

History Topic Overview			
	Autumn 1	Spring 1	Summer 1
Year 3	<p>What was new about the Stone Age?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Categorise changes into the different periods of the Stone Age <input type="checkbox"/> Describe in some detail some of the most significant features and changes <input type="checkbox"/> Describe how particular sources help provide evidence about the Stone Age <p>Key Assessment Opportunity: Create a list of the changes between the Old and New Stone Age and explain the links between the changes</p> <p>Big Finish: Role play showing the extent of change during the Stone Age</p> <p>Magic Moment: Stone Age workshop at Tatton Park</p>	<p>Which was more impressive – the Bronze Age or the Iron Age?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Sequence features of the Bronze and Iron Ages <input type="checkbox"/> Describe the similarities and differences between the Bronze and Iron Ages <input type="checkbox"/> Describe a range of changes and developments that occurred during this period <p>Key Assessment Opportunity: Identify whether the key achievement is from the Bronze Age or the Iron Age and explain why.</p> <p>Big Finish: Dragon's Den/Advert for best invention</p> <p>Magic Moment: Virtual museum trip</p>	<p>Why should we preserve our locality?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Understand that there is a diverse range of reasons why a building should be preserved <input type="checkbox"/> Understand that people may have differing viewpoints <input type="checkbox"/> Devise historical valid questions about change, cause, similarity, difference and significance <p>Key Assessment Opportunity: Use sources to answer the question 'Why should we preserve our locality?'</p> <p>Big Finish: Design a campaign to save a local listed building</p> <p>Magic Moment: Visit local listed buildings</p>
Year 4	<p>How much did the Ancient Egyptians achieve?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify a range of features in Ancient Egypt including technological developments, beliefs and buildings <input type="checkbox"/> Hold opinions on how much Ancient Egyptians achieved <input type="checkbox"/> Use a variety of primary sources of information to describe aspects of Ancient Egypt <p>Key Assessment Opportunity: List the achievements of Ancient Egyptians in order of importance and explain their choices using evidence from learning</p> <p>Big Finish: Create their own time capsule</p> <p>Magic Moment: Liverpool World Museum</p>	<p>What happened when the Romans came to Britain?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Recall a number of details about the Roman period in Britain <input type="checkbox"/> Describe some of the distinctive features of Roman Britain <input type="checkbox"/> Describe several Roman achievements, including military, political and technological achievements <p>Key Assessment Opportunity: Identify similarities and differences between sources and evaluate which sources are the most accurate</p> <p>Big Finish: A Roman army experience</p> <p>Magic Moment: Romans Day</p>	<p>How has Crime and Punishment changed over time?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Explain that punishments in the past were more severe <input type="checkbox"/> Give reasons why crime and punishment has changed over time <input type="checkbox"/> Explain why information is important <p>Key Assessment Opportunity: Produce a for or against argument on whether "Some women were given the vote in 1918 as a result of the actions of the suffragettes."</p> <p>Big Finish: Mini museum/display</p> <p>Magic Moment: Virtual Museum trip</p>
Year 5	<p>Was the Anglo Saxon period really a dark age?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Ask clearly focused questions of the evidence 	<p>Would the Vikings do anything for money?</p>	<p>What makes people go on a journey?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Explore five different journeys in depth

	<ul style="list-style-type: none"> <input type="checkbox"/> Reach a conclusion based on the evidence they have before them <input type="checkbox"/> Explain why the Anglo-Saxons came to Britain <p>Key Assessment Opportunity: Produce an argument using evidence both for and against the Anglo-Saxon period being called the Dark Ages</p> <p>Big Finish: Anglo-Saxon assembly</p> <p>Magic Moment: Making Anglo-Saxon bread</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Understand that the Vikings had a variety of motives for travelling <input type="checkbox"/> Understand that the Anglo-Saxons resisted the Viking invasions <input type="checkbox"/> Realise that the evidence tells a variety of stories about the Vikings <p>Key Assessment Opportunity: Identify reasons why the Vikings chose to leave Scandinavia and rank these reasons in order of importance</p> <p>Big Finish: Publish and illustrate a Viking saga</p> <p>Magic Moment: Anglo-Saxon and Viking day at Tatton Park</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Use a range of sources to explain what life was like for people who went on journeys <input type="checkbox"/> Understand that there may be differing interpretations of the same event <p>Key Assessment Opportunity: Evaluate the reliability and usefulness of a variety of Windrush sources</p> <p>Big Finish: Create a video evaluate different pieces of Windrush music and poetry</p> <p>Magic Moment: Speaker/visitor</p>
Year 6	<p>Did WWI or WWII have the biggest impact on our locality?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Understand that war affected different people in different ways <input type="checkbox"/> Use evidence to reach their own conclusion <input type="checkbox"/> Select evidence that supports their view of how the war affected the local area <p>Key Assessment Opportunity: Use a variety of sources to answer the question 'Which had the greater impact on our locality: The First or the Second World War?'</p> <p>Big Finish: Come to our World War Exhibition (displayed for parents to see)</p> <p>Magic Moment: Imperial War Museum trip</p>	<p>What did the Greeks do for us?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify examples of achievements of the Ancient Greeks <input type="checkbox"/> Describe aspects of Greek life among several groups <input type="checkbox"/> Use sources to draw conclusions about Ancient Greece. <p>Key Assessment Opportunity: Answer the question 'What did the Greeks do for us?' and rank the Greek's achievements in order of importance</p> <p>Big Finish: Mini research project</p> <p>Magic Moment: Ancient Greece Day</p>	<p>Where did early Islamic Civilisation begin and what did they leave behind?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify key features, individuals and events of early Islamic Civilisation <input type="checkbox"/> Compare and know that different sources can provide different kinds of information <input type="checkbox"/> Know where to place the early Islamic Civilisation in relation to other periods of history <p>Key Assessment Opportunity: Explain how Muslim achievements and ideas have affected our daily lives today by using a variety of historical sources</p> <p>Big Finish: Writing in cuneiform, Early Islamic Artefacts, Creating Islamic Art</p> <p>Magic Moment: Virtual Museum trip</p>