

Year group	History Curriculum covered		
	Autumn	Spring	Summer
3	<p>Into the Woods</p> <p>How can we improve our green spaces so we can create a better environment for animals and people?</p>	<p>Life before history was written</p> <p>How can we bring to life Pre-historic Britain through the arts?</p>	<p>Life and death on the Nile</p>
	<p>Question why some significant features of historical societies still exist today.</p> <p>Identify and give reasons for historical changes and events</p> <p>Use different sources of information to build up specific pictures of the past</p>	<p>Use different sources of information to build up specific pictures of the past</p> <p>Identify and give reasons for historical changes and events</p> <p>Question if a source is useful or not</p> <p>Understand the difference between an artefact and replica and why both exist</p> <p>Chose relevant material and questions to build up a picture of an aspect of life</p> <p>Give reasons for different ways that the past is represented</p> <p>Identify changes, cause and impact at the time of events beyond our living memory</p> <p>Differentiate between fact and opinion</p>	<p><u>To be written</u></p>
	H2.2a	H2.1A, H2.1B, H2.1C, H2.1D, H2.2G	H2.2B, H2.2C, H2.2D, H2.2E, H2.2F, H2.3A, H2.3B, H2.3D
4	<p>Ancient Greece</p> <p>How can Ancient Greek achievements be showcased so we can explore their influence on the western world?</p>	<p>Romans Rule</p> <p>How Can we capture what the Romans did for Britain so its impact can be seen today?</p>	<p>Every Last Drop</p> <p>How can we produce an informative resource so we can educate others about environmental issues?</p>
	<p>Identify changes, cause and impact at the time of events beyond our living memory</p> <p>Attach the terms AD and BC correctly when placing different periods on a timeline</p> <p>Use different sources of information to build up specific pictures of the past</p> <p>Question why some significant features of historical societies still exist today</p> <p>Understand the difference between an artefact and replica and why both exist</p> <p>Find out how features of a civilization have been adapted since that time</p>	<p>Make connections and contrasts over different periods of time</p> <p>Identify and give reasons for historical changes and events</p> <p>Question why some significant features of historical societies still exist today</p> <p>Use understanding of specific time periods to create an identified timeline</p> <p>Use different sources of information to build up specific pictures of the past</p>	<p>Children understand that people's lives were different in different eras.</p> <p>Make connections and contrasts over different periods of time</p>
	H2.3B, H2.1B, H2.2B, H2.2A, H2.2E, H2.2G	H2.3C, H2.2C, H2.2A, H2.1D, H2.2B	H2.3C
5	<p>To Infinity & Beyond</p> <p>Can we create a space-themed science fair so we can educate and inspire children from our Multi-Academy Trust schools?</p>	<p>Crisis</p> <p>How can we help people affected by crisis so we can make a positive difference to their lives?</p>	<p>Anglo Saxons</p> <p>How can we present our learning to our school community so that they understand the Anglo-Saxon influence on Modern Britain?</p>
	<p>Populate a timeline with key periods including those not studied in depth</p> <p>Demonstrate knowledge of key events in times studied, sequencing these correctly</p> <p>Use a variety of sources to check for accuracy when building a picture of the past</p> <p>Investigate the cause and effect of certain events</p>	<p>Compare accounts of events and offer reason for different versions</p> <p>Identify changes, cause, consequence, significance and impact of events/people on society today</p>	<p>Use a timeline to make comparisons between different places and times in the past</p> <p>Select and synthesise key information to present findings on a time period.</p> <p>Identify the difference between primary and secondary sources</p> <p>Gather from sources how conclusions were arrived</p> <p>Identify connections, contrasts and trends over different periods of time</p>
	H3.1A, H3.1B, H3.2A, H3.2E	H3.2F, H3.2G	H3.1C, H3.1D, H3.2B, H3.2D, H3.3A

	War, what is it good for? How can we help children currently affected by war so that we understand the human impact of conflict?	Story of Life How can we educate children about evolution and inheritance effectively?	Let Us Entertain You How can we entertain the different groups in our community?
6	<p>Populate a timeline with key periods including those not studied in depth</p> <p>Demonstrate knowledge of key events in times studied, sequencing these correctly</p> <p>Use a variety of sources to check for accuracy</p> <p>Use different information to question the validity of sources</p> <p>Use different evidence to draw various conclusions about the past</p> <p>Describe why a number of things may have changed over a period of time</p>	<p>Use different evidence to draw various conclusions about the past</p> <p>Describe why a number of things may have changed over a period of time</p>	<p>Describe why a number of things may have changed over a period of time</p> <p>Children will know how to enquire into an area of knowledge to inform them of the most relevant information.</p> <p>Children will know how to interpret the meaning behind some of the plays so they can better perform.</p> <p>Children will know how to select and organise the most important information that they find and communicate that to other people in whichever way they think best.</p> <p>Children will know how to link some of the main themes of Greek theatre with modern day films.</p> <p>They will make comparisons and comment upon how theatre has evolved.</p>
	6.1, 6.1A, 6.2A, 6.4, 6.4A,	6.4A, 6.4B	6.4B