



History at Roseacre - These questions form the objectives used by teachers to plan their lessons. This is what children will learn and remember. The basic level is taught in years 1,3 and 5 with the advanced and deep taught in years 2,4 and 6. A variety of breadths (which incorporate people, places and eras) are used to teach key threshold concepts that are repeated throughout the curriculum (yr 1 - yr 6). Retrieval is used to check understanding and what children know. Substantive and disciplinary knowledge run throughout all year groups.

EYFS Link

History

	3 & 4-year-olds will be learning to:	Children in Reception will be learning to:	ELG
Communication			Speaking <ul style="list-style-type: none">Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. ELG: Listening <ul style="list-style-type: none">Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class and small group interactions.Make comments about what they have heard and ask questions to clarify their understanding
Maths	<ul style="list-style-type: none">Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'		



Understanding the World	<ul style="list-style-type: none">● Begin to make sense of their own life-story and family's history.	<ul style="list-style-type: none">● Comment on images of familiar situations in the past.● Compare and contrast characters from stories, including figures from the past.	<p><u>Past and Present</u></p> <ul style="list-style-type: none">● Talk about the lives of the people around them and their roles in society.● Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.● Understand the past through settings, characters and events encountered in books read in class and storytelling. <p><u>People, Culture and Communities</u></p> <ul style="list-style-type: none">● Describe their immediate environment using knowledge from observations, discussions, stories, non-fiction texts and maps.● Know some similarities and differences between families, different religious and cultural communities, cultures and traditions.
<i>KS1 readiness objectives</i>	<p><u>Using language associated with the past</u></p> <p>Use words associated with the past including yesterday, last week, last year</p> <p>Use past tense when speaking about things that happened in the past</p>	<p><u>Remembering and discussing their own lives</u></p> <p>Share their memories of significant events in their own lives.</p> <p>Talk about things that have changed.</p> <p>Begin to put these events in order</p>	<p><u>Talking about things they have done that are special to them</u></p> <p>Share their memories of things that they have done with people that are special to them including friends, family, classmates and teachers.</p> <p>Begin to put events in order.</p> <p><u>Recognising chronology within stories</u></p> <p>Talk about the order of events in a range of familiar stories.</p> <p>Recognise language in stories that shows the story happened in the past</p>



Activities and experiences to support learning in History in EYFS:

- Look at pictures of themselves now and themselves as babies, and talk about how they have changed.
- Learn about families – children, parents, grandparents – and relate to the past, e.g. parents were once babies, then children etc.
- Learn vocabulary that helps them to talk about the past, present and future such as yesterday, today, tomorrow, last week, this week, next week, last year, this year, next year, a long time ago.
- Listen to stories that are set in the past.
- Compare things in the past and now, linked to our topics (e.g. emergency vehicles, houses, space rockets etc).
- Learn the names of some significant people from the past, such as Neil Armstrong/ Time Peake, Guy Fawkes (linked to our topics). Learn names of significant people now, such as King Charles, Prime Minister.
- Learn about the significance of Remembrance Day

Links to curriculum years 1-6

- **Science** Animals including humans -identify how humans resemble their parents in many features (Y1), identify similarities/ differences between parents and their children (Y2).
- **History** Learning about the passage of time, looking at the modern era i.e. Industrial Revolution, Cultures and pastimes- QE 11, Ancient Egypt, Romans, Anglo Saxons (Y3/4) and Victorians, mayans, Greeks (Y5/6)
- Traditions- QE 11 (Y1), Prime minister (Y2), Moon landings (Y1 and 2)
- Conflict- WW1 / Changed the world (Y1 and 2), WW2 (Y6)

Autumn 1

My own history	Basic (Yr 1)	Advanced (Yr 2)	Deep (Yr 2)
Main events / chronology	<ul style="list-style-type: none">• To discuss and understand what is meant by the past.• Explain things that have happened in our own lifetime.• Order things that have happened in the past.		



Autumn 1

Queen Elizabeth II	Basic (Yr 1)	Advanced (Yr 2)	Deep (Yr 2)
Beliefs	<ul style="list-style-type: none">• Which church is Queen Elizabeth II the Supreme Governor of?• Which monarch was the first leader of the Church of England?	<ul style="list-style-type: none">• Explain changes in the main religion of England since Tudor times.• Compare and contrast Queen Elizabeth II's role in the Church with that of the Prime Minister.	<ul style="list-style-type: none">• Investigate the history of the Church of England.
Culture and pastimes	<ul style="list-style-type: none">• Which Queen started many of the traditions that Queen Elizabeth II follows?• When did Queen Elizabeth II give her first Christmas message on television?	<ul style="list-style-type: none">• Explain some of the different ways that the public can learn about the lives of the royal family.	<ul style="list-style-type: none">• Suggest reasons why Queen Elizabeth II wanted the royal family to be more modern.• True or false? The monarchy in Britain has always been popular with the people. Justify your answer.

Autumn 2

Tim Berners-Lee	Basic (Yr 1)	Advanced (Yr 2)	Deep (Yr 2)
Main Events	<ul style="list-style-type: none">• Describe what is meant by the word 'information'.• List the significant achievements in Berners-Lee's life.• What is the difference between the internet and the world wide web?• Where did Berners-Lee go to university?	<ul style="list-style-type: none">• Create and annotate a timeline with the key events in Berners-Lee's life. Label the timeline with other events that you know about.• Explain what make Tim Berners-Lee a significant person.	<ul style="list-style-type: none">• Discuss why it is important that information can be easily shared.• Suggest how Berners-Lee's invention could help scientists discover things more easily.
Artefacts	<ul style="list-style-type: none">• Do artefacts always have to be old?• What primary and secondary sources could you use to find out about Tim Berners-Lee?• How could you use the world wide web to find out more about his inventions?	<ul style="list-style-type: none">• Compare and contrast some artefacts from modern times with artefacts from ancient times.• How can Berners-Lee's invention help us use artefacts to understand more about periods in history?	<ul style="list-style-type: none">• Investigate the first ever web browser.



Culture and pastimes	<ul style="list-style-type: none">• What are web pages used to share?• List as many things as you can that have been made easier because of the invention of the world wide web.• What is Berners-Lee's legacy?	<ul style="list-style-type: none">• Explain how people use Berners-Lee's invention to listen to music and watch TV.	<ul style="list-style-type: none">• Do you agree? Berners-Lee's invention has made the way people communicate with each other much better.
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Autumn 2

The Moon Landing	Basic (Yr 1)	Advanced (Yr 2)	Deep (Yr 2)
Travel and exploration	<ul style="list-style-type: none">• What was the name of the mission to get to the Moon?• Describe what is meant by the word 'exploration'.• How have we benefited from space exploration?	<ul style="list-style-type: none">• Explain how important it was to the USA to get to the Moon before the Soviet Union.• What observations can you make about the Moon?	<ul style="list-style-type: none">• Discuss what Neil Armstrong said as he stepped on the Moon. What would you have said had you been him?
Conflict	<ul style="list-style-type: none">• Which country was the first to send a man into space?• Which countries were in the space race?• Describe what is meant by the word 'rivals'.	<ul style="list-style-type: none">• Why did the USA and the Soviet Union compete with each other to get to the Moon? Justify your answer.• Compare and contrast the space race with other types of conflict.	<ul style="list-style-type: none">• Investigate the space race.

Spring 1

John F Kennedy	Basic (Yr 1)	Advanced (Yr 2)	Deep (Yr 2)
Conflict	<ul style="list-style-type: none">• How was John F Kennedy involved in the Second World War?• What is meant by nuclear war?• Who was the United States' rival during the Cold War?	<ul style="list-style-type: none">• Explain what weapons could have been used during the Cold War.• Suggest reasons why the USA and Soviet Union became such serious rivals.• Compare and contrast the Cold War to	<ul style="list-style-type: none">• True or false? A nuclear war would have completely destroyed the planet.



		another conflict you know about.	
Location	<ul style="list-style-type: none">• Where in the world was Kennedy from?• Where was Kennedy assassinated?	<ul style="list-style-type: none">• Explain where the USA is in relation to the Soviet Union.• Find out what the Soviet Union is called today.• Why did John F Kennedy's assassination become such a global event?	<ul style="list-style-type: none">• Investigate the assassination of John F Kennedy.

Spring 1

Marie Curie	Basic (Yr 1)	Advanced (Yr 2)	Deep (Yr 2)
Location	<ul style="list-style-type: none">• Where was Marie Curie born?• Where was Marie Curie educated?• What other events were taking place in these countries during Marie Curie's lifetime?	<ul style="list-style-type: none">• Where in the world did Marie Curie make her name?• Compare and contrast life in Poland now with what it was like in Marie Curie's lifetime.	<ul style="list-style-type: none">• Investigate how many other Nobel Prize winners have been women.
Artefacts	<ul style="list-style-type: none">• How did Marie Curie share her work with other scientists?• Why do Marie Curie's diaries have to be handled with care?	<ul style="list-style-type: none">• Explain how artefacts like Marie Curie's diaries can be used to help learn about the past and help people in the present.	<ul style="list-style-type: none">• Could Marie Curie's research be useful to scientists today? Justify your answer.

Spring 2

Rosa Parks	Basic (Yr 1)	Advanced (Yr 2)	Deep (Yr 2)
Main Events	<ul style="list-style-type: none">• When did Rosa Parks live? For how long did she live?	<ul style="list-style-type: none">• Explain what happened to Rosa Parks on the day of her protest.• Compare and contrast her experiences and actions with those of Emily Davison.	<ul style="list-style-type: none">• Discuss the reasons people wanted to boycott buses in Montgomery.• Do you agree? Conflict doesn't always have to involve violence.



	<ul style="list-style-type: none">• Why was Rosa Parks arrested?• When did this happen?• List some of the things that happened to Rosa Parks after she got on the bus that day.	<ul style="list-style-type: none">• What other famous events were happening in the 1950s?• Organise information about Rosa Parks' life.• Explain what makes Rosa Parks a significant person.	
Society	<ul style="list-style-type: none">• How did Rosa Parks help to change the law in the United States of America?• When did the civil rights movement start in the USA?• How did other people react after Rosa Parks was arrested?• Describe what is meant by the word 'boycott'.	<ul style="list-style-type: none">• Explain Rosa Parks' legacy.• Why did people want their protests to be peaceful?• Compare and contrast the protests of the civil rights movement with those of the suffragette movement.	<ul style="list-style-type: none">• Investigate the civil rights movement in America.

Spring 2

The First Flight	Basic (Yr 1)	Advanced (Yr 2)	Deep (Yr 2)
Travel and exploration	<ul style="list-style-type: none">• List things that can fly. Categorise them into natural and man made objects.• How many people travel in aeroplanes every day?	<ul style="list-style-type: none">• Organise information about other methods of flight.• Compare and contrast modes of transport in the United States in the early 1900s to those in Britain today.	<ul style="list-style-type: none">• Discuss how this invention has affected civilisations that were many miles apart.• Investigate other famous explorers who used aeroplanes as a mode of transport.
Settlements	<ul style="list-style-type: none">• Describe what is meant by the word 'settlement'.• How have aeroplanes brought the world closer together?	<ul style="list-style-type: none">• What observations can you make about how our food consumption has changed since the invention of flight?	<ul style="list-style-type: none">• Do you agree? Without the Wright brothers we would have less migration.



Summer 1

The First World War	Basic (Yr 1)	Advanced (Yr 2)	Deep (Yr 2)
Main Events	<ul style="list-style-type: none">• When was the First World War?• What other names are there for the First World War?• Label a timeline with key dates from the First World War.• Describe what is meant by the word 'armistice'.• Describe what is meant by the word 'nation'.	<ul style="list-style-type: none">• Create a timeline using historical vocabulary that shows the key dates of the First World War. Add other events which took place in the decades before and after.• Investigate trench warfare.• Compare and contrast the League of Nations with the United Nations.• Explain what made the First World War a significant event in history.	<ul style="list-style-type: none">• Discuss the impact of women working in factories to make weapons.• Investigate the Battles of Verdun and the Somme.
Location	<ul style="list-style-type: none">• List some of the places where the war took place.• List the names of some famous battles.• Find the locations of these famous battles on a map. Add dates to your map.• Locate Sarajevo on a map. What country is it in?	<ul style="list-style-type: none">• Organise information about the allies of Great Britain.• Research and then draw a map of Europe before and after the war.	<ul style="list-style-type: none">• True or false? The First World War was the worst conflict in history. Justify your answer.• Do you agree? Countries should offer military support to other countries that are under attack.
Society	<ul style="list-style-type: none">• Describe what is meant by the word 'patriotic'.• How long did people think that the war would last?	<ul style="list-style-type: none">• Explain how the women who stayed at home helped with the war effort.• Why did people think the war would be over quickly?• Explain the legacy of the First World War for British society.	<ul style="list-style-type: none">• Present evidence that women got the vote because of events that took place during the First World War.• True or false? The First World War had a significant impact on British society. Justify your answer.
Conflict	<ul style="list-style-type: none">• Describe what is meant by the word 'assassination'.• Who invaded Belgium?	<ul style="list-style-type: none">• Explain how the First World War started.• Suggest how the war changed the way in which nations behaved towards each other.• Compare and contrast the First World War with another conflict you know about.	<ul style="list-style-type: none">• Investigate the allies of Great Britain.• Investigate the allies of Germany.



Summer 1

The Industrial Revolution	Basic (Yr 1)	Advanced (Yr 2)	Deep (Yr 2)
Main Events	<ul style="list-style-type: none">• When did the Industrial Revolution happen?• How did people live and work before the Industrial Revolution and how did this change?• List some of the new technology that was being used during the Industrial Revolution.	<ul style="list-style-type: none">• Why did textiles cost less to buy as a result of the Industrial Revolution?• Compare and contrast trading before and after the Industrial Revolution.• Explain how and why the population of Manchester changed so much.• Explain what makes the Industrial Revolution a significant events	<ul style="list-style-type: none">• Investigate what life was like for children in Britain during the Industrial Revolution.• Present information about the Spinning Jenny.
Food and farming	<ul style="list-style-type: none">• Which other revolution meant that food could be made faster and cheaper?• Why did food need to be produced faster and in different ways?	<ul style="list-style-type: none">• Compare and contrast food production before and after the Agricultural Revolution.	<ul style="list-style-type: none">• Do you agree? The Industrial Revolution would have been impossible without the Agricultural Revolution.
Location (Yr 2 teach the basic)	<ul style="list-style-type: none">• Where in the world did the Industrial Revolution take place?• List some major cities in the UK at the time of the Industrial Revolution.	<ul style="list-style-type: none">• What observations can you make about how the Industrial Revolution changed the map of England?	<ul style="list-style-type: none">• Suggest reasons why the Industrial Revolution began in England.



Summer 2

The Steam Engine	Basic (Yr 1)	Advanced (Yr 2)	Deep (Yr 2)
Travel and exploration	<ul style="list-style-type: none">• List two forms of transport that use steam engines.• Describe what is meant by the word 'transport'.• List the advantages of steam engines for travel.• What is a locomotive?	<ul style="list-style-type: none">• Explain how the steam engine changed transport.• Why were steamboats so popular? Justify your answer.• Compare and contrast a steamboat to a sailboat.	<ul style="list-style-type: none">• Investigate the history of coal mining and its connection to the steam engine.• Find evidence that steam-powered trains were important during the Industrial Revolution.
Society	<ul style="list-style-type: none">• Describe how life changed after the steam engine was invented.• List the places of work that began to use James Watt's steam engine.• What job was made easier because of Thomas Newcomen's invention?	<ul style="list-style-type: none">• Compare factories of the steam era to modern factories. What were conditions like for people working there?• Suggest some reasons why Watt's steam engine was popular as soon as it was invented.	<ul style="list-style-type: none">• Investigate the conditions in factories in the 1700s and 1800s.• True or false? Factories could be built anywhere because of the invention of the steam engine.



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Autumn 1

Stone Age	Basic (Yr 3)	Advanced (Yr 4)	Deep (Yr 4)
Main Events	<ul style="list-style-type: none">• Describe the three different periods of the Stone Age.• Label a timeline with the different periods of the Stone Age.• Describe what is meant by the word 'ancestors'.	<ul style="list-style-type: none">• Using a timeline and historical language, including the word 'chronology', describe the changes taking place in this era.• Organise information about the Stone Age	<ul style="list-style-type: none">• Why do we use the word 'probably' when trying to explain what life was like during the Stone Age period?• True or false? Conflict was rare in the Early Stone Age. Justify your answer
Settlements	<ul style="list-style-type: none">• Describe what is meant by the word 'communal'.• Name a Stone Age settlement.• Describe what is meant by the word 'nomadic'.• When did settlements become more permanent during the Stone Age?• Describe what is meant by the word 'migration'.	<ul style="list-style-type: none">• Explain the change from hunter-gatherer to permanent settlers.• Compare and contrast the settlement at Skara Brae with early Mesolithic settlements.	<p>Suggest some reasons why the settlement at Skara Brae had communal areas. Justify your suggestions.</p> <ul style="list-style-type: none">• Investigate Stonehenge.• What evidence is there that climate change brought about the end of the Stone Age?
Artefacts	<ul style="list-style-type: none">• Describe the Oldowan toolkit.• Who was the archaeologist who identified the Oldowan toolkit.• What artefacts were found at Skara Brae?• What makes the Lascaux cave paintings a significant discovery?	<ul style="list-style-type: none">• Explain what sources of evidence are available to tell us about the Stone Age.• Why has so much of history gone unrecorded?• Explain the difference between primary and secondary sources.	<ul style="list-style-type: none">• Investigate Stone Age cave paintings.• Investigate Homo erectus and Homo sapiens.



Autumn 2

Ancient Egypt	Basic (Yr 3)	Advanced (Yr 4)	Deep (Yr 4)
Main Events including location	<ul style="list-style-type: none">• Label a timeline with dates from the Ancient Egyptian era. Add other historical events you know to the timeline.• List some significant Egyptian inventions.• What were the names of the Egyptian rulers?• Who conquered the Ancient Egyptians?	<ul style="list-style-type: none">• Explain why the Ancient Egyptians were able to settle near the Nile.• Explain what irrigation is and why it was important to the Ancient Egyptians.• Compare and contrast Egyptian hieroglyphics to Sumerian cuneiform script.• Explain what makes the Ancient Egyptians significant.	<ul style="list-style-type: none">• Prove that the Egyptians were skilled farmers and engineers.• Do you agree? The Ancient Egyptians were the most influential civilisation of ancient times. Justify your answer.
Artefacts	<ul style="list-style-type: none">• List some influential artefacts from the Ancient Egyptian era.• What does the Narmer Palette tell us about how the Kingdom of Egypt was created?• What is an obelisk? What purpose did it have for Ancient Egyptians?• Describe what an archaeologist does. (Howard Carter) <p>How did the Rosetta Stone help archaeologists?</p>	<ul style="list-style-type: none">• Compare and contrast Egyptian buildings to those from another era.• Create a chronology of Ancient Egyptian times using photographs of significant artefacts.• Why is the Rosetta Stone such an important artefact? Justify your answer.• Organise information about Ancient Egyptian tomb paintings. What do they tell us about daily life in this time period?	<ul style="list-style-type: none">• Investigate Hatshepsut's unfinished obelisk.• Investigate the Seven Wonders of the Ancient World.• Suggest reasons why most tombs and pyramids were robbed of all their treasures and artefacts.
Beliefs	<p>Describe how a body was prepared for burial. Why was it important to preserve the body in this way?</p> <ul style="list-style-type: none">• List the things needed in order to enter the afterlife.• Describe how ordinary people were buried.	<ul style="list-style-type: none">• Suggest reasons why the pyramids were built on such a scale.• Compare and contrast Ancient Egyptian burials with those of the Stone Age and the Bronze Age.• Provide an overview of the pyramids at Giza.	<ul style="list-style-type: none">• Investigate Ancient Egyptian gods and their influence on Egyptian daily life.
Society including culture and pastimes	<p>What was the name of the last Ancient Egyptian ruler?</p> <ul style="list-style-type: none">• Were the builders of the pyramids slaves?	<ul style="list-style-type: none">• Organise information about famous Egyptian rulers.• Compare and contrast daily life for pharaohs and ordinary people.• Explain the Egyptian social pyramid.	<ul style="list-style-type: none">• Plan an historical enquiry that uses multiple sources of evidence to explain the social and cultural diversity of Ancient Egypt.



Spring 1

The Iron Age	Basic (Yr 3)	Advanced (Yr 4)	Deep (Yr 4)
Food and Farming	<ul style="list-style-type: none">• Describe what is meant by the word 'surplus'.• Why is it significant that Iron Age communities were able to grow surplus food?• List some of the ways in which the Celts farmed and preserved food.	<ul style="list-style-type: none">• Give an overview of the key changes from the Stone Age to the Iron Age, focusing on food, farming and settlements.• Explain how the seasons had an impact on Iron Age farming.	<ul style="list-style-type: none">• Using multiple sources of evidence, prove that Iron Age communities were able to farm more land with iron-made tools.
Society	<ul style="list-style-type: none">• What were the lives of the rich and the poor like in Iron Age communities?• What is a blacksmith? Why were they important in Iron Age societies?	<ul style="list-style-type: none">• Create a timeline including Stone Age, Bronze Age and Iron Age dates. Use your timeline to compare and contrast society in the different time periods.• Explain the effect Iron Age tools and weapons had on society.	<ul style="list-style-type: none">• Investigate the Celts. What was their effect on the social, cultural and religious diversity of Britain at that time?• Recommend some significant artefacts from Iron Age Britain that help us understand what life was like for different sections of society.

Spring 1/ 2

Roman Empire	Basic (Yr 3)	Advanced (Yr 4)	Deep (Yr 4)
Main Events	<ul style="list-style-type: none">• Label a timeline with key dates in the history of the Roman Empire. Highlight the key dates of Roman Britain.• Name the emperors who came to Britain.• When was Britain conquered by the Romans?• When was Julius Caesar assassinated?• What was the name of the first emperor of Rome?	<ul style="list-style-type: none">• Explain, using historical vocabulary, the impact and influence of the Romans on Britain.• Organise information about the Roman Empire.	<ul style="list-style-type: none">• Investigate how far the Roman Empire spread.• Investigate the fall of the Roman Empire.• True or false? Caesar was killed because he wanted too much power and control. Justify your answer using multiple historical sources.



Artefacts	<ul style="list-style-type: none">• Describe what is meant by the word 'preservation'. Why is this important?• List some sources of evidence that help historians understand Roman life.• What is the difference between a primary and secondary source?	<ul style="list-style-type: none">• Explain what happened at Pompeii.• Explain why Pompeii can tell us so much about Roman life.• Compare and contrast Herculaneum and Pompeii.	<ul style="list-style-type: none">• Investigate some famous Roman buildings like the Colosseum.
Culture and pastimes	<ul style="list-style-type: none">• Who were Romulus and Remus?• What was the language of Ancient Rome?• Describe what is meant by the word 'prosperous'.	<ul style="list-style-type: none">• Explain the myth of the founding of Rome.• Why did people enjoy watching violent events at the Colosseum?• Compare and contrast the Colosseum to the Theatre of Dionysus in Athens.	<ul style="list-style-type: none">• Investigate the Celts. What was their effect on the social, cultural and religious diversity of Britain at that time?• Recommend some significant artefacts from Iron Age Britain that help us understand what life was like for different sections of society.
Society	<ul style="list-style-type: none">• Describe what is meant by the word 'constitution'.• When did Christianity become the official religion of the Roman Empire?	<ul style="list-style-type: none">• Explain the changes in how the Roman Empire was governed.• Compare and contrast daily life in Rome with that in Roman Britain.	<ul style="list-style-type: none">• Investigate the Ides of March

Spring2

Anglo Saxons	Basic (Yr 3)	Advanced (Yr 4)	Deep (Yr 4)
Main Events including Location	<ul style="list-style-type: none">• List some of the reasons why the AngloSaxons came to England.• Where in the world were the Anglo-Saxons originally from?• Name some Anglo-Saxon kingdoms.• Describe what is meant by the word 'descendants'.• List the four main Anglo-Saxon kingdoms in the ninth century.• Label a timeline with events of this era.	<ul style="list-style-type: none">• Explain some of the reasons why the Anglo-Saxons came to Britain.• Give an overview of the changes in Britain from the Stone Age to Anglo-Saxon times.• Compare and contrast the Anglo-Saxon invasions of Britain with the Roman ones.• Suggest reasons why the Anglo-Saxons united their kingdoms into the Kingdom of England.	<ul style="list-style-type: none">• Research and then compare events in England at this time with those in other places around the world. Use a timeline and historical vocabulary to help you.• Summarise the significant changes in the social, ethnic, cultural and religious diversity of Britain during Anglo-Saxon times.



Conflict	<ul style="list-style-type: none">• List the names of the tribes that settled in Britain after the Roman army left.• What was the name of the king who fought back against the Vikings in the ninth century?• What events brought Anglo-Saxon rule to an end?• Describe what is meant by the word 'Bretwalda'.	<ul style="list-style-type: none">• Explain what happened after the Roman army left Britain.• Create a map to show where the main kingdoms of Anglo-Saxon times were. Use key dates to show how these kingdoms changed over time.• Explain how rule over England changed during Anglo-Saxon times.	<ul style="list-style-type: none">• Investigate how many Anglo-Saxon kingdoms there were. What do you notice?• Investigate the battles of Edington and Stamford Bridge. What made them so significant?
Culture and pastimes	<ul style="list-style-type: none">• List the values in the Anglo-Saxon heroic code.• What was the name of the famous poem written in the year 700?	<ul style="list-style-type: none">• Identify the main characteristics of AngloSaxon Britain.• Explain the Anglo-Saxon heroic code.• Why do you think it became important for people to try and follow this code?	<ul style="list-style-type: none">• True or false? The epic poem Beowulf was a story told just for entertainment. Justify your answer.
Beliefs including artefacts	<ul style="list-style-type: none">• Who brought Christianity to England?• What does the burial site at Sutton-Hoo tell us about Anglo-Saxon beliefs?• Where had Saint Augustine of Canterbury travelled from?	<ul style="list-style-type: none">• Compare and contrast the beliefs of the Anglo-Saxons when they first arrived in Britain with their beliefs at the start of the tenth century.	<ul style="list-style-type: none">• Investigate the burial site at Sutton-Hoo.• True or false? The Anglo-Saxons brought Christianity to England.

Summer 1

Vikings	Basic (Yr 3)	Advanced (Yr 4)	Deep (Yr 4)
Travel and Exploration including location and settlements	<ul style="list-style-type: none">• Describe what is meant by the word 'colonised'.• What was the name of the Viking explorer who discovered North America?• Where in the world did the Vikings come from?	<ul style="list-style-type: none">• What observations can you make about Viking sailors?• Organise information about Viking longboats.• Explain how the Vikings navigated on their expeditions.	<ul style="list-style-type: none">• True or false? Christopher Columbus was the first European to reach North America. Prove your answer is correct using multiple sources of evidence.• Do you agree? William the Conqueror was a Viking.



	<ul style="list-style-type: none">• List some of the materials Vikings traded.	<ul style="list-style-type: none">• Explain why Vikings were such good traders.	<ul style="list-style-type: none">• Investigate the Viking sunstone and other navigation tools used at the time
Conflict	<ul style="list-style-type: none">• Describe what is meant by the word 'Danegeld'.• What did the word 'Vikingr' mean in old Norse?• What name did the Viking invaders give to their capital in England?• What are the Vikings most remembered for?	<ul style="list-style-type: none">• Compare and contrast a raid and a conquest.• Organise information about Viking raids on monasteries. What observations can you make about the accounts that were written by monks after the attacks?• Explain what made the Viking longboat such an important feature of battle.	<ul style="list-style-type: none">• Prove that the Vikings were not just fierce warriors.• Investigate the three rulers who laid claim to the English throne in 1066.



History at Roseacre - These questions form the objectives used by teachers to plan their lessons. This is what children will learn and remember. The basic level is taught in years 1,3 and 5 with the advanced and deep taught in years 2,4 and 6. A variety of breadths (which incorporate people, places and eras) are used to teach key threshold concepts that are repeated throughout the curriculum (yr 1 - yr 6). Retrieval is used to check understanding and what children know. Substantive and disciplinary knowledge run throughout all year groups.

Autumn 1

The Second WW	Basic (Yr 5)	Advanced (Yr 6)	Deep (Yr 6)
Main Events	<ul style="list-style-type: none">• How many people died during the Second World War?• Label a timeline with significant events in the Second World War.• List some important events that took place after the war.	<ul style="list-style-type: none">• Explain some political and social consequences of the Second World War.• Suggest suitable sources of evidence to find out more about the Second World War.• Use a timeline to provide an overview of 20th-century conflicts.• Explain why the Second World War is such a significant event in British and global history.	<ul style="list-style-type: none">• Investigate Communism.• Do you agree? The Universal Declaration of Human Rights is as important today as it was during the years after the war.• Investigate Winston Churchill.
Conflict	<ul style="list-style-type: none">• Describe how the war began.• List the Axis powers.• Describe what is meant by the word 'amphibious'. • What was the Blitz?• What were the consequences of the use of atomic weapons at the end of the Second World War?	<ul style="list-style-type: none">• Organise information about Adolf Hitler.• Suggest some reasons why the German air force was used to invade Britain.• Write a list of ten major Second World War battles. Which ones do you think were the most important and why?• Using suitable sources of evidence, explain why propaganda was a characteristic feature of the Second World War.	<ul style="list-style-type: none">• True or false? The Battle of Britain was more important than the evacuation of Dunkirk. Justify your answer with evidence.• Do you agree? The events of the First World War made another global conflict inevitable.• Hitler believed propaganda was a major reason why the German army lost the First World War. Do you agree?



Location	<ul style="list-style-type: none">• Describe where the major battles of the Second World War took place. Use a map to help you.• Use a map to identify the low countries.• List some of the founding nations of the United Nations.	<ul style="list-style-type: none">• Suggest how Britain's location contributed to the outcome of the conflict.• Give an overview of the founding of the United Nations. Use a map to help you.	<ul style="list-style-type: none">• Using multiple sources of evidence, including maps, investigate the evacuation of British forces at Dunkirk.
Society	<ul style="list-style-type: none">• Describe what rationing is.• What was the impact of the war on everyday life in Britain?• What does 'NHS' stand for? When was it created?	<ul style="list-style-type: none">• Explain how new technology was used during the Second World War.• Compare and contrast the United Nations with the League of Nations.	<ul style="list-style-type: none">• Investigate some of the changes that took place in Britain in the decade after the end of the Second World War.

Autumn 2

The Victorians	Basic (Yr 5)	Advanced (Yr 6)	Deep (Yr 6)
Main Events	<ul style="list-style-type: none">• When was the Victorian era?• List the dates of significant inventions during the Victorian era.• List significant dates in the history of the British Empire.• Describe what life was like in factories/workshops in Britain in the Victorian era.• Describe what is meant by the word 'innovation'.	<ul style="list-style-type: none">• Use a timeline to identify significant events in the Victorian era.• Suggest reasons why the Victorian era was a time of rapid scientific development.• Compare and contrast conditions in factories and houses at the beginning of Victoria's reign to those towards the end.	<ul style="list-style-type: none">• Do you agree? The main reason for the end of the British Empire was the First World War.• Recommend suitable sources of evidence to provide an overview of the Victorian era. Justify your answers.
Society	<ul style="list-style-type: none">• Describe the experience of children in Victorian times.• What was the impact of new scientific discoveries on religious beliefs?• Describe the difference between the lives of the rich and the poor in the	<ul style="list-style-type: none">• What impact did the Industrial Revolution have on political and social organisation in the 19th century?• Use multiple sources of evidence to explain the concept of the 'middle classes'.	<ul style="list-style-type: none">• Investigate reforms in health and education during the Victorian era.• Do you agree? Without the Industrial Revolution there would not have been any middle classes.



	Victorian era.		
Culture and pastimes	<ul style="list-style-type: none">• List some significant technological innovations during the Victorian era.• Name some famous writers from the Victorian era.• What types of public buildings would you see in Victorian towns and cities?	<ul style="list-style-type: none">• What do you think was the impact of Alexander Graham Bell's invention?• Explain the influence of significant Victorian authors on people's daily lives.	<ul style="list-style-type: none">• Summarise a story by Charles Dickens or one of the Brontë sisters.• Do you agree? The growth in literacy and printed materials during the Victorian era contributed to the use of propaganda during the First World War.
Travel and exploration	<ul style="list-style-type: none">• In what year did Queen Victoria become Empress of India?• How much of the world was ruled by the British during the Victorian era?	<ul style="list-style-type: none">• Explain some of the consequences, positive and negative, of Britain's empire.• How did trade change during the Victorian period?	<ul style="list-style-type: none">• Investigate the significant achievements of Mary Kingsley.• Do you agree? Settlements and colonies are the same thing.
Settlements	<ul style="list-style-type: none">• Describe how Britain governed new territories in which it had built settlements.	<ul style="list-style-type: none">• Compare and contrast rural and urban settlements before and after the Industrial Revolution.	<ul style="list-style-type: none">• Do you agree? Factory owners were very concerned about the health and welfare of their workers. Justify your answer.

Spring 1

Explorers	Basic (Yr 5)	Advanced (Yr 6)	Deep (Yr 6)
Main Events	<ul style="list-style-type: none">• Describe what is meant by the word 'achieve'.• Name as many famous explorers as you can. Label a timeline to show when these events happened.• Why are these explorers significant in the history of Britain?	<ul style="list-style-type: none">• Explain some of the advantages of exploration.• How did exploration influence British attitudes to people from different countries? How did this change over time?• Compare and contrast the experiences of three of the explorers listed in your knowledge web.• What is the difference between migration and exploration?	<ul style="list-style-type: none">• You've been asked to create a list of the ten greatest explorers from history. Who would you choose and why?• Find out who the first person to sail round the world was and present information about the journey.



Travel and exploration	<ul style="list-style-type: none">• List some of the reasons why people go on explorations.• Where did most European explorers sail to in the 15th and 16th centuries?• What continent was Christopher Columbus trying to reach when he discovered the West Indies?• List some resources that explorers brought back from their journeys.	<ul style="list-style-type: none">• Suggest reasons why Europeans called the area discovered by Christopher Columbus, the New World.• Organise information about Mount Everest and the people who have climbed it. Why is Mount Everest an important mountain for climbers?• Suggest reasons why the kings and queens of Europe encouraged explorers to sail to new worlds.	<p>Investigate the life of Zheng He.</p> <ul style="list-style-type: none">• True or false? Leif Erickson was a Viking who discovered North America centuries before Christopher Columbus. Prove you are correct.• Research Marco Polo's famous book about his travels. What are the advantages and disadvantages of using this as a source of evidence?• Investigate how exploration is connected to the slave trade.
Society	<ul style="list-style-type: none">• Describe what it means when a civilisation has expanded.• List some famous explorations that helped advance science and technology.• Describe some of the ways in which culture and beliefs are spread through travel and exploration.• Explain what missionaries are.	<ul style="list-style-type: none">• What was the impact on British society of exploration in the 16th and 17th centuries?• Organise information about Amelia Earhart. What makes her achievements particularly significant?• Suggest some reasons why most explorers in history have been men. Find out more about famous female explorers.	<ul style="list-style-type: none">• Francis Drake is described as a great British explorer. The Spanish described him as a pirate. What do you think?• Do you agree? Exploration helps make societies more prosperous.• Do you agree? The exploration of other places and civilisations has involved propaganda.

Spring 2

Ancient Greeks	Basic (Yr 5)	Advanced (Yr 6)	Deep (Yr 6)
Main Events including beliefs	<ul style="list-style-type: none">• Describe what is meant by the word 'influential'.• Who eventually conquered the Greeks? When did this happen?• Label a timeline with important dates from Ancient Greek history. Use historical language to add detail.	<ul style="list-style-type: none">• Are Homer's Iliad and Odyssey reliable sources of historical evidence?• Provide a chronology of important events in Ancient Greek history. How do they compare to another civilisation you know about?• Give an overview of the Trojan War and the Siege of Troy.	<ul style="list-style-type: none">• Investigate the three generations of Greek gods. Develop a family tree that explains the relationship between them.• True or false? The Ancient Greek city states fought each other regularly. Prove your answer is correct.• Do you agree? The Trojan War was a myth



	<ul style="list-style-type: none">• What are some of the legacies of Ancient Greece?		not an historical event. Include a testable hypothesis in your analysis.
Artefacts	<ul style="list-style-type: none">• List some uses for Greek pottery.• Describe how artefacts and remains help historians understand daily life in ancient times.• What does an architect do?• Describe what is meant by the word 'reliable'.	<ul style="list-style-type: none">• What observations can you make about different types of Greek pottery?• Use suitable historical sources to compare and contrast Ancient Greek religion with Ancient Roman religion.• Suggest some artefacts that could be used to find out about Greek culture.	<ul style="list-style-type: none">• Investigate the famous Greek epics, 'The Iliad' and 'The Odyssey'. Explain why they are an important source of evidence.• Do you agree? All historical sources are a type of propaganda.
Culture and pastimes	<ul style="list-style-type: none">• Describe what is meant by the word 'myth'.• Name some of the Olympians.• Using a map, identify significant theatres in Greece.• List some Greek myths and legends.	<ul style="list-style-type: none">• Give an overview of significant Greek myths and legends. Why were they significant?• Organise information about famous Greek thinkers such as Pythagoras, Archimedes and Hippocrates.	<ul style="list-style-type: none">• Investigate the history of the Olympics.• True or false? The Greeks were interested in the idea of physical perfection. Justify your answer.• Investigate the golden ratio
Society	<ul style="list-style-type: none">• Describe what is meant by the words 'civilisation' and 'government'.• Create a timeline that explains how democracy has been used over the course of history.	<ul style="list-style-type: none">• Explain the influence of Ancient Greeks on modern political systems.• Explain what a city-state is.• Organise information about Ancient Greek systems of government.	<ul style="list-style-type: none">• True or false? All Ancient Greek city-states used the same systems of government. Prove you are correct.• Investigate a Greek city-state other than Athens.
Settlements	<ul style="list-style-type: none">• List examples of buildings that have been inspired by Greek architecture.• Name some famous Greek buildings.	<ul style="list-style-type: none">• Compare and contrast the Parthenon in Athens with the Pantheon in Rome.• Explain the characteristic features of Greek architecture.	<ul style="list-style-type: none">• Find evidence that Greek architecture is still popular today.



Summer 1 / 2

The Maya	Basic (Yr 5)	Advanced (Yr 6)	Deep (Yr 6)
Main Events including location	<ul style="list-style-type: none">• Who were the Maya? Where in the world are Mayans from?• When was the golden age of the Maya?• List some of the Maya's scientific achievements.• Describe what happened to the Maya civilisation.• When was their civilisation at its peak?• List some famous Maya cities.	<ul style="list-style-type: none">• Explain, using historical language, the changes that took place between 1800 BCE and 900 CE in Maya civilisation.• Compare and contrast two different Mesoamerican civilisations.• Explain what makes the Maya a significant ancient civilisation.	<ul style="list-style-type: none">• Investigate the impact of the arrival of the Spanish on the continuity of Maya culture and beliefs.• True or false? The Maya were ruled by one emperor and were part of a unified empire. Prove you are correct using multiple sources of evidence.
Settlements including food and farming	<ul style="list-style-type: none">• Describe a Maya settlement.• List the things you would see in a Maya settlement.• List some of the farming methods the Maya used.• Describe what is meant by the word 'architect'.	<ul style="list-style-type: none">• Give an overview of the characteristic features of a Maya city.• Explain what 'city-states' are.• Explain how city-states were able to expand.• Organise information about Maya cities.	<ul style="list-style-type: none">• True or false? The Maya abandoned their cities because they could not feed themselves.• Do you agree? The sudden collapse of Maya's main cities was caused by lots of different factors. Prove you are correct using multiple sources of evidence.
Culture and pastimes	<ul style="list-style-type: none">• When did the Maya people develop writing?• How many symbols made up the Maya writing system?• What was the name of the ruler of a citystate?	<ul style="list-style-type: none">• Compare and contrast Maya culture with Aztec culture.• Why were scribes significant, well respected people?• Organise information about Maya ceremonies.	<ul style="list-style-type: none">• Do you agree? The Spanish were biased against Mesoamerican civilisations. Justify your answer using multiple sources of evidence.