildings and ways of life in Anglo-Saxon Britain as a result of the country's conversion to Christianity, and **evaluate** the costs and benefits for ordinary people compared with those of lords and noblemen;
- **Identify** and **describe** the artefacts that were discovered in the Anglo-Saxon ship burial at Sutton Hoo, **explain** why they are so important to historians and, using these artefacts, **reach a judgment** as to how the burial would have been constructed and carried out;
- **Identify, interpret** and **make a judgment** about the origin of Anglo-Saxon place names in their own area or region of England.

- **Evaluate** a range of primary and secondary sources to **explain** why Britain faced the risk of an invasion in June 1940 and **reach a judgment** about how serious that threat was;
- Interpret numerical and written evidence to **explain** and **justify** why Hitler needed to defeat the British Royal Air Force before launching an invasion of Britain in 1940;
- **Identify, describe, explain** and **evaluate** the relative importance of the factors that contributed to Britain winning the Battle of Britain in 1940 and **make a judgment** as to which of these they feel were most significant;
- **Describe** and **explain** the reasons why King John signed the Magna Carta in 1215, and **evaluate** and reach a **judgment** about why, like the Battle of Britain, it can be considered an important turning point in British history.

- **Describe** and **explain** the main events in the siege of the city of Troy during the Trojan War in Ancient Greece;
- **Evaluate** and **critique** the visual, written and archaeological evidence which presently exists regarding the Trojan Horse, and begin to formulate **conclusions**;
- **Reach a conclusion** and **make a judgment** regarding whether the story of the Trojan Horse is (in their opinion) fact, legend or myth, and **justify their decision**;
- **Review** and **evaluate** the 'historical' evidence regarding the existence of the lost Kingdom of Atlantis and **reach a judgment** as to its reliability and trustworthiness.

Vocabulary

Copper; tin; smelting; bronze; manufacture; Bronze Age; museum; discovery; artefacts; advancement; progress; decoration; pleasure; social status; functional; purpose; chisel; construction; buildings; farming; shield; carcass; harness; pony; bowl; sieve; spear; shaft; bracelet; earrings; brooch; armlet; axe; arrow; dagger; scythe; archer; grave; Stonehenge; Wiltshire; skeleton; reconstruction; cremated; speculate; elaborate; lavish; transformed; wealthy; powerful; hunter; warrior; community; status; trade; international; crafts; metalworking; exchanging; elite; afterlife; tools; Switzerland; Europe; Bell Beaker people; challenges; storyboard; chamber; round barrow; mourners; mountains; Alps; boar; tusk; bracer; cushion stone; gold; ornaments; earrings; bone; pin; elderly; farming; ceremony; foetal; womb; overland; passenger; oarsmen; Spain; France; quiver; bow; decayed; disappeared; reputation; community; analysis; recoil; hammered; impact; wraparound; cloak; monument; statue; John Lennon; Liverpool; The Beatles; Statue of Liberty; United States; gift; France; symbol; freedom; democracy; Statue of Christ the Redeemer; Rio de Janeiro; Christianity; Eiffel Tower; France; commemorate; Paris; Brandenburg Gate; Berlin; Germany; unity; Lenin Mausoleum; Moscow; Red Square; Vladimir Lenin; Head of State; Soviet Union; Taj Mahal; India; memory; Hiroshima Peace Park; memorial; atomic bomb; Al Kaaba Al Musharrafah; Mecca; Saudi Arabia; sacred; Islam; London Eye; United Kingdom; millennium; Animals in War Memorial; Hyde Park; London; British; military; command; war memorial; construct; spiritual; belief; mystery; double; standing stones; stone circle; cist; chamber; avenue; lid; maintaining; organic; banner; theory; ranking; astronomical; analysis; aligned; summer solstice; accompanies; community; impressed; amazed; settlement;

Primary evidence; secondary evidence; Gothics; Barbarians; Sack of Rome; Visigoths; Christian; Germany; tribe; Picts; Vandals; Huns; Franks; Saxons; alleged; defences; apologetic; empathise; weaker; vulnerable; Angles; Jutes; Anglo-Saxon; Denmark; Netherlands; Germany; settlement; West Stow; farmers; thatched; reeds; decayed; disrepair; ruins; plundered; villages; extended family; forest; lowland; fields; flour; leather; annotated; religion; superstitions; pagan; Wodin; Eastre; Saxnet; Tiw; Thor; Frijia; feast; spring; Easter; Augustine; overseas; Kent; King Ethelbert; Church; stained-glass window; Pope Gregory; Bishop of Rome; Pope; Roman Catholic Church; slave; convert; church; abbey; priory; cross; devote; monk; nun; Lindisfarne; Whitby; portion; Lord; nobleman; dues; serf; estate; Sutton Hoo; mound; excavation; rivets; timbers; warrior; helmet; iron; bronze; tin; manufacture; Scandinavia; Norway; Sweden; brooch; cloak; clasp; gold; enamel; garnets; sceptre; ruler; ceremonial; purse; decorated; leather; buckle; spear; bear; coins; Gaul; France; Belgium; Italy; bowl; stacked; Mediterranean; Greece; Turkey; warrior; battle; shield; copper; inlay; Redwald; East Anglia; craftsmanship; armour; jewellery; trade; travelling; reconstruction; place name.

Second World War; invasion; Nazi Germany; occupied; territories; speech; Winston Churchill; prime minister; Parliament; Adolf Hitler; Führer; Reich Chancellor; evacuation; Dunkirk; Battle of France; Battle of Britain; Channel Islands; mainland; government; surrounded; withdraw; preparations; Crown dependency; diplomatic; tantamount; non-aggression pact; retreat; sub-headline; parachutists; coast; challenge; transport; soldiers; barges; landing craft; vulnerable; strategy; Royal Navy; Kriegsmarine; Luftwaffe; Royal Air Force; battleship; aircraft carrier; destroyer; minesweeper; submarine; fighter aircraft; bomber aircraft; dive bomber; Stuka; morally; physically; significant; minefield; channel; Straits of Dover; sealed off; flank; coastal; artillery; command; protect; damage; torpedo; abandon; Fleet Air Arm; recognisable; speculate; significance; Reichsmarschall; anti-aircraft artillery; search light; Royal Observer Corps; radar; transmitter; operator; Fighter Command; headquarters; plotter; incoming; Messerschmitt; Spitfire; Junkers; Hurricane; Bomber Command; Lancaster; mission; Robert Watson-Watt; detection; ranging; early warning system; operator; broadcast; radio waves; patrol; airborne; altitude; factory; production line; airfield; delivered; combat; convoy; tactics; concentrate; precious; training; repair; curved; dog fight; machine gun; cannon; rescued; nursed; control centre; limped; opponent; rearm; refuel; fire power; escort; adjustable; propeller; climbing; diving; cannon; fuel tank; scramble; batteries; gas fired;.

The Trojan Horse; Ancient Greece; historians; authentic; truthful; accurate; factual; myth; traditional; celebrating; fantastic; exploits; hero; judgment; evaluate; Europe; Greece; kingdoms; government; city; Troy; Sparta; Mycenae; kidnapped; Paris of Troy; Queen Helen of Sparta; King Menelaus of Sparta; King Agamemnon of Mycenae; expedition; Trojan War; Aegean Sea; capture; siege; starvation; disease; surrender; Odysseus; Athena; warriors; Sinon; interrogates; offend; demolish; punish; storyboard; timeline; authenticate; vase; depiction; sculpture; Buddhist; shrine; Gandhara; region; Pakistan; illustrated; manuscript; Roman; poet; Virgil; engraving; France; Motte; procession; scene; reliable; evidence; witnessed; first-hand; primary; occurred; generation; archaeological; undergoing; subterfuge; site; discovered; remains; ruins; fortifications; massive; inhabited; fact; legend; King Arthur; Robin Hood; Kingdom of Atlantis; symbolic; creation; summarising; preparation; combination; speculation; earthquake; attributed; Poseidon; collapsed; battering ram; siege tower; archers; wheeled; reconstruction; relief; Syria; hide; soaked; resembled; negotiation; envoy; mission; mutiny; galley; perspective; viewpoint; authenticity; accuracy.

	midsummer; midwinter; postcard; social media; sharing; adjectives; convention; empathise; capstone; peat; acidic; cremated; urn; warrior; chief; negotiating; peace; stable; politicians; trade			
--	---	--	--	--

Summer				
	Year 3	Year 4	Year 5	Year 6
	<b>How do artefacts help us understand the lives of people in Iron Age Britain?</b>	<b>What did the Vikings want and how did Alfred help to stop them getting it?</b>	<b>What did King George VI mean when he said, “The history of York is the history of England”?</b>	<b>Why did Britain once rule the largest empire the world has ever seen?</b>
Knowledge	<ul style="list-style-type: none"> <li>- How can we recognise Iron Age hill forts today?</li> <li>- What might hill forts have looked like when they were first built?</li> <li>- How do we know that life wasn't always very peaceful in the Iron Age?</li> <li>- What were stators and how did Iron Age people use them?</li> <li>- Why have so many wonderful Iron Age artefacts been found underwater?</li> </ul>	<ul style="list-style-type: none"> <li>- What was the ‘terror’ that appeared in Britain on June 8th 793?</li> <li>- Why was the design of their longships so important to the Vikings?</li> <li>- What were the two treasures that most Viking Norsemen wanted from Britain?</li> <li>- Viking horned helmets – historical fact or myth?</li> <li>- Why is Alfred the only King or Queen of England to have ‘the Great’ after their name?</li> </ul>	<ul style="list-style-type: none"> <li>- What were head pots and why have so many been found at York?</li> <li>- Who was Oshere and why didn't he come back for his helmet?</li> <li>- How was the money raised to pay for the building of York Minster?</li> <li>- Why do we remember what happened to a dog at the battle of Marston Moor?</li> <li>- How did the coming of the industrial age change York?</li> </ul>	<ul style="list-style-type: none"> <li>- Why was it said that the sun never set on the British Empire?</li> <li>- Why did Britain build an empire around the world?</li> <li>- What happened to the British Empire?</li> <li>- What happened in Britain between 2 April and 14 June 1982, and why?</li> </ul>

- **Identify** and **describe** the common features of the archaeological remains of Iron Age hill forts found around Britain today;
- Suggest how an Iron Age hill fort might have appeared when first constructed, giving **reasons to justify the choice** of features which have been included;
- **Describe** the main features of an Iron Age roundhouse and **identify** and **suggest reasons** for the purpose of artefacts found within them;
- **Compare and contrast** their reconstruction with that which professional archaeologists have produced based on available evidence;
- **Interpret** a range of evidence to **generate reasons**, and then **explain**, why Iron Age Britain was often a violent time;
- **Recognise** and **describe** the importance of Iron Age stagers and understand through explanation how archaeologists suggest they were used by people over 2,000 years ago;
- **Recognise** the range of **reasons** suggested for the discovery of a magnificent Iron Age shield in the River Witham and **synthesise** these reasons into an **explanation**;
- **Describe** who Boudica was and **explain** why she fought the Romans when they invaded Britain at the end of the Iron Age.

- **Describe the reasons** for the attack on the Holy Island of Lindisfarne in 793 by people referred to today as 'the Vikings';
- **Describe** why 'Vikings' is not, in fact, the correct name for these people and **explain** who the attackers really were;
- **Empathise** with the likely feelings of the people of the Kingdom of Northumbria and the **judgments** they might have made as news of the attack spread;
- **Identify and describe** the design features of a longship and **explain** why it was an ideal vessel for Viking raiding parties along the coast of Britain;
- Interpret a range of source evidence to **explain** why most Viking Norsemen travelled to Britain in Anglo-Saxon times and **justify their judgment**;
- **Identify and describe** the distribution of those areas of Britain settled by Viking Norsemen;
- **Compare and contrast** the homes of Viking Norsemen with those of Anglo-Saxons and **suggest reasons** for the similarities and differences **observed**;
- **Explain** the difference between historical evidence and a myth, folklore and a legend, with reference to both the commonly held belief that Viking Norsemen wore helmets with horns and that the outlaw Robin Hood really existed;
- **Evaluate** evidence relating to the achievements of Anglo-Saxon King Alfred the Great, **reach a judgment** as to whether he is justifiably 'great' and **justify their decision**;
- **Describe** and **explain** why William, Duke of Normandy, fought the Anglo-Saxon King Harold for the English crown at Hastings on 14 October 1066.

- **Describe** and **suggest reasons** for the manufacture and use of Roman head pots discovered at York and suggest a reconstruction from archaeological remains, **justifying their decisions**;
- **Explain** how the discovery of the York Coppergate Anglo-Saxon helmet allowed historians to understand more about the ancient Kingdom of Northumbria;
- **Explain** the genre of historical fiction and **make a justified judgment** about the life of Oshere and the story behind his unclaimed helmet;
- **Describe** and **explain** how the Church during Norman times was able to raise the funds required to build York Minster;
- **Empathise** with those who were required to pay tithes and work for free during the construction of York Minster;
- **Describe** and **explain** why a battle was fought at Marston Moor in 1644 and **evaluate** a range of sources to **reach a judgment** about why killing a dog was so important to one of the armies fighting on that day;
- **Identify, describe** and **explain** why the arrival of the railways in York, together with the invention of the coal-fired steam engine, led to the building of large manufacturing factories in the city;
- **Compare and contrast** working conditions in the Rowntree factory in York with those of most other Victorian factories of the time and **reach a judgment** that **explains** the differences;
- **Explain** why some wealthy businessmen and politicians became social reformers and philanthropists during the 19th century and **evaluate** some of the impacts they had;
- **Compare and contrast** the features of one other Norman Gothic cathedral in England with those of York Minster.

- **Identify and describe** the extent of the British Empire in 1921 and **explain** what it meant to be a colony;
- **Describe** and **explain** the main reasons why Britain wanted an empire and **evaluate** and **justify** their choice of those factors that they consider were most significant;
- Interpret a range of evidence to **reach a conclusion** and **make a judgment** as to why the British Empire has all but disappeared;
- Interpret a wide range of sources to **evaluate** the causes and effects of the Falkland Islands war with Argentina in 1982 and reach a **judgment** about the actions taken by Britain, **justifying** their views;
- **Identify and describe** the countries that currently belong to the Commonwealth and **explain** the purposes and benefits of being part of this organisation.

Vocabulary

Iron Age; hill fort; hectare; area; mound; earth; earthworks; constructed; hill; steep; wall; earth; ditches; rampart; plateau; remains; decay; organic; decomposed; archaeologist; evidence; protection; reconstruction; palisade; sharpened; shelter; grain; pit; framework; vulnerable; gate; weak; maze; dangerous; evidence; tribe; line graph; population; culture; social customs; religious beliefs; smelting; plough; diet; healthier; fierce; aggressive; Celts; Europe; fertile; occupied; neighbouring; attack; steal; rush; temporary; well; underground; venturing; siege; surrender; stater; animal; vegetable; mineral; Ancient Greece; coin; inscription; Wales; Germany; Catti; money; barter; swap; exchange; goods; services; metal detectorists; hoard; store; heap; underground; Jersey; Yorkshire; Leicestershire; offering; gods; goddesses; controlled; Otherworld; farmers; ploughing; newspaper; media recount; artefacts; underwater; river; lake; well; precious; tools; chariot; boat; shield; votive offering; ceremony; pathway; Battersea Shield; theory; River Thames; summarise; synthesise; explanation; conclusion; connective; Boudica; Romans.

Inhabited; terror; lovely; appeared; suffered; pagan; race; inroad; blood spattered; priest; despoiled; ornaments; venerable; prey; closeness; joy; distress; suffering; grief; heathens; poured; saint; compass; altar; destroyed; trampled; bodies; temple; street; cliffs; rowed; longships; uprooted; rugged; storm; crest; debris; eroded; Vikings; Norsemen; Men of the North; tribe; race; chieftain; separate; Scandinavia; Norway; Sweden; Denmark; culture; unattached; invasion; homeland; adventure; *vikingr*; *viking*; Lindisfarne; Holy Island; chalice; monk; slave; priory; tabloid newspaper; journalistic report; media recount; York; Durham; iconic; symbol; design; connectives; hull; plank; overlapped; shallow; draft; waterline; narrow; lightweight; symmetrical; bow; stern; mast; rigged; port; starboard; strong; flexible; voyage; river; shallow; obstacles; waterfall; beach; escape; camp; shelter; reverse; enemy; entangled; overhanging; headway; surprise; families; treasure; settlement; location; landscape; climate; temperature; precipitation; mean; average; range of temperature; growing season; Lincoln; Lincolnshire; Norway; Hamar; farmers; per cent; mountainous; restricted; barren; flat land; temperate; fertile; occupy; counties; England; Scotland; Wales; Ireland; synonymous; myth; opera; legend; unauthenticated; Robin Hood; medieval; defend; tyranny; landlord; officers; persecuted; outlaw; play; ballad; generation; notorious; associated; standards; thence; shield-wall; fought; fiercely; spirited; overthrew; slaughter; fortress; boldly; encamped; horrors; famine; fear; despair; peace; concluded; pity; speedily; King Guthrum; Christianity; accept; baptism; fulfilled; fortified; burhs; defences; moat; Oxford; Buckingham; scripture; pagan; psalms; Bible; scholars; translate; navy; advisers; guidance; counsel; Witan; Privy Council; soldiers; Standing

Ceramic; head pot; sculpture; Roman; York; North Africa; Libya; denarius; United Kingdom; Emperor Septimius Severus; Julia Domna; Syria; Eboracum; Picts; military; campaign; raids; homeland; Scotland; mural; Caracalla; Antoninus; Geta; gout; reconciliation; assassinated; Praetorian Guard; *damnatio memoriae*; tyrannical; allegedly; disillusioned; fragment; shard; unearthed; reconstruct; archaeologist; pillar; carving; battle of Dun Nechtain; Anglo-Saxon; Northumbria; Germany; Netherlands; Denmark; invasion; Eoferwic; helmet; depicts; excavating; artefact; riveted; iron; brass; crest; intricately; inlaid; pattern; chain mail; inscription; translate; Oshere; prayer; deliberate; armour; nobleman; Prince; violence; Deira; Bernicia; relative; historical fiction; faction; invented; plausible; York Minster; Roman Catholic Church; Cathedral of St Peter; Gothic; architecture; Europe; France; Duke of Normandy; William the Conqueror; King Harold II; battle of Hastings; Tudor; Normans; Exeter; Norwich; Durham; Bishop; Archbishop; worship; superiority; culture; tax; tithe; Heaven; Hell; sacrifices; tourists; Battle of Marston Moor; Boze; Prince Rupert of the Rhine; armour; weapons; Oliver Cromwell; gallantry; routed; brigade; enemy; stoutest; undaunted; courage; cannon; ammunition; disappointed; musketeer; dissipating; wearied; discouraged; unshaken; entire; renewing; valour; charged; pursued; civil war; King Charles I; Parliament; divine ruler; instructions; arrest; Member of Parliament; unpopular; court; war; opposing; Cavaliers; Roundheads; New Model Army; Sir Thomas Fairfax; Lord Manchester; Marquis of Newcastle; full moon; surrender; quarter; clemency; mercy; subsequently; traitor; public enemy; executed; restored; King Charles II; Commonwealth; Lord Protector of England; bounty; victorious; 'familiar'; evil spirit; demon; witch; servant; spy;

Empire; invasion; occupying; rule; Roman Empire; government; control; Governor; colony; British Empire; Canada; Australia; London Docks; sugarcane; copper mine; miners; Northern Rhodesia; tea; exports; India; raw material; minerals; gold; aluminium; iron ore; factories; manufacturing; steel; textiles; coffee; tobacco; spices; tropical; imports; affluent; Industrial Revolution; machinery; missionary; explorer; David Livingstone; Bible; Africa; duty; convert; Christian; religion; eternal; education; healthcare; community; native; law and order; superior; race; obtain; exploit; slave labour; abolished; inhuman; West Indies; recruitment; regiment; Spain; territory; combined; British Overseas Territory; self-governing; Gibraltar; monarch; Queen Elizabeth II; Head of State; defence; foreign relations; Crown Dependency; Crown; responsible; politicians; independence; transfer of power; separation; withdrawal; moral; possession; unnatural; domination; leave; expense; Royal Navy movement; uprising; Commonwealth of Nations; Commonwealth; Falkland Islands; Malvinas Islands; Argentina; casualties; losses; chronology; timeline; South Atlantic Ocean; Prime Minister Margaret Thatcher; President General Leopoldo Galtieri; sovereign; foreign; power; colonise; abandoned; referendum; disputed; claim; military; legitimate; destiny; rights; obligations; aspired; Georgia and South Sandwich Islands; citizen; struggled; experiencing; achievement; heedless; sacrifices; deployed; victory; achieved; 'The House'; gravity; tension; attacked; established; usurped; lawful; condemning; unprovoked; aggression; shred; scrap; administration; unequivocal; tradition; stock; allegiance; democratic; ambitions.

		<p>Army; volunteer; training; professional; Royal Navy; Royal Air Force; Army; law; code; court; judge; appointed; judgment; legal; learning; illiterate; compulsory; education; inscription; battle of Hastings; William; Duke of Normandy; Normans; Edward the Confessor; Normandy; English Channel; legacy.</p>	<p>pamphlet; leaflet; principles; Puritan; sin; recruited; Matthew Hopkins; witch hunts; agent; buried; mass grave; propaganda; biased; misleading; promote; persuade; industry; industrial; railway; junction; station; London; Edinburgh; headquarters; carriage; barge; canal; raw materials; employees; workforce; economy; goods; services; industrial age; Industrial Revolution; steam engine; James Watt; manufacture; cotton; wool; iron and steel; chemicals; boilers; factories; inspector; working conditions; child labour; dextrous; agility; unscrupulous; Factory Act; Mines Act; underground; fortunate; hydraulic; cocoa; chocolate; confectionery; education; Joseph Rowntree; Quaker; politician; social reformer; philanthropist; William Wilberforce; Earl of Shaftesbury; Octavia Hill; Titus Salt; John Stuart Mill; Elizabeth Fry; Millicent Fawcett; Richard Owen; William Booth; repair; footplate; guard; porter; labourers.</p>	
--	--	--	--	--