



	Autumn	Spring	Summer
Year 1	<p>1960s Toys</p> <ul style="list-style-type: none"> - changes within living memory - the lives of significant individuals <ul style="list-style-type: none"> ● Identify and describe some of the ways in which historians divide up time such as BC and AD and decades and suggest reasons for doing this; ● Compare, contrast and sequence historical events to create a simple timeline of British history and a personal timeline of their life to date; ● Identify through observation and discussion some of the most memorable events of the 1960s and suggest reasons for their significance; ● Identify and describe some of the most popular toys and games of the 1960s; ● Compare and contrast toys and games of the 1960s with those of today, identifying and describing similarities (<i>continuity</i>) and differences they observe (<i>change</i>); ● Describe and explain the cause of the major change to toys and games since the 1960s; ● Describe what Tim Berners-Lee invented in 1989 and suggest reasons to explain how this has affected toys, games and other aspects of life since then; ● Recognise, describe and explain how they can use Wi-Fi-enabled toys and games safely and securely; ● Describe, collate and compare and contrast the memories of adults who lived in the 1960s by gathering primary evidence from interviews (oral histories). 	<p>Great Explorers (Ranulph Fiennes, Amy Johnson, Christopher Columbus and Neil Armstrong)</p> <ul style="list-style-type: none"> - changes within living memory - events beyond living memory - the lives of significant individuals <ul style="list-style-type: none"> ● Describe the achievements of Ranulph Fiennes, the qualities he possesses and give reasons why he is recognised as the world's greatest living explorer; ● Give an account of the accomplishments of Amy Johnson and give reasons which suggest why they can be considered remarkable given the role of women in society at the time; ● Identify and recognise the main motives of the explorer Christopher Columbus, describe what he achieved and give reasons to help understand why he was able to accomplish what he did; ● Describe and suggest reasons to help explain why the achievement of Neil Armstrong was so significant in the history of mankind and what enabled him to accomplish what he did; ● Recognise, observe and suggest reasons for the particular challenges explorers venturing to Mars will face and explain the personal qualities they will require to complete the expedition successfully; ● Through personal research, describe the achievements of another major explorer and identify, give reasons and begin to explain the ways of life of most people in the historic period in which they lived. 	<p>Sappho (Pompeii)</p> <ul style="list-style-type: none"> - events beyond living memory <ul style="list-style-type: none"> ● Identify, recognise, describe and suggest reasons for the way in which people lived in the city of Pompeii based on the evidence of the reconstructions of modern-day artists; ● Describe a 'typical' day in the life of Sappho, a wealthy young teenager, and suggest reasons why she was able to live the life she did compared with many others in the city at the time; ● Identify and describe in simple terms what the Roman Empire was and recognise some of the ways in which the lives of the rich and poor were different in the city of Pompeii; ● Describe and provide reasons for the causes and effects of the destruction of Pompeii in AD 79; ● Describe the differences between primary and secondary historical evidence about what happened in Pompeii; ● Compare and contrast the trustworthiness of pieces of primary (the writing of Pliny) and secondary (Briullov painting) evidence about what happened in Pompeii in AD 79; ● Identify, describe and suggest reasons for the use of a range of smaller artefacts excavated by archaeologists at Pompeii; ● Identify and describe the main larger buildings of Pompeii based on artistic and digital reconstructions; ● Understand through explanation and modelling how archaeologists reconstructed the remains of the dead at Pompeii and how they died;
Year 2	<p>History Makers</p> <ul style="list-style-type: none"> - events beyond living memory - the lives of significant individuals <ul style="list-style-type: none"> ● Identify, describe and explain what is commemorated on Guy Fawkes Night, 5 November every year in the United Kingdom; ● Describe, reason and explain what it means for someone such as Guy Fawkes to make history, that is, doing something so significant (good or bad and that may not have been done before) and that is remembered and studied for a long time because of the effect they had on other people's lives, beliefs or ideas; ● Identify, describe and explain how six significant people made history during their lifetime; 	<p>Local History</p> <ul style="list-style-type: none"> - significant historical events, people and places in their own locality <p><i>Enquiry 1: An historically significant place</i> How did Great Yarmouth develop as a holiday destination?</p> <ul style="list-style-type: none"> ● Identify and describe the main features of Great Yarmouth (seafront) as a holiday destination? ● Know and understand through explanation the reasons why seaside like GY became popular (causes) and how Great Yarmouth changed as a result (effect); ● Compare and contrast the modern-day experience of Great Yarmouth seafont with that of a Victorian visitor. <p><i>Enquiry 2: An historically significant event and person</i></p>	<p>First World War (Charles)</p> <ul style="list-style-type: none"> - events beyond living memory that are significant nationally or globally. <ul style="list-style-type: none"> ● Recognise some of the ways in which the First World War changed how adults were able to behave in Britain; ● Describe and suggest reasons why communication was such a challenge during the First World War and consequently explain why messenger pigeons were so important to the armed forces overseas; ● Compare and contrast means of communication in Britain during the time of the First World War with today;



	<ul style="list-style-type: none"> • Compare and contrast the achievements of these individuals, producing a rank order of historical importance explaining and justifying their decision; • Reflect upon what history makers might achieve during the remainder of this century and describe and explain what they might wish to be remembered for in the future – the mark they would wish to leave on history; • Identify, describe and explain why Mary Seacole, Edith Cavell, Millicent Fawcett, Emmeline Pankhurst or Rosa Parks are considered history makers. 	<p>Who was Nelson and why is there a monument to him at Great Yarmouth?</p> <ul style="list-style-type: none"> • Describe the life and achievements of Lord Horatio Nelson and give reasons to explain why he was admired and respected; • Describe what occurred at the Battle of Trafalgar; • Suggest reasons why paintings produced after the battle may not always provide a true account of what happened; • Explain why letters written by sailors who actually participated in the battle are likely to be more reliable as evidence of what happened; 	<ul style="list-style-type: none"> ● Identify and describe some of the ways in which the ways of life of children, members of their families and local communities changed in Britain during the First World War; ● Offer reasons for the causes of some of the changes in ways of life they have identified; ● Describe the variety of ways in which horses were used during the First World War and explain why their use was so important to the war effort; ● Describe the variety of ways in which other animals were used during the First World War and explain why their use was so important to the war effort; ● Know and understand through explanation some of the ways in which animals are used by the military, rescue and support services and organisations in Britain today.
<p>Year 3</p>	<p>Stone Age - changes in Britain from the Stone Age to the Iron Age</p> <ul style="list-style-type: none"> • Describe the ways of life which are typically associated with the Stone Age period of history and identify and give reasons for those which are likely to be accurate and those that are anachronisms – simply could not have occurred then; • Recognise that the Stone Age in Britain is a period of prehistory which began when the first modern humans arrived in Britain between 850,000 and 950,000 years ago and ended approximately 4,500 years ago with the beginning of the Bronze Age; • Describe and suggest reasons for the presence of a small family group of people from the Old Stone Age on a beach in Norfolk and compare and contrast this with how most people use beaches today; • Describe and explain how archaeologists use a great variety of artefacts, including monuments, to try to understand how ancient Britons lived during the Stone Age; • Describe the likely features of Stone Age summer and winter camps in Britain and offer reasons and explain why they were required; • Recognise, describe and compare and contrast the difference between historical facts (what we know for certain) and historical supposition (assumptions we make about the actions of people and events without certain knowledge or evidence); • Identify, describe, compare and contrast and explain some of the important ways in which life for ancient Britons changed during the Stone Age. 	<p>Bronze Age - changes in Britain from the Stone Age to the Iron Age</p> <ul style="list-style-type: none"> ● Describe the process of smelting bronze from copper and tin that heralded the end of the Stone Age in Britain; ● Identify and describe the likely use of a range of Bronze Age artefacts and explain why these items demonstrate progress in the way that people lived in Britain compared with the Stone Age; ● Identify, describe and offer reasons for the likely use of artefacts discovered in the grave of the Amesbury Archer; ● Explain why archaeologists think that the Amesbury Archer was given the richest burial known in Bronze Age Britain; ● Identify, describe and explain the purpose of monuments, both historically and modern day; ● Identify, describe and compare and contrast typical Bronze Age stone monuments and suggest reasons for their design and layout; ● Explain through synthesising a number of reasons the possible purpose of the stone monuments at Merrivale; ● Demonstrate understanding through explaining the significance of a monument either in the local area and/or a monument of global importance (see also possible homework activities); 	<p>Iron Age - changes in Britain from the Stone Age to the Iron Age</p> <ul style="list-style-type: none"> ● Identify and describe the common features of the archaeological remains of Iron Age hill forts found around Britain today; ● Suggest how an Iron Age hill fort might have appeared when first constructed, giving reasons to justify the choice of features which have been included; ● Describe the main features of an Iron Age roundhouse and identify and suggest reasons for the purpose of artefacts found within them; ● Compare and contrast their reconstruction with that which professional archaeologists have produced based on available evidence; ● Interpret a range of evidence to generate reasons, and then explain, why Iron Age Britain was often a violent time; ● Recognise and describe the importance of Iron Age stators and understand through explanation how archaeologists suggest they were used by people over 2,000 years ago; ● Recognise the range of reasons suggested for the discovery of a magnificent Iron Age shield in the River Witham and synthesise these reasons into an explanation; ● Describe who Boudica was and explain why she fought the Romans when they invaded Britain at the end of the Iron Age.



		<ul style="list-style-type: none"> ● Suggest and describe possible additional wooden and cloth features to the stone monuments at Merrivale and justify their selection; ● Empathise through sharing the possible feelings and emotions of a visitor to a ceremony taking place at Merrivale during the Bronze Age; ● Based on knowledge with some additional research, identify, describe, explain and justify the choice of 10 artefacts to be placed in the grave of a Bronze Age warrior chief. 	
Year 4	<p>Roman Britain - the Roman Empire and its impact on Britain.</p> <ul style="list-style-type: none"> ● Identify and describe the modern-day countries of Europe and North Africa which formed part of the Roman Empire prior to invasion of Britain by Emperor Claudius; ● Understand through explanation the motives for Emperor Claudius to invade and occupy Britain in AD 43; ● Interpret primary sources of historical evidence to describe the physical appearance of Boudica and make a judgment about the causes and effects of her harsh treatment by the Romans; ● Compare and contrast the armies of Boudica and the British Roman governor Paulinus and predict the likely outcome of their battle and justify their decision; ● Understand through explanation the difference between historical evidence and legends and folklore; ● Distinguish between historical evidence and legend and folklore in relation to the 'historical' figures of King Arthur or Robin Hood; ● Explain what the content of letters written in the first century tells us about the lives of high-status and wealthy Romans in Britain; ● Identify and describe the main design features of Hadrian's Wall and explain why it proved necessary for Emperor Hadrian to order its construction in AD 122; ● Identify and describe the key features of the layout of typical Roman towns in Britain and explain why historians know so much about how they were designed and built; 	<p>Anglo-Saxons - Britain's settlement by Anglo-Saxons and Scots</p> <ul style="list-style-type: none"> ● Interpret both primary and secondary sources of evidence to describe and explain what occurred in AD 410 that contributed to the Romans abandoning Britain forever; ● Empathise with the situation and feelings of Emperor Honorius in AD 410 and make a judgment about why the Romans left Britain and the emotions the Emperor may have expressed; ● Describe and explain why Anglo-Saxon settlers created village communities in the countryside rather than living in the towns that the Romans had vacated when they withdrew from Britain, and evaluate the advantages and disadvantages of living in this way compared with occupying the existing towns; ● Identify and describe a number of Anglo-Saxon gods and explain why the beliefs and religious practices of the Anglo-Saxons were called pagan; ● Describe and explain why Britain converted to Christianity following the visit of Augustine and make a reasoned judgment about what the message from Pope Gregory to King Ethelbert might have been; ● Recognise and describe some of the changes that occurred to buildings and ways of life in Anglo-Saxon Britain as a result of the country's conversion to Christianity, and evaluate the costs and benefits for ordinary people compared with those of lords and noblemen; ● Identify and describe the artefacts that were discovered in the Anglo-Saxon ship burial at Sutton Hoo, explain why they are so important to historians and, using these artefacts, reach a judgment as to how the burial would have been constructed and carried out; 	<p>Vikings - the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <ul style="list-style-type: none"> ● Describe the reasons for the attack on the Holy Island of Lindisfarne in 793 by people referred to today as 'the Vikings'; ● Describe why 'Vikings' is not, in fact, the correct name for these people and explain who the attackers really were; ● Empathise with the likely feelings of the people of the Kingdom of Northumbria and the judgments they might have made as news of the attack spread; ● Identify and describe the design features of a longship and explain why it was an ideal vessel for Viking raiding parties along the coast of Britain; ● Interpret a range of source evidence to explain why most Viking Norsemen travelled to Britain in Anglo-Saxon times and justify their judgment; ● Identify and describe the distribution of those areas of Britain settled by Viking Norsemen; ● Compare and contrast the homes of Viking Norsemen with those of Anglo-Saxons and suggest reasons for the similarities and differences observed; ● Explain the difference between historical evidence and a myth, folklore and a legend, with reference to both the commonly held belief that Viking Norsemen wore helmets with horns and that the outlaw Robin Hood really existed; ● Evaluate evidence relating to the achievements of Anglo-Saxon King Alfred the Great, reach a judgment as to whether he is justifiably 'great' and justify their decision;



		<ul style="list-style-type: none"> ● Identify, interpret and make a judgment about the origin of Anglo-Saxon place names in their own area or region of England. 	<ul style="list-style-type: none"> ● Describe and explain why William, Duke of Normandy, fought the Anglo-Saxon King Harold for the English crown at Hastings on 14 October 1066.
<p>Year 5</p>	<p>Maya - a non-European society that provides contrasts with British history</p> <ul style="list-style-type: none"> ● Identify, locate and describe the region of the world in which Maya people live and explain using a range of sources of evidence what the landscape, climate and natural vegetation of this area is like; ● Identify, describe and provide reasons to explain the occupations of modern Maya people; ● Refer to primary evidence to identify and describe the lost jungle cities of the Maya and reach a judgment as to their purpose, justifying their reasoning; ● Understand through explanation the purpose of the ancient Maya city of Chichen Itza; ● Describe the system of terraced farming used by the Maya in mountainous areas and explain why this method helped to stop the precious soil being eroded or washed away; ● Infer using reasoning and informed judgment the purpose of a range of ancient Maya artefacts – including stone carvings, hieroglyphs, clay and stone pottery and figurines and ornaments – justifying their conclusions; ● Explain the social and religious importance of the Maya ball game pok-a-tok; ● Evaluate and synthesise a range of ideas to reach a judgment as to the likely cause of the gradual abandonment of the Maya jungle cities and justify their conclusions. 	<p>Local History - a local history study, tracing how several aspects of national history are reflected in the locality (this can go beyond 1066).</p> <p>Norwich Castle The Normans – William the Conqueror (Victorian) Prison Reform – Elizabeth Fry and Sarah Martin</p>	<p>Battle of Britain - a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <ul style="list-style-type: none"> ● Evaluate a range of primary and secondary sources to explain why Britain faced the risk of an invasion in June 1940 and reach a judgment about how serious that threat was; ● Interpret numerical and written evidence to explain and justify why Hitler needed to defeat the British Royal Air Force before launching an invasion of Britain in 1940; ● Identify, describe, explain and evaluate the relative importance of the factors that contributed to Britain winning the Battle of Britain in 1940 and make a judgment as to which of these they feel were most significant;
<p>Year 6</p>	<p>Shang Dynasty - the achievements of the earliest civilisations (an overview of where and when the first civilisations appeared and an in-depth study of one of the following: Ancient Sumer, the Indus Valley, Ancient Egypt or the Shang Dynasty of Ancient China)</p> <ul style="list-style-type: none"> ● Describe and explain the historical significance of the bones bought by Wang Yirong in a market in Peking (now Beijing) in 1899; ● Explain the significance of oracle bones to Shang rulers and reach a judgment regarding how they might have been used, justifying their decision; 	<p>Trojan Horse - Ancient Greece – a study of Greek life and achievements and their influence on the Western world</p> <ul style="list-style-type: none"> ● Describe and explain the main events in the siege of the city of Troy during the Trojan War in Ancient Greece; ● Evaluate and critique the visual, written and archaeological evidence which presently exists regarding the Trojan Horse, and begin to formulate conclusions; 	<p>British Empire - a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p> <p>Identify and describe the extent of the British Empire in 1921 and explain what it meant to be a colony;</p> <p>Describe and explain the main reasons why Britain wanted an empire and evaluate and justify their choice of those factors that they consider were most significant;</p> <p>Interpret a range of evidence to reach a conclusion and make a judgment as to why the British Empire has all but disappeared;</p>



	<ul style="list-style-type: none">• Identify, describe and compare and contrast the lives of people in different sections of Shang society and explain why our understanding of the Shang people as a whole is a very limited one;• Recognise, describe and justify the qualities they feel are required in a great ruler and compare and contrast these with those exhibited during the reigns of King Cheng Tang and Di Xin of the Shang Dynasty;• Make a reasoned judgment from the evidence of tomb artefacts about the identity of the occupant of a Shang burial chamber discovered in 1976, and explain why many similar tombs quickly became the target of grave robbers;	<ul style="list-style-type: none">• Reach a conclusion and make a judgment regarding whether the story of the Trojan Horse is (in their opinion) fact, legend or myth, and justify their decision;	<p>Interpret a wide range of sources to evaluate the causes and effects of the Falkland Islands war with Argentina in 1982 and reach a judgment about the actions taken by Britain, justifying their views;</p> <p>Identify and describe the countries that currently belong to the Commonwealth and explain the purposes and benefits of being part of this organisation.</p>
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