

YEAR 3

	National Curriculum PoS	Learning Intentions	Additional NC Aims & Purpose
Project 2: Rocks, Relics & Rumbles			<p>Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses.</p> <p><i>Devise or respond to historically valid questions about a significant historical figure and suggest or plan ways to answer them.</i></p> <p><i>Explain the cause and effect of a significant historical event.</i></p> <p>Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.</p> <p><i>Make deductions and draw conclusions about the reliability of a historical source or artefact.</i></p>
Project 3: Through the Ages	<p>Pre-Roman Britain Learn about changes in Britain from the Stone Age to the Iron Age.</p> <p>Ancient Greece Learn about Ancient Greece – a study of Greek life and achievements and their influence on the western world.</p>	<p>Describe the everyday lives of people from past historical periods. Describe how past civilisations or lives of people in Britain developed during the Stone Age, Bronze Age and Iron Age. Describe the roles of tribal communities and explain how this influenced everyday life.</p> <p>Describe the achievements and influence of the ancient Greeks on the wider world.</p>	<p>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.</p> <p><i>Sequence dates and information from several historical periods on a timeline.</i></p> <p><i>Describe ways in which human invention and ingenuity have changed how people live.</i></p> <p><i>Describe how a significant event or person in British history changed or influenced how people live today.</i></p> <p>Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses.</p> <p><i>Use historical terms to describe different periods of time.</i></p> <p><i>Explain the cause and effect of a significant historical event.</i></p> <p><i>Explain the similarities and differences between two periods of history.</i></p> <p>Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.</p> <p><i>Make deductions and draw conclusions about the reliability of a historical source or artefact.</i></p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">History Week: Emperors & Empires</p>	<p>Roman Empire Learn about the Roman Empire and its impact on Britain.</p>	<p>Describe everyday life in ancient Rome, including aspects, such as jobs, houses, buildings, food and schooling. Describe the hierarchy and different roles in past civilisations. Describe the achievements and influence of the ancient Romans on the wider world. Explain the cause, consequence and impact of invasion and settlement in Britain. Describe the significance and impact of power struggles on Britain. Describe the 'Romanisation' of Britain, including the impact of technology, culture and beliefs.</p>	<p>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. <i>Sequence dates and information from several historical periods on a timeline.</i> <i>Describe ways in which human invention and ingenuity have changed how people live.</i> <i>Describe how a significant event or person in British history changed or influenced how people live today.</i></p> <p>Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses. <i>Devise or respond to historically valid questions about a significant historical figure and suggest or plan ways to answer them.</i> <i>Explain the cause and effect of a significant historical event.</i> <i>Make choices about the best ways to present historical accounts and information.</i></p> <p>Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed. <i>Ask well composed historical questions about aspects of everyday life in ancient periods.</i> <i>Make deductions and draw conclusions about the reliability of a historical source or artefact.</i></p>
<p>Project 5: Urban Pioneers</p>	<p>Local History Conduct a local history study.</p>	<p>Analyse a range of historical information to explain how a national or international event has impacted the locality.</p>	

From 2021/2022, Ancient Greece will be removed from Year 3.

YEAR 4

	National Curriculum PoS	Learning Intentions	Additional NC Aims & Purpose
Project 3: I Am Warrior	<p>Roman Empire Learn about the Roman Empire and its impact on Britain.</p>	<p>Describe the 'Romanisation' of Britain, including the impact of technology, culture and beliefs.</p>	<p>Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'. <i>Use more complex historical terms to explain and present historical information.</i></p> <p>Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses. <i>Sequence significant dates about events within a historical time period on historical timelines. Present a thoughtful selection of relevant information in a historical report or in-depth study.</i></p> <p>Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed. <i>Construct a profile of a significant leader using a range of historical sources. 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.</i></p>
History Week: Traders & Raiders	<p>Anglo-Saxons & Scots Learn about Britain's settlement by Anglo-Saxons and Scots.</p> <p>Anglo-Saxons & Vikings Learn about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</p>	<p>Explain the cause, consequence and impact of invasion and settlement in Britain.</p> <p>Describe the significance and impact of power struggles on Britain.</p>	<p>Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses. <i>Sequence significant dates about events within a historical time period on historical timelines. Present a thoughtful selection of relevant information in a historical report or in-depth study.</i></p> <p>Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed. <i>Construct a profile of a significant leader using a range of historical sources.</i></p>

From 2021/2022, Roman Empire is removed from Year 4 and replaced by Ancient Greece.

YEAR 5

	National Curriculum PoS	Learning Intentions	Additional NC Aims & Purpose
Project 1: Stargazers			<p>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.</p> <p><i>Explain why an aspect of world history is significant.</i></p>
Project 2: Off with Her Head!	<p>Extended Chronological Study: Tudors Study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p>	<p>Create an in-depth study of an aspect of British history beyond 1066.</p>	<p>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.</p> <p><i>Explain why an aspect of world history is significant.</i></p> <p>Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'.</p> <p><i>Articulate and organise important information and detailed historical accounts using topic related vocabulary.</i></p> <p>Gain historical perspective by placing their growing knowledge into different contexts: understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.</p> <p><i>Explore and explain how the religious, political, scientific or personal beliefs of a significant individual caused them to behave in a particular way.</i></p>
History Week: Pharaohs	<p>Ancient Civilizations: Ancient Egypt Learn about the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China.</p>	<p>Create an in-depth study of the characteristics and importance of a past or ancient civilisation or society (people, culture, art, politics, hierarchy).</p>	<p>Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses.</p> <p><i>Sequence and make connections between periods of world history on a timeline.</i></p> <p>Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.</p> <p><i>Explore the validity of a range of historical reports and use books, technology and other sources to check accuracy.</i></p> <p>Gain historical perspective by placing their growing knowledge into different contexts: understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.</p> <p><i>Explore and explain how the religious, political, scientific or personal beliefs of a significant individual caused them to behave in a particular way.</i></p>

YEAR 6

	National Curriculum PoS	Learning Intentions	Additional NC Aims & Purpose
Project 3: A Child's War	<p>Extended Chronological Study: World War II Study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p>	<p>Debate the significance of a historical person, event, discovery or invention in British history.</p>	<p>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. <i>Evaluate the human impact of war, oppression, conflict and rebellion on the everyday life of a past or ancient society.</i> <i>Articulate and present a clear, chronological world history narrative within and across historical periods studied.</i></p> <p>Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses. <i>Compare and contrast leadership, belief, lifestyle or significant events across a range of time periods.</i></p> <p>Gain historical perspective by placing their growing knowledge into different contexts: understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales. <i>Describe and explain the significance of a leader or monarch.</i></p>
Project 4: Darwin's Delights	<p>Significant people: Charles Darwin & Mary Anning Study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p>	<p>Debate the significance of a historical person, event, discovery or invention in British history.</p>	<p>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. <i>Describe some of the greatest achievements of mankind and explain why they are important.</i> <i>Articulate and present a clear, chronological world history narrative within and across historical periods studied.</i></p>
History Week: Hola Mexico!	<p>Non-European Study: Mayans Learn about a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.</p>	<p>Create an in-depth study of the characteristics and importance of a past or ancient civilisation or society (people, culture, art, politics, hierarchy).</p>	