

Year 56 Long Term Plan 2022/23

	<b>Stone Age to Iron Age</b> <b>What was New about the New Stone Age?</b> <b>Which was more impressive – the Bronze Age or Iron Age?</b>	<b>Remembrance</b>	<b>Which of the Roman achievements was the most significant?</b>	<b>What did the Greeks do for us? (Recovery curriculum for Yr6)</b>	<b>Was the Anglo-Saxon period really the dark age? Would the Vikings do anything for money?</b>
	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Summer 1 &amp; 2 (8 weeks)</b> <b>4 weeks AS Settlement, 3 weeks Struggle for England, 1 week Assessment</b>
<b>Key Vocabulary</b>	Prehistory, prehistoric, Palaeolithic, Mesolithic, Neolithic, archaeology, flint, artefacts, Ice Age, quarry, Stone Age, Forage, hunter-gatherer, domesticated, reconstruction drawing, decay, evidence, settlement, community, slave, Neolithic, crop, revolution, role, significance, period, smelting, bronze, torc, tribe, wattle and daub, hill fort, ingot	Decade Monarch Town Hall Arcade Circus                                      Century Reign Trade Briggate	Europe, Italy, Rome, military, conquer, invade, client kingdom, Invasion, conquest, rebellion, politics, achievement, society, culture, Queen, annexe, settlement, transport, trade, hygiene, sanitation, economy, Empire, Emperor, defence, decline, trade, economy, Hadrian’s wall, Saxon shore forts, continuity and change, period of history. Chronology, duration, scale, continuity and change	Civilization, City States, democracy, Athens, Sparta, Temples, polytheistic, achievement, BC/AD/BCE/CE, Parthenon, acropolis, invasion, battle, Mount Olympus, Ekklesia	Conflict, invasion, raid, settlement, Edward the Confessor, Kingdoms, mythology, warriors, navigate, exploration, trade, monarchy, raiders, thanes. Ogis  AD
<b>Previous Knowledge</b>	<b>Nursery</b> – n/a <b>Reception</b> – n/a <b>KS1</b> – have a basic understanding about what a period in history is. Have basic understanding of BC/AD centred around knowledge that Christ was born 2000 years ago. <b>KS2 – form links to Ancient Egypt (Autumn 2020)</b> Compare <b>building</b> works (Stone Henge vs pyramids – links to calendar). Compare <b>society</b> – rule of one Pharaoh compared to Celtic tribes. <b>Housing</b> – wood in Britain compared to mud in Egypt (not as many forests...) <b>Beliefs</b> – both Celts and Egyptians were polytheistic (many gods) and similarities in burial practices. <b>Trade</b> – Egyptians trade vs Celtic trade.	<b>Nursery</b> – understand that we celebrate some events annually. <b>Reception</b> - understanding that poppies are used to remember people who died in the war. <b>KS1</b> – understand the story of the poppy and how it came to be a symbol of remembrance. Understand the difference between celebrate and commemorate	<b>Nursery</b> – n/a <b>Reception</b> - n/a <b>KS1</b> - have a basic understanding about what a period in history is. Have basic understanding of BC/AD centred around knowledge that Christ was born 2000 years ago. They understand the term invasion from learning about Castles and why defences were built. <b>KS2</b> – learning about the Iron Age taught the children the need for fortified defences. They build on this when looking at the Roman invasion and the need to build walls such as Hadrian’s Wall. <b>Compare Ancient Egypt and Ancient Rome – building</b> – huge stone structures/temples but at vastly different times – Egypt first, Roman never matched size. Romans began to use concrete. <b>Society</b> – both civilizations had hierarchy of social structures however differences ‘citizens of Rome’. Women had more freedom in Egypt.	<b>Nursery</b> – fairness, taking turns (democracy) <b>Reception</b> – as above. <b>KS1</b> – through learning about the Town Hall (yr2) they may recognise columns in the building. They understand voting for the school council (democracy). They understand Europe and may be able to locate Greece. Or have been on holiday to Greece/Greek Islands. <b>KS2 – comparing Egypt, Iron Age, Romans and Greeks</b> Compare <b>building</b> works (Stone Henge/ pyramids/ temples – links to calendar and beliefs and who influenced who?). Compare <b>society</b> – rule of Pharaoh/Celtic tribes, Emperor vs democracy of Greece. Contrast unified Egypt and Italy vs city states of Greece. <b>Beliefs</b> – Celts, Egyptians, Romans, Greeks were polytheistic. Differences in belief surrounding afterlife <b>Trade</b> – Egyptians, Romans, Greek – contact?	<b>Nursery</b> – Concept of Kings and Queens <b>Reception</b> - Concept of Kings and Queens in fairy tales <b>KS1</b> – Monarchy – Queen Victoria/Queen Elizabeth, King William 1 (Normans – castles). invasion <b>KS2</b> – Learning about the Romans introduced the idea of <b>monarchy, hereditary rulers</b> . Learning about the Iron Age and Romans introduced the concept of fortifications, <b>invasions</b> , settlement. <b>Religion</b> was central to the Anglo-Saxons and comparisons can be made with the conversion of Roman/Greek society to forms of Christianity. Egyptian and Greek temples were off limits but AS churches were open to all. <b>Society</b> – compare use of the word ‘Kingdom’ to compare with Egypt. Egyptian kingdoms measure time, AS Kingdoms measure space. Women had more rights than they did under the Romans or Greeks. <b>Agriculture</b> – dependence on farming (all civilizations) but especially AS and Egyptians). Trade - AS and Egyptians favoured travel by river to trade. AS traded into Europe inc Scandinavia, Egyptians to Rome/Greece.

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<p style="text-align: center;"><b>NC Objectives</b> <b>Lesson sequence</b></p>	<p><b>NC – Children should be taught about the changes in Britain from the Stone Age to Iron Age</b></p> <p><b>Why is it called ‘The Stone Age’?</b>  <b>What was life like in the Old/Middle Stone Age?</b>  <b>What changed in the New Stone Age?</b>  <b>How does the Amesbury Archer help us know more about the Bronze Age?</b>  <b>Did not much happened in the Iron Age?</b>  <b>Was life in the Bronze and Iron Age dangerous?</b>  <b>What was more impressive, the Bronze Age or Iron Age?</b></p>	<p><b>NC - know and understand how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world.</b></p>	<p><b>NC – The Roman Empire and its impact on Britain</b></p> <p><b>What was the Roman Empire?</b></p> <p><b>What is the chronology of Roman Britain?</b>  <b>What was the reaction to the Roman Invasion?</b>  <b>What are the most significant achievements?</b>  <b>What is the legacy of Roman Britain?</b>  <b>The end of the Roman Empire</b></p>	<p><b>NC – The achievements of Ancient Greece</b></p> <p><b>When was Ancient Greece?</b></p> <p><b>Where was Ancient Greece?</b></p> <p><b>What impacted on the lives of AG?</b></p> <p><b>Enquiry into the City States</b></p> <p><b>Enquiry into an aspect of AG</b></p> <p><b>Ancient Greece’s impact on the modern world</b></p>	<p><b>NC – Britain’s settlement by Anglo-Saxons and Scots, Britain and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</b></p> <p><b>How did Anglo Saxon England begin?</b>  <b>Can I make links between multiple timelines?</b>  <b>What happened during the Saxon period?</b>  <b>What was life like during AS England?</b>  <b>How did the Saxons view the Vikings?</b>  <b>How should we view the Vikings?</b>  <b>How did Britain change during this period?</b>  <b>Was Alfred really great?</b></p>
<p style="text-align: center;"><b>Key knowledge</b></p>	<p>Palaeolithic period - simple tools made from wood, bone and stone. They moved around to find food and were given the name ‘hunter-gatherers’.</p> <p>Mesolithic period - tools became more sophisticated. They made sharp tiny flint blades that were called microliths. They also used contraptions called spear throwers that threw spears further and enabled them to hunt more efficiently.</p> <p>Neolithic period - people became more settled and built more permanent homes. Began to keep animals including cattle, sheep, goats and boars. Monuments with links to the solstice were built - some people had an understanding of astronomy, and the position of the Sun in relation to the Earth.</p> <p>Around 2,150 BC people began to smelt copper and tin (where it was available) to make bronze. They made better tools for farming, weapons and began to make jewellery. Some of these were buried as hoards.</p> <p>Iron was discovered around 1000BC. This was more readily available than copper. The use of iron made big advances in farming, more food being available led to increases in population. People developed Hill Forts which were used for defence, housing and trading.</p>	<p>It is important to remember and understand the significance of poppies (Red for the fallen soldiers, White for end of all conflict, Black to recognise the contribution of the Commonwealth, Purple to recognise the animal victims of war).</p>	<p>Children are taught about the spread of the Roman Empire in a geographic and chronological sense. They learn that Britain was invaded successfully in They identify the narrative of British history and begin to make links between British and world history. Children sequence events related to both invasions of Britain. They turn this sequenced timeline into a scaled timeline. Key learning is to be able to scale a timeline to understand intervals between events and duration of events. Children are taught about possible reactions to Roman invasion. A) Boudicca – fought back and eventually lost against the Roman army. B) Cartimandua – successfully cooperated with the Romans and ruled her kingdom. Key learning is to begin to understand how decisions and events have consequences (positive and negative). Children extract information from sources to explain the achievements of the Romans: Aqueducts, engineering, hygiene, etc. Key learning is for children to extract information from various types of sources.</p> <p>Children are taught about the legacy of Roman Britain inc: roads, architecture, place names, house design etc.</p> <p>Children are taught about the role of Hadrian’s wall in a military and economic context. They are also introduced to the decline of the Roman Empire and withdrawal from Britain</p>	<p>The period we look at is 2900BC – 500BC</p> <p>Greece is very mountainous, and this impacted on the travel, communication and the ease at which it could be invaded. The number of islands around it also had implications for the Greeks. Ancient Greece was not a country in itself but a collection of City States with shared culture. City States often went to war against each other but would unite when required to fight of invaders.</p> <p>Ancient Greeks were polytheistic, they believed that the Gods ruled everything on Earth including human action and emotion. Life for boys and girls in Ancient Greece would depend enormously on whether you were a boy or a girl and whether you lived in Athens or Sparta. Boys and girls in Sparta were encouraged to stay fit and healthy. Boys were beaten to make them tough. In Athens, only rich children went to school, in Sparta – all boys attended school. Early democracy began in Greece, but women had no say or vote, anyone from outside a City State was classed as a foreigner and could not take part in decision making.</p> <p>Achievements – democracy, scientific approach to studying medicine, playwrights &amp; theatre, rules of geometry, philosophy, buildings and structures.</p>	<p>Children should be taught about life at the end of the Roman era including the letter telling the Britons to look to their own defences. Key learning is to understand that the Britons were abandoned by the Romans. In the 8<sup>th</sup> century, Vikings from Nordic countries began to make raids on northern England. The start of the Viking era in Britain is usually dated from the raid on the Holy Island of Lindisfarne and the attacking of its monastery in AD 793. There are many sources of evidence for the history of the Saxons and Vikings, including written records, archaeology and landscape. There are records including the works of the Venerable Bede, the Anglo-Saxon Chronicles and others. Most of the written records are written by people with Anglo-Saxon sympathies, and so historians have to be careful about conclusions drawn about events in the past. The Vikings is the name given to various groups of people who hailed from Norway, Sweden and Denmark. They were not a unified people. They did have some common skills, including ship building, navigation and trading as well as the skills for raiding and pillaging. They have a reputation for being brave sailors and fearless navigators. During the Dark Ages they traded and settled across Europe to Baghdad and Constantinople, visited North Africa and the Iberian coasts and navigated rivers like the Don and Dnieper, far in the Ukraine. They also established settlements in the Faroe Islands, Iceland, Greenland and even for a time in North America.</p>

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Skills and Disciplinary concepts.		Chronology –sequencing, scaling, concurrence	CHRONOLOGICAL UNDERSTANDING	Chronology –sequencing, scaling, concurrence	Chronology –sequencing, scaling, concurrence	Chronology –sequencing, scaling, concurrence
Strands		Source analysis (archaeology)  Continuity and change  Trade / Society / Agriculture /Beliefs	Significance         Invasion	Source work (chronology)  Source work (cause and consequence)  Source work (enquiry)      Trade / Society (Monarchy) / Beliefs	Source work –extracting, interpreting, drawing conclusions, evaluating  Enquiry –creating and answering questions, creating and pursuing lines of enquiry  Significance    Trade / Society (democracy and Monarchy) / Beliefs/Childhood	Source work –extracting, interpreting, drawing conclusions, evaluating  Enquiry –creating and answering questions, creating and pursuing lines of enquiry  Significance   Trade / Society (Monarchy) / Beliefs
Diversity		During the Stone Age, Bronze Age, Iron Age, what were other civilizations doing at the same time?	Role of the Commonwealth Role of women in the war Different coloured poppies.	Cartamandua – Celtic Queen from Yorkshire Ivory Bangle Lady (York) - African descent Vindolanda. The Vindolanda tablets and artefacts found at the site show several good examples of African, Arabian and Middle Eastern soldiers having been based at the site. Septimus Severus, emperor of Rome. Born in modern day Libya, died in York. <b>Disabilities</b> – comparing Egypt and Rome. Not an issue for Egyptians but Romans killed disabled children at birth.	Social structure of Greek Life Role of women in Greek society Girls v boys (childhood, education) Ancient Greeks treatment of people/children with disabilities Buildings (healing sanctuaries) were constructed with ramps	Abbot Hadrian of St. Peter and St. Paul's monastery in Canterbury is described by Bede as being from Amazigh. That is in Libya. St. John style crosses originate in Coptic Egypt, Nubia and Ethiopia. They can be found in Anglo-Saxon religious texts. Anglo-Saxon artefacts excavated at Dar es Salaam and Kisiju, Coastal Tanzania. England and Merovingian Gaul had imports that originated from Africa and India. Examples: cowrie shell, elephant ivory.
Local		Starr Carr (Yorkshire) Otley Chevin – evidence of Iron Age settlement Leeds Hippo (113,000 years ago)	Local war memorial	Roman Fort in Adel Roman graves in Adel Church Dalton Parlours (Roman Villa in W Yorkshire)	Leeds Town Hall structures influenced by the Parthenon.	Yorkshire Hoard discovered near Leeds. - 7 <sup>th</sup> -10thC
Misconceptions		Stone Age people were at the same time as the dinosaurs That one era ended and another began instead of a gradual transition That once bronze was discovered, people no longer used stone		Britain wasn't all that important to the Romans – they invaded just to show off a bit. There wasn't mass migration to Britain of Romans after the invasion Romans built roads which aimed for high ground to prevent ambush and aid drainage.	Ancient Greece was a country. Democracy meant that everyone was treated equally – they weren't!	Vikings wore horns on their helmets. Vikings were not all savage barbarians. Being a Viking was like a career choice – not all Nordic people were classed as Viking.
What does this look like at Bramhope?	Resources	Rising Stars planning scheme of work Artefacts from Starbeck Education – Stone Age tools MrTDoesPrimaryHistory Keystage History scheme of work	Where the Poppies Now Grow Wilfred Owen and Siegfried Sassoon Ww1 poetry.	Timeline constructed in class Maps (link to Geography) Mylearning.org MrTDoesPrimaryHistory Ducksters	Timeline constructed in class MrTDoesPrimaryHistory HA scheme of work BBC Bitesize Ducksters	Timeline constructed in class MrTDoesPrimaryHistory HA scheme of work BBC Bitesize Ducksters
	Activities	Go back in time 700,000 years Look at a timeline, create a human timeline – explain BC and AD – Yr 1 Empty the class rubbish bin – what can we learn? Artefacts – what do they tell us about Stone Age? Research Starr Carr / Research Cheddar Man Identify continuities and changes between Stone Age periods Mind map resource – what have you learnt about the 'hoard'? Explore what Bronze Age people leave behind. Make / draw a reconstruction of an Iron Age farm including key details.	Make a poppy of different colours and be able to explain the meaning.   Create a memorial to a fallen soldier on the Bramhope Memorial.	Sequenced timeline and scaled timeline form a centre point of reference for the topic and work well as a display. Compare and contrast Cartimandua and Boudicca. The source and enquiry tasks produce several pieces of work involving note taking and written answers to show skill progression. (These work well as individual, paired or group work). The integrated enquiry tasks provide the opportunity to develop children's questioning skills and will help develop their analysis and evaluation skills in the future. They can present their findings in many appropriate ways.	Sequence periods of Ancient Greece history. Then overlay other periods of history studied (Iron Age, Romans, Egypt) Introduce a map of Greece, discuss physical and human features. Discuss the impact of the mountains on the development of Greece. Look at sources of evidence and consider what they tell us about the lives of the Ancient Greeks. Research one of the city states and complete an information page. Prepare to present your findings. Use source analysis skills to research an aspect of Greek life and its significance. Explore the impact of Ancient Greece on the modern world.	Introduce the chronology of the Anglo-Saxon and Viking periods. Do this as two timelines running concurrently (both at the same time and interacting). Ask the children to explain to a peer their understanding of the periods. Ask the groups to read through their timeline information and ask them to colour code them as being Anglo-Saxon or Viking or both. Discuss how both groups wanted control of England.  Hot seat the raid on Lindisfarne. Debate what AS would need to do to reclaim land lost to the Vikings. Discuss if Alfred deserves to be known as the 'Great'? Debate – who should claim the throne of England?

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		Hold a class vote – which was the best / most dangerous age to live in?				
	Enrichment	Pukube workshops Herd Farm – Iron Age roundhouse		Roman Soldier Visit to school	Leeds City Museum workshop – Ancient Greece Drama workshops	Danelaw trip
	Cross Curricular links/Texts	<b>English</b> - Stone Age Boy / Stig of the Dump		<b>English</b> Escape from Pompeii Queen of Darkness (Boudicca) Empire’s End – A Roman Story (E&D)  <b>Art &amp; DT</b> – mosaics, Roman Sandals	<b>Art</b> – (clay pots), PE, Geography (Map work), <b>PSHE</b> (Equality), British Values (Democracy)	<b>English</b> - Beowulf / Viking Boy <b>Geography</b> - Identify and label where the invading groups came from and settled. - Learn about the changing size of kingdoms throughout the era. - Discuss how the physical geography of Britain would impact travel and trade in Saxon and Viking era. - Use google maps and OS maps to identify and navigate to different Viking or Saxon locations. - Plot and learn about Viking explorer routes.
<b>Outdoor or Learning</b>		Dig a trench in the school grounds and ‘excavate’		Formation of Roman Army in the playground	n/a	
<b>Assessment of concepts</b>		<p><b>Chronological understanding</b> –children can sequence events, can use a scale to calculate intervals between events, begins to make links between local, national and world history. <b>Greater Depth</b> –begin to identify links between events</p> <p><b>Source Analysis and Interpretation</b> –children can extract information from various types of source (artefact, pictorial, written) <b>Greater Depth</b> -begin to identify limitations of sources with support</p> <p><b>Historical Enquiry</b> –pursue a line of enquiry for a given question with support, begin to create their own enquiries to pursue with support. <b>Greater Depth</b> –begins to make decisions over which sources to use.</p>	<p><b>Significance</b> – children can articulate why it is important to remember and understand the significance of poppies (Red for the fallen soldiers, White for end of all conflict, Black to recognise the contribution of the Commonwealth, Purple to recognise the animal victims of war).</p>	<p><b>Chronological understanding</b> –children can sequence events, can use a scale to calculate intervals between events, begins to make links between local, national and world history. <b>Greater Depth</b> –begin to identify links between events</p> <p><b>Source Analysis and Interpretation</b> –children can extract information from various types of source (artefact, pictorial, written) <b>Greater Depth</b> -begin to identify limitations of sources with support</p> <p><b>Historical Enquiry</b> –pursue a line of enquiry for a given question with support, begin to create their own enquiries to pursue with support. <b>Greater Depth</b> –begins to make decisions over which sources to use.</p>	<p><b>Chronological understanding</b> –children can sequence events, can use a scale to calculate intervals between events, Greater Depth –begin to identify links between events, relate this timeline to others they have studied (concurrence)</p> <p><b>Source Analysis, Interpretation and Evaluation</b> – children can extract information from various types of source (artefact, pictorial, written) and interpret information from multiple sources into one conclusion Greater Depth -identify limitations of sources, evaluate the accuracy and bias of sources with limited support.</p> <p><b>Historical Enquiry</b> –create and pursue a line of enquiry, create their own enquiries to pursue with support Greater Depth –begins to make decisions over which sources to use, justify their source selection.</p>	<p><b>Chronological understanding</b> –children can sequence events, can use a scale to calculate intervals between events, begins to make links between local, national and world history. <b>Greater Depth</b> –begin to identify links between events</p> <p><b>Source Analysis and Interpretation</b> –children can extract information from various types of source (artefact, pictorial, written) <b>Greater Depth</b> -begin to identify limitations of sources with support</p> <p><b>Historical Enquiry</b> –pursue a line of enquiry for a given question with support, begin to create their own enquiries to pursue with support. <b>Greater Depth</b> – begins to make decisions over which sources to use.</p>

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Curriculum End points	<ul style="list-style-type: none"> <li>• I can explain why it is called the ‘Stone Age’.</li> <li>• I can recognise the long period of time of the Stone Age, and where it fits within the wider historical context <b>(Chronology)</b></li> <li>• I can name and sequence the three periods of the Stone Age <b>(Chronology)</b></li> <li>• I can describe some differences and similarities in people’s lives in the Old and Middle Stone Ages <b>(Similarity and Difference)</b>.</li> <li>• I can compare the achievements of the British Stone Age with the ancient Egyptians <b>(Historical significance)</b>.</li> <li>• I can use sources to reach conclusions about the changes between the three periods of the Stone Age <b>(Historical interpretations, Change and Continuity)</b>.</li> <li>• I can locate the Bronze Age on a timeline <b>(Chronology)</b>.</li> <li>• I can explain how bronze impacted people’s lives <b>(Change and Continuity)</b>.</li> <li>• I can explain ways in which people began to protect themselves in the Iron Age <b>(Cause and Consequence)</b>.</li> <li>• I can use sources to give reasons why one period was more impressive than the other <b>(Historical enquiry)</b>.</li> </ul>	<ul style="list-style-type: none"> <li>• I can explain why it is important to commemorate the victims of conflict.</li> <li>• I know the significance of Walter Tull.</li> <li>• I understand that poppies are a symbol of remembrance.</li> <li>• I can explain what the different coloured poppies represent. <b>(Historical significance)</b>.</li> </ul>	<ul style="list-style-type: none"> <li>• I can explain what an Empire is and that the Roman Empire expanded over a long period of time and then contracted <b>(Chronology)</b>.</li> <li>• I can give reasons how the Romans maintained control of their Empire <b>(Cause and Consequence)</b>.</li> <li>• I can explain that Britain was successfully invaded by the Romans in AD43, and that Britain was still in the Iron Age <b>(Chronology)</b>.</li> <li>• I understand that the ancient Egyptian civilization was concurrent with the Roman Empire but was ending as Roman Britian began <b>(Chronology)</b>.</li> <li>• I can explain through use of debate that when the Romans invaded Britain, the rulers were given a choice to accept Roman rule or fight against them <b>(Cause and Consequence)</b>.</li> <li>• I can extract evidence from sources to explain reasoning about the significance of the Roman achievements <b>(Historical Interpretations, Historical Significance)</b>.</li> <li>• I can explain the legacy of the Romans in Britain in terms of what we still see and experience today <b>(Historical Significance)</b>.</li> <li>• I can use my source analysis skills to identify the significance of Hadrian’s Wall and Vindolanda and that they were used for more than just defence <b>(Historical Significance)</b>.</li> </ul>	<ul style="list-style-type: none"> <li>• I can place Ancient Greece on a timeline and explain how it fits chronologically with the Stone Age, Ancient Egypt and the Roman Empire <b>(Chronology)</b>.</li> <li>• I can extract evidence from maps to locate Ancient Greece.</li> <li>• I can make inferences about which civilizations would have had contact with other <b>(Historical Interpretations)</b>.</li> <li>• I can use sources of evidence to explore the impact of religion on the lives of the Greeks <b>(Historical Interpretations)</b> and compare this with the Ancient Egyptians and the Romans <b>(Similarities and Difference)</b>.</li> <li>• I can use sources of evidence to draw conclusions about life in the city states of Athens and Sparta <b>(Historical Interpretations)</b>.</li> <li>• I can pursue a line of enquiry to draw conclusions about the significance of the achievements of the Ancient Greeks (Historical Interpretations, Historical Significance, <b>Historical Enquiry</b>).</li> <li>• I can ask questions to deepen my understanding of a topic in terms of the legacy and impact on an ancient civilization (Greeks) on the modern world <b>(Historical Enquiry)</b>.</li> </ul>	<ul style="list-style-type: none"> <li>• I can place Anglo Saxon and Viking periods on a timeline and explain how it fits chronologically with the Stone Age-Iron Age, Ancient Egypt, Ancient Greece and the Roman Empire <b>(Chronology)</b>.</li> <li>• I can explain some changes to Britain after the arrival of the Saxons, Angles, Jutes and Scots <b>(Continuity and Change)</b>.</li> <li>• I can explain that small settlements developed into Kingdoms. There were 7 kingdoms known as a heptarchy. <b>(Continuity and Change)</b></li> <li>• I can explain that Christianity was brought to Britain in the 7<sup>th</sup> Century by St Augustine (Historical <b>Significance, Change</b>).</li> <li>• I know that many words we speak today have their origins in Saxon language and our counties follow many Saxon shires <b>(Historical Significance)</b>.</li> <li>• I can explain that Viking raids began in the 8<sup>th</sup> Century and within 100 years they had taken over a large part of land in Northern England.</li> <li>• I can use source analysis to explore whether King Alfred really was great by pursuing a line of enquiry exploring reasons for the creation of Danelaw <b>(Historical Enquiry)</b>.</li> <li>• I can understand that King Edward the Confessor was the penultimate English king before Harold II who was killed in the Battle of Hastings in 1066.</li> <li>• 1066 was the start of the Norman conquest.</li> </ul>
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