

Key Concept/ Theme		EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Power  	Topic(s)		Magnificent Monarchs		Through the Ages Emperors and Empires Ancient Civilisations Invasion		Dynamic Dynasties Ground-breaking Greeks Britain at War Maafa	
	NC Coverage (Development Matters EYFS)	Comment on images of familiar situations in the past.	Changes within living memory, Changes beyond living memory, Significant individuals; identify similarities and differences between ways of life in different periods		Stone Age, Bronze Age, Iron Age, Romans, Ancient Egypt, Ancient Sumer, Vikings, Anglo Saxons		Ancient China, Ancient Greece, Kingdom of Benin, WW1, WW2	
	Skills Progression	Explore and talk about pictures, stories and information books on the theme of royalty.	Describe the role of a monarch.	Describe the hierarchy of a past society.	Describe the roles of tribal communities and explain how this influenced everyday life. Describe the hierarchy and different roles in past civilisations. Describe the significance and impact of power struggles on Britain.	Describe the hierarchy and different roles in ancient civilisations.	Describe the significance, impact and legacy of power in ancient civilisations.	Describe how the resistance, refusal or rebellion of individuals, groups and civilisations can affect a society or practice. Describe and explain the significance of a leader or monarch.
	Knowledge	Kings and queens are rulers of a country. In the past kings and queens made rules to decide how people should behave.	A monarch is a king or queen who rules a country. Hierarchy is a way of organising people in society according to how important they are. The feudal system was the hierarchy in Norman times: it had the king at the top followed by the tenants-in-chief, knights and peasants.		In the Bronze Age, for the first time in Britain, there was a difference between the wealth and status of people because people with access to metal ores became rich. An increase in wealth led to conflicts between tribes and the need for defensive walls around settlements. The Roman Kingdom was a monarchy ruled by a king who had absolute power. The Roman Republic was ruled by a senate of 600 men, who were elected every year. The Roman Empire was ruled by an emperor who had absolute power and ruled for life.		Ancient Athenian hierarchy had male citizens at the top followed by metics and slaves. In ancient Athenian hierarchy, women took on the hierarchical status of men in their families. Misuse of power and poor leadership has caused civilisations to decline. The Shang Dynasty hierarchy had the king at the top followed by the aristocrats, the military, craftspeople, peasant farmers and slaves, some of whom were offered as human sacrifices.	

				The Roman hierarchy had the ruler at the top followed by the patricians and equites of the upper class and the plebians, freed people and slaves of the lower class. People could not usually move groups. The Roman army was successful because it had a hierarchy where everyone followed the commands of higher-ranking soldiers and officers. Boudicca, the queen of the Celtic Iceni tribe, led a rebellion against Roman rule that resulted in conflict, death and destruction. The Roman invasion of Scotland failed because the Caledonians would not surrender their lands and they had superior skills fighting in the mountainous terrain. Hadrian's Wall was built to defend the frontier of the Roman Empire from the Caledonians. There were three claimants to the English throne after Edward the Confessor died in 1066: Harold Godwinson, Harald Hardrada and William, Duke of Normandy Harold Godwinson was crowned king and defeated Harald Hardrada at the Battle of Stamford Bridge then he was defeated by William, Duke of Normandy at the Battle of Hastings. This was the end of Anglo-Saxon and Viking rule and the beginning of Norman Britain Vikings raided other countries to increase their fierce reputation, wealth and ability to grow crops. The hierarchy in ancient Sumerian city states had the <i>lugal</i> at the top followed by priests and priestesses, upper class professionals then lower-class craftspeople, farmers and slaves.	Many forms of resistance, revolt and refusal by enslaved people played a key role in the abolition of slavery. Before WW1, countries made alliances of power and promised to protect each other in times of war. WW1 started partly because countries were afraid or jealous of the power each other had. Remembrance is the act of honouring the millions of people who have made sacrifices to protect Britain and the Commonwealth in times of conflict. Commonwealth war graves in Britain and abroad mark the resting places of men and women who died in the First or Second World Wars. Common traits and motives of leaders and monarchs include accumulating wealth, spreading religious ideologies and acquiring land, power and status. These traits are described as 'gold, god and glory', in relation to the actions of Portugal and Spain in the 15th century.
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				The ancient Egyptian hierarchy had the pharaoh at the top followed by the vizier, priests, scribes and soldiers, craftspeople and merchants, peasant farmers and slaves. Historians are not sure about leadership in the Indus Valley because no temples, palaces or large statues have been found.	
	Vocabulary		Absolute power, empire, feudal system, heir, hierarchy, invasion, kingdom, monarch, monarchy, parliament, power, reign, ruler, serf, sovereign.	Civilisation, hierarchy, pharaoh, scribe, vizier, heptarchy, invasion, kingdom, absolute power, conquest, dictator, emperor, empire, equites, patrician, plebeian, rebellion, republic, senate, slave	Deity, dynasty, power, aristoi, assembly, citizen, democracy, emperor, hierarchy, metic, oligarchy, polis, tyranny, abolish, chattel, colonisation, racism, discrimination, enslavement, oba, uprising, slave, slavery, alliance, battle, conflict, colony, dictator, fascism, holocaust, invasion, liberate, militarism, persecution, rebellion, resistance, victory, war

Homes (Everyday Life)  	Topic(s)		Childhood School Days		Through the Ages Emperors and Empires Ancient Civilisations		Dynamic Dynasties Britain at War Maafa	
	NC Coverage (Development Matters EYFS)	Comment on images of familiar situations in the past.	Changes within living memory, Changes beyond living memory, Victorians, Significant individuals; identify similarities and differences between ways of life in different periods		Stone Age, Bronze Age, Iron Age, Romans, Ancient Egypt, Ancient Sumer		Ancient China, Kingdom of Benin, WW1, WW2	
	Skills Progression	Talk about past and present events in their own lives and those who are important to them.	Describe an aspect of everyday life within or beyond living memory.	Describe the everyday lives of people in a period within or beyond living memory.	Describe the everyday lives of people from past historical periods.	Explain how artefacts provide evidence of everyday life in the past.	Explain how everyday life in an ancient civilisation changed or continued during different periods.	Evaluate the human impact of war, oppression, conflict and rebellion on the everyday life of a past or ancient society.
	Knowledge	All families are special and different. They are different sizes and have different family members and different life experiences.	In the Victorian era, rich families lived in large houses and had servants; poor families lived in cramped houses and had little food and clothing.		During the Stone Age, life became more sophisticated as new tools, homes and food producing techniques were invented. Iron Age hillforts were protected settlements containing roundhouses built on hilltops		During the Shang Dynasty, royals and the elite lived in large houses or palaces in a separate part of the city to the lower classes, who lived in homes dug from earth. Enslaved people had poor living conditions and food supplies when working long hours on the plantations.	

				Towns in Roman Britain were built on a grid system and included a forum, basilica, temples and bath houses. In ancient Sumer, thousands of people lived in the cities, which contained mud brick public buildings and houses, defensive walls, winding streets, temples and ports. Ancient Egyptian wealthy people lived in comfortable houses with gardens and pools. They enjoyed hunting, banquets, music, dancing and games. Ancient Egyptian poor people lived in small, flat-roofed houses and did specialised jobs inside the city or worked on farms	Preparations for the Second World War included conscription, evacuation, building air raid shelters, rationing and the Dig for Victory campaign. Anne Frank and her family hid in a secret annexe when Germany invaded Amsterdam in an attempt to avoid their antisemitism.
	Vocabulary	House, home, live	artefact, past, childhood, today, era, future, Victorian	Wattle and Daub (Iron Age/Saxon) Midden Granary Settlement Chimney (later Saxon) Burh (Saxon fortified settlement) Atrium (Egyptian) Mudbrick (Egyptians) Mosaic (Egyptian floors) Fortification (Iron Age/Saxon) Basilica, temples, roundhouses,	Capital City Defensive Walls Rituals Craftsmen Nobles Warrior Class Ancestral Worship Chariots Agriculture Social Hierarchy

Change 	Topic(s)		Childhood School Days Movers and Shakers Magnificent Monarchs	Through the Ages Ancient Civilisations	Ground-breaking Greeks Britain at War Maafa
	NC Coverage (Development Matters EYFS)	Compare and contrast characters from stories, including figures from the past.	changes within living memory; changes beyond living memory; significant historical events, people and places; identify similarities and differences between ways of life in different periods	Stone Age to Iron Age, Anglo-Saxons, Roman impact on Britain, Ancient Sumer; note connections, contrasts and trends over time; address change, cause, similarity and difference, and significance	Ancient Greece, Slave Trade, WW1, WW2; note connections, contrasts and trends over time; address change, cause, similarity and difference, and significance



Skills Progression	Explore and discuss similarities between aspects of their life and life in the past, using books, stories and pictures.	Describe changes within or beyond living memory.	Describe how an aspect of life has changed over time.	Summarise how an aspect of British or world history has changed over time.	Answer and ask historically valid questions about changes over time and suggest or plan ways to answer them	Frame historically valid questions about continuity and change and construct informed responses.	Describe the causes and consequences of a significant event in history.
	Listen to stories and discuss significant events from the past	Identify some key features of a significant historical event beyond living memory	Explain why an event from the past is significant	Explain the cause and effect of a significant historical event	Explain in detail the multiple causes and effects of significant events	Explain why an aspect of world history is significant	Present a detailed historical narrative about a significant global event
Knowledge	Fairy tales show the clothes that people used to wear a long time ago. Fairy tales show the homes that people used to live in a long time ago. The way that people lived in the past is not the same as the way that we live now. A significant event is	The Victorian era is named after Queen Victoria. During the Industrial Revolution, new machines were invented, and factories, railways and canals were built. Goods could now be made and transported quickly, which made the UK a very powerful and rich country. By the end of the Victorian era, young children attended school instead of working long hours in dangerous factories, mills and coalmines Explorers' modes of transport have changed over time. For	Aspects of history that can change over time include rule and government, jobs, health, art and culture, everyday life and technology. The Fertile Crescent in the Middle East is known as the birthplace of farming. Ingenious farming methods and amazing inventions meant that ancient Sumer grew surplus food that they could trade. Ancient Sumerian inventions made tasks quicker and easier, such as the wheel, the plough, moulded bricks, and numbering and writing systems. Pompeii was an ancient Roman city that perished when Mount Vesuvius erupted in AD 79	It is believed that changes due to natural disasters weakened the Minoan civilisation and made it vulnerable to invasion. During the Archaic period of ancient Greece, language, society, government, trade, art and architecture all started to flourish again creating jobs and wealth. The world's first democracy developed during the Greek Archaic period, and people from different city states came together for festivals and games, including the first Olympic Games. Campaigns, rebellions, protests and petitions, held over a period of around 100 years, led to the eventual abolition of slavery. When Germany invaded France, the Allied Powers pushed them back to north-west France. This became known as the Western Front.			

		something that is important to them or other people. Photographs and videos are used to record these events	example, early explorers used sailing ships and modern explorers use rockets. In the past, some monarchs had absolute power and could make their own rules and laws. Today we have a constitutional monarch, Charles III, which means that laws are made by parliament, and the King represents the nation. Significant historical events include those that cause great change for large numbers of people. Key features of significant historical events include the date it happened, the people and places involved and the consequences of the event. The Battle of Hastings in 1066 led to the Norman Conquest and the reign of William the Conqueror Elizabeth I's Royal Navy stopped an invasion by the Spanish Armada in 1588	The Stone Age ended when the Bell Beaker folk arrived in Britain c2500 BC Theories for the Bronze Age collapse include the weather, natural disasters and rebellion by the poor against the rich In 55 BC and then 54 BC the Roman emperor, Julius Caesar, failed to conquer Britain The Romans left Britain in AD 410 because of invasions in other parts of the Empire The western Roman Empire collapsed in AD 476 When the Roman army left Britannia in AD 410, the Britons were left to defend themselves from invaders, such as the Angles, Saxons, Picts and Scots In the fifth century AD, the Britons hired Saxon, Angle and Jute warriors to help them fight the Picts and Scots but the visitors saw the potential of British farmland and invaded the country they had agreed to protect In the third century BC, Sargon the Great took control of the city states of ancient Sumer, tearing down defensive walls, building roads creating a single language. He became the first person to rule over an empire Civilisations end because of invasion, natural disasters, climate change, starvation and disease or human activities After 2600 years, the Sumerian civilisation disappeared due to climate change, natural disasters and invasions	Germany had to fight on two fronts because Russia put up more resistance than expected on the Eastern Front. Key events leading to the end of the First World War include the Allied Powers pushing Germany back from the Western Front and the United States joining the Allied Powers. The Treaty of Versailles made Germany take the blame for the war and pay large reparations, which left the country impoverished. Key causes of the Second World War include the impact of the Treaty of Versailles on Germany, fascism, expansionism and appeasement. Consequences of the Second World War include countries developing nuclear weapons, the creation of the United Nations and British colonies gaining independence Key causes of the First World War include alliances, imperialism, militarism and nationalism. After defeating the ancient Greeks, the Romans embraced Greek culture, meaning that Greek ideas spread throughout the Roman Empire instead of fading away The legacy of ancient China includes Confucianism, systems of government, traditional crafts, inventions and writing The Scramble for Africa describes the continent's colonisation by European countries in the late 19th century, which destroyed many African traditions, religions, festivals and languages Europeans colonised Africa to take its natural resources, such as gold, ivory and diamonds. Many African countries still experience poverty today because of this
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				After 3000 years, the ancient Egyptian civilisation ended after invasion by the ancient Greeks then the Romans three centuries later After 800 years, the Indus Valley civilisation disappeared due to climate change, overcrowding and political problems	The Abolition of the Slave Trade Act of 1807 outlawed the slave trade in Britain. Other countries followed suit soon afterwards The Slavery Abolition Act of 1833 made Britain one of the first countries to abolish slavery altogether In 1948, article four of the Universal Declaration of Human Rights prohibited slavery as part of the 30 rights and freedoms to which all humans are entitled
	Vocabulary	Old New Start End	Past Present Future Event Story Time	Era Period Kingdom Empire Invention Revolution Discovery Settlement Culture Tradition	Civilization Dynasty Historical Change Legacy Transformation Chronology Historical Event Development Progression Historical Period

Impact of Civilisations 	Topic(s)			Through the Ages Emperors and Empires Invasion Ancient Civilisations	Dynamic Dynasties Ground-breaking Greeks Maafa Britain at War Frozen Kingdoms (Geog)		
	NC Coverage (Development Matters EYFS)			know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind			
	Skills Progression				Describe how past civilisations or lives of people in Britain developed during the Stone Age, Bronze Age and Iron Age. Describe the achievements and influence of the ancient Romans on the wider world Describe ways in which human invention and ingenuity have changed how people live	Explain the cause and consequence of invasion and migration by the Romans into Britain. Describe the significance and impact of power struggles on Britain Construct a narrative, chronological or	Create an in-depth study of the characteristics and importance of a past or ancient civilisation or society (people, culture, art, politics, hierarchy) Describe the achievements and influence of the ancient Greeks on the wider world Study a feature of a past civilisation or society

						non-chronological account of a past civilisation, focusing on their features and achievements		
	Knowledge			The discovery of bronze and how it could be used changed the way that people lived, farmed, fought, traded and dressed The city of Rome was founded in Italy between 750-500 BC The Roman Empire expanded until the 2nd century AD when it ruled most of western and southern Europe, and African and Middle Eastern countries bordering the Mediterranean Sea People from all different parts of the Roman Empire lived in Britannia, including wealthy people of African descent Stone Age tools and weapons were made from stone, wood and bone. They became more sophisticated and efficient over time Bronze Age tools and weapons were made from metals, such as bronze. They were more efficient than stone, so farming, trade and wealth increased Invention and ingenuity in the Iron Age led to the development of blacksmithing, the preservation of food, the development of Celtic pattern and decoration, improvements in pottery, woodworking and weaving and the creation of poetry, games and music Roman inventions include roads, bridges, aqueducts, hypocaust and sewers	People of the Shang Dynasty had five important religious beliefs: the three realms, ancestor worship, the two souls of the human body, sacrifices and people who could communicate with spirits The bronze casting technique in the Shang Dynasty was technologically advanced, enabling craftspeople to make high quality objects, including ritual bronzes for sacrifices and burials During the Han Dynasty, a civil service was formed, which was a hierarchy of government officials who worked together to rule the country fairly Ideas from ancient Greek philosophers, about such things as happiness, justice and ethics, are still studied today Theorems put forward by ancient Greek mathematicians, especially about geometry, are still studied and used today The Olympic Games was the greatest sporting event in ancient Greece. It has developed into the modern Olympic Games we have today Aspects of ancient Greek arts and culture, such as the rules of architecture, sculpting techniques, and theatrical and literary forms, have influenced people around the world for thousands of years and are still seen today The achievements and influences of the ancient Greeks on the wider world include: the English alphabet and language, democracy, including trial by jury, sport and the Olympic Games, the subjects of mathematics, science, philosophy, art, architecture and theatre Many of the ancient Greek city states had an acropolis, which was a hilltop stronghold, but the most impressive was in Athens Silk and jade objects have been produced in China for thousands of years Silk was a luxurious status symbol in ancient China and jade was believed to have special powers			

				The Romans built a network of roads across Britannia, enabling the Roman army, traders and citizens to travel more quickly The cause of the Roman invasion of Britain was to gain land, slaves and precious metals, after conquering many other countries to the east of Rome. The consequence of invasion was conflict with the Celtic tribes that lived in Britain. Over time, many people in the east of England became Romanised, living in Roman towns and taking on aspects of Roman culture, such as religion and language. Many people in the west of Britain retained their Celtic characteristics and lifestyle The Vikings travelled by longships to raid English monasteries because they were wealthy and unprotected. They attacked monks, stole precious items and captured slaves Ancient Sumer was the first civilisation to develop c4500 BC. Nomads settled there because of the food and water available in the Fertile Crescent Ancient Egyptian civilisation grew around the banks of the Nile c3100 BC to 30 BC because there was fertile soil in the floodplains Indus Valley traders travelled long journeys paying tolls and taxes as they passed through regions to exchange their goods	The Silk Road was a network of trade routes connecting China with Europe. It changed China's economy because it opened trade links between different civilisations Use of the Silk Road allowed cultural exchanges between civilisations, including exposure to new art, religion, philosophy, science and language Disease also travelled with the traders along the Silk Road, including the Black Death, which arrived in Europe in the 12th century A variety of kingdoms developed in Africa over the last 6000 years Many of these kingdoms, including the Kingdom of Benin, Kingdom of Aksum and the Mali Empire, were powerful, highly-evolved civilisations that created wealth and power from Africa's abundant natural resources, trade and military prowess Great achievements within Antarctic exploration include Captain Cook's crossing of the Antarctic Circle, in the 1770s; Captain James Clark Ross' discovery of Mount Erebus, the Ross Sea and the Ross Ice Shelf; and the expedition to reach the South Pole by Shackleton, Amundsen and Scott, between 1901 and 1916 during the Heroic Age of Antarctic Exploration New weaponry technology developed at a rapid rate during the First World War The Second World War was the most technologically advanced conflict in history
	Vocabulary			Invention Culture Empire Law Art Architecture Religion Language Government Technology	Legacy Innovation Economy Agriculture Trade Route Infrastructure Society Historical Influence Civil Rights Urbanization

British History	Topic(s)			Through the Ages Invasion Emperors and Empires	Maafa Britain at War
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	NC Coverage (Development Matters EYFS)	Comment on images of familiar situations in the past			Changes in Britain from the Stone Age to the Iron Age Britain's settlement by the Anglo-Saxons Viking and Anglo-Saxon struggle for the Kingdom of England The Roman Empire and its impact on Britain		British History beyond 1066	
	Skills Progression	Listen to and talk about stories describing significant events from the past	Describe a significant historical event in British history	Describe and explain the importance of a significant individual's achievements on British history	Explain the cause, consequence and impact of invasion and settlement in Britain Describe how a significant event or person in British history changed or influenced how people live today	Explain the cause, consequence and impact of invasion and settlement in Britain Describe a series of significant events, linked by a common theme, that show changes over time in Britain	Create an in-depth study of an aspect of British history beyond 1066	Articulate the significance of a historical person, event, discovery or invention in British history Describe the growth of the British economy and the ways in which its growth impacted on British life
	Knowledge	Stories, or narratives, can tell us about important things that happened in the past	The coronation of Queen Elizabeth II took place in 1953 at Westminster Abbey, London A bakery fire in Pudding Lane started the Great Fire of London in 1666. A monument commemorates the event Important achievements by British individuals include great discoveries and actions that have helped many people		In AD 43, the Roman emperor, Claudius, invaded and Romanised Britain The introduction of ironworking improved farming, trade and weapons and made people wealthy. This led people to live in hillforts for protection against attacking tribes Improved farming in the Iron Age produced enough food for everyone so some people could do different jobs and there was more free time Efficient farming practices in the Iron Age meant that the Celts became wealthy and powerful by trading their surplus crops		Britain played a key role in the maafa, which is a term meaning the history and effects of the transatlantic slave trade Elizabeth I gave John Hawkins permission to become the first British slave trader British privateers seized lands in the West Indies from Spain, and built plantations that used enslaved workers Britain transported over three million enslaved people across the Atlantic, more than any other country	

			During the second century AD, traders from Rome brought Christianity to Britannia. Many Britons converted even though the religion was banned by the Roman authorities until the emperor, Constantine, made it legal in the fourth century The Saxons, Angles and Jutes invaded from Germany, the Netherlands and Denmark, forcing Britons to take on Anglo-Saxon ways or move west to Cornwall or Wales As the Anglo-Saxons settled across England, they created seven kingdoms that fought between themselves for power Over time, the seven Anglo-Saxon kingdoms merged into the five main kingdoms of East Anglia, Kent, Mercia, Northumbria and Wessex Anglo-Saxon words and place names still exist today The Anglo-Saxons recorded a set of laws, which were the first steps towards creating the legal system used in Britain today Anglo-Saxon peasant farmers, ceorls and slave families grew their own food and made their own clothes. They also produced surplus crops and goods to trade for things they couldn't make Anglo-Saxons had to keep law and order, pursuing and punishing criminals themselves	The slave trade caused human suffering, an increase in war and conflict in Africa, a decrease in the African population, the loss of indigenous culture and the creation of racist ideologies he Race Relations Act of 1965 was the first piece of British legislation that dealt with racism. It was replaced by the Equality Act 2010, which covers discrimination against race, gender, disability, sexual orientation and religion The Battle of Britain was a major air campaign fought over southern Britain in 1940 Britain's victory over the Luftwaffe prevented Germany from invading and occupying Britain Britain benefitted from the enslavement of African people because the profits funded the Industrial Revolution and created wealthy banks and insurance companies Many country houses, museums and libraries that are still used today were built with the profits from slavery Many British people used goods produced by enslaved people, such as cotton, linen and tobacco
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				he Anglo-Saxons brought their own beliefs, gods and rituals to Britain and Christian beliefs were pushed aside until Irish and Roman missionaries worked to convert the kings to Christianity As Christianity spread across Anglo-Saxon Britain, many monasteries were built where monks and nuns prayed, farmed, studied and created artworks such as manuscripts. The monasteries became very wealthy	Throughout the 20th century, black people from territories in the British Empire fought in both World Wars, helped to rebuild Britain after the Second World War and staffed the NHS, even though they suffered racial discrimination
	Vocabulary		King Queen Castle Ship Soldier Battle Village Town Date	Monarch Empire Tudor Medieval Revolution Victorian Industrial Invasion Parliament Historic Event	Dynasty Civil War Constitution Colonialism Reformation Suffrage Union Industrial Revolution Prime Minister Commonwealth

Chronology  	Topic(s)		Childhood School Days Movers and Shakers Magnificent Monarchs		Through the Ages Emperors and Empires Invasion Ancient Civilisations		Dynamic Dynasties Ground-breaking Greeks Britain at War Maafa	
	NC Coverage (Development Matters EYFS)	Comment on images of familiar situations in the past	Know where people and events studied fit within a chronological framework.		Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives across the periods studied.			
	Skills Progression	Put familiar events in chronological order, using pictures and discussion	Order information on a timeline	Sequence significant information in chronological order	Sequence dates and information from several historical periods on a timeline	Sequence significant dates about events within a historical time period on historical timelines	Sequence and make connections between periods of world history on a timeline	Articulate and present a clear, chronological world history narrative within and across historical periods studied
	Knowledge		Photographs can be ordered chronologically on a timeline A family tree is a diagram that shows the relationship between generations of people in a family		The Stone Age in Britain began c750,000 BC and ended when metalworking technology arrived c2500 BC The Stone Age is split into three periods: the Palaeolithic, the Mesolithic and the Neolithic		There are six periods in ancient Greek history, from the Minoan civilisation c3000 BC to the end of the Hellenistic period in 30 BC	

		A decade is 10 years A timeline starts with the event that happened longest ago on the left, moving to the most recent event on the right A timeline is a display of events, people or objects in chronological order A timeline can show different periods of time, from a few years to millions of years A historical period is the duration of a monarch's reign	The Bronze Age started c2500 BC, when the Bell Beaker folk brought metalworking skills from Europe to Britain The Bronze Age ended when society in Britain and Europe collapsed The Iron Age in Britain started c800 BC when Celts from Europe settled in Britain and brought their ironworking skills with them The Iron Age ended after the Roman invasion in AD 43 The Stone Age in Britain began c750,000 BC and ended when metalworking technology arrived c2500 BC The Bronze Age started c2500 BC. It ended when society in Britain and Europe collapsed The Iron Age in Britain started c800 BC. It ended after the invasion of the Romans in AD 43 The Roman emperor, Claudius, conquered England and Wales in AD 43, renaming them Britannia Roman rule ended in Britain in AD 410 During the period AD 410–1066, Britain came under attack from the Picts, Scots, Anglo-Saxons, Vikings and finally the Normans Timelines help us to understand longer or more complex periods of time by breaking significant events or periods into smaller parts and arranging them chronologically.	The Mycenaean civilisation began in c1600 BC and ended alongside the Minoan civilisation in c1100 BC The Greek Dark Age began when the Minoan and the Mycenaean civilisations collapsed around 1100 BC and lasted until around 800 BC, when the Archaic period began When Alexander the Great died in 323 BC, his empire was quickly divided up and shared between his generals Powerful new dynasties emerged during this Hellenistic period, but infighting between the different dynasties had a damaging effect China is the longest lasting civilisation starting with the Xia Dynasty in c2070 The Shang Dynasty, c1600 BC until 1046 BC, is the earliest recorded ruling dynasty of China The ancient Kingdom of Benin existed on the coast of West Africa from AD 900–1897 Important events during the First World War include the First Battle of Ypres (1914), the Battle of the Somme (1916) and the United States joining the Allied Powers (1917) The First World War ended when Germany signed a peace agreement at 11am on the 11th of November 1918. The day was called Armistice Day The Second World War started in 1939 when Adolf Hitler, the leader of Germany, invaded Poland
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				They can also help us to identify cause and effect When Edward the Confessor died in 1066 without an heir, it led to battles between Harold II of England and the contenders Harald Hardrada and William, Duke of Normandy The Indus Valley civilisation ran from c2500 BC to c1700 BC	The First World War started in 1914 after Archduke Franz Ferdinand, the heir to the Austro-Hungarian throne, was assassinated by a Serbian nationalist People in Britain celebrated VE day on 8th May 1945 The Second World War ended when Japan surrendered in 1945 after the United States dropped atomic bombs on Hiroshima and Nagasaki
	Vocabulary	Now Then Before After	Day Month Year Past Present Future	Event Timeline Century Decade Era Period Sequence Ancient Modern	Chronology Historical Period Dynasty Epoch Reign Revolution Milestone Chronological Order Anniversary Historical Sequence

Artefacts and Sources 	Topic(s)		Childhood School Days Movers and Shakes Magnificent Monarchs		Through the Ages Emperors and Empires Rocks, Relics & Rumbles (Geog) Invasion Ancient Civilisations		Dynamic Dynasties Ground-breaking Greeks Britain at War Maafa	
	NC Coverage (Development Matters EYFS)	Comment on images of familiar situations in the past.	understand how we find out about the past; begin to identify different representations		understand how knowledge is gained from a range of sources changes within living memory; different methods of historical enquiry; exploring contrasting arguments		understand how knowledge is gained from a range of sources; different methods of historical enquiry; rigorous use of evidence; exploring contrasting arguments and interpretations	
	Skills Progression	Make observations about objects and artefacts from the past, such as toys, clothes and other items relating to everyday life.	Use a range of historical artefacts to find out about the past. Express an opinion about a historical source.	Examine an artefact and suggest what it is, where it is from, when and why it was made and who owned it. Use historical sources to begin to identify viewpoint.	Make deductions and draw conclusions about the reliability of a historical source or artefact. Identify and discuss different viewpoints in a range of historical materials and	Explain how the design, decoration and materials used to make an artefact can provide evidence of the wealth, power and status of the object's owner. Identify bias in primary and secondary sources. Interpret a primary source and understand how the context in which it was written	Use a range of historical sources or artefacts to build a picture of a historical event or person. Find evidence from different sources, identify bias and form balanced arguments.	Ask perceptive questions to evaluate an artefact or historical source. Identify different types of bias in historical sources and explain the impact of that bias.

					primary and secondary sources.	influences the writer's viewpoint.		
	Knowledge	A museum is a place that looks after and shows objects and pictures from the past. Objects from the past can look different to objects today. Everyday objects, like clothes, vehicles and toys, tell us about the past. They also change over time.	Historical artefacts are objects that were made and used in the past. First-hand accounts can sometimes be different from one person to the next because of their point of view or opinion. Historical sources include artefacts, written accounts, photographs and paintings. A memorial is something made to remind people of a significant person or event. Artefacts provide evidence about the past. Royal portraiture is a centuries old tradition used to promote the wealth, power and importance of a monarch. The Bayeux Tapestry is an embroidered cloth that shows the events leading up to the Norman conquest of England. A fact is something that is known or true. An opinion or viewpoint is a thought or belief about something.	Skara Brae is a settlement in Scotland whose well preserved dwellings and artefacts have helped historians and archaeologists to understand more about life in the Neolithic. A hoard is a group of precious items that have been buried in the ground to be retrieved later. The Snettisham hoard consists of expensive items produced by skilled workers in the Iron Age. Written evidence about Celtic warriors comes from Roman invaders or Greek historians. It may be unreliable because the writers were making assumptions or trying to make them sound frightening Historians use written sources, mythology, artefacts and human remains to build a picture of the Celtic beliefs. Radiocarbon dating, genetic analysis and facial reconstruction of a Stone Age skeleton called Cheddar Man has enabled historians to learn about his lifestyle and heritage. The Vindolanda tablets are a primary source that provide first-hand evidence of life in a Roman fort. Bias is the act of supporting or opposing a person or thing in an unfair way. Primary sources contain the life experiences, thoughts, opinions and beliefs of their writers or creators, which can affect the information included and the way that people and events have been depicted.	Using a range of historical sources and artefacts can reveal a clearer and more accurate picture about a historical event or person. The 20th century dig at Yinxu uncovered the first evidence that the Shang Dynasty had existed. Oracle bones are pieces of turtle shell, cow bone or sheep bone that were used by diviners in the Shang Dynasty. Their inscriptions provide information about life in that civilisation. Bias is the act of supporting or opposing a person or thing in an unfair way. A balanced argument is a response to a question or statement where you consider multiple viewpoints. Some primary sources, such as art and written evidence, may prove unreliable due to the creator's intentions. Some secondary sources, such as historian's reports and reconstructions, may prove unreliable due to the creator's interpretations. The usefulness of a historical source can be evaluated by questioning its creator, date, purpose, bias and similarity to contemporary sources. Different types of bias include political, cultural or racial.			

	Vocabulary	Object Picture	Book Map Photo Tool Pot Toy Clothes Drawing	Source Document Fossil Relic Manuscript Evidence Artefact Museum	Primary Source Secondary Source Historical Record Archaeology Excavation Paleontology Artifact Analysis Historical Evidence Preservation Cultural Heritage
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Focus	Local history	Family history	St Peter’s School, Alvescot	Chedworth Roman Villa North Leigh Roman Villa	Winston Churchill (Bladon)
	British history		Victorians, Industrial Revolution, Norman Conquest, Fire of London, Elizabeth II, Charles III	Stone Age, Bronze Age, Iron Age, Anglo Saxons, Vikings	WW1, WW2
	World history			Romans, Ancient Egypt, Ancient Sumer	Shang Dynasty, Ancient Greece