Big idea	Aspect	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Humankind	Everyday life	● AOL: World Talk about past and present events in their own lives and those who are important to them. covered x 5 optional x 3	● Aspects of everyday life include houses, jobs, objects, transport and entertainment. Describe an aspect of everyday life within or beyond living memory. covered x 6 optional x 3	● Aspects of everyday life from the past, such as houses, jobs, shops, objects, transport and entertainment, may be similar or different to those used and enjoyed by people today. Describe the everyday lives of people in a period within or beyond living memory. covered x 2 optional x 2	● Stone Age life is defined by the use of stone for making tools and weapons and the transition from the hunter-gatherer lifestyle to farming. Bronze Age life is defined by the use of metals, including bronze, to make tools, weapons and objects, and the creation of large settlements and social hierarchy. Iron Age life is defined by the use of metals, including iron, to make stronger, more effective tools and weapons and fine, decorative objects. Farming became more efficient and religion was an important part of life. Describe the everyday lives of people from past historical periods. covered x 8 optional x 4 ● Aspects of everyday life in a Roman town include the use of the forum for decision-making; shops and market places for trade; family life, including the different roles and lifestyles of men and women; slavery and life in a Roman fort. Describe everyday life in ancient Rome, including aspects, such as jobs, houses, buildings, food and schooling. covered x 4 optional ● Romanisation occurred when Roman beliefs, technology and culture were adopted by Britons after the invasion of AD 43. Life became Romanised in, or near, newly built Roman towns and forts, especially in the south of England. The Romans introduced urban living and road networks, cleanliness in the form of running water and bath houses and new beliefs in Roman gods and goddesses, and later, Christianity. Describe the 'Romanisation' of Britain, including the impact of technology, culture and beliefs. covered x 4 optional x 3	● The influences of Roman civilisation on Britain include the building of roads, houses and villas with technology, such as underfloor heating; the building of forts and fortified towns; the use of language and numbers in the form of Roman numerals and the spread of Christianity. Describe the 'Romanisation' of Britain, including the impact of technology, culture and beliefs. covered ● Key aspects of British history include the rise, fall and actions of the monarchy; improvements in technology; exploration; disease; the lives of the rich and poor and changes in everyday life. Create an in-depth study of an aspect of British history beyond 1066. Assign ● The materials and decoration used to make an artefact can tell us about the skill of the craftworker and the status of the owner. The form can tell us how it was used. Some artefacts can also show us what people believed, what was important to them and how they spent their time. Explain how artefacts provide evidence of everyday life in the past. covered x 2	● Everyday life, including culture, language, settlements, trade and belief systems could change during different periods due to invasion, natural disasters or changes in leadership. However, some aspects of everyday life could continue, for example, if invaders respected and adopted a country's culture and language. Explain how everyday life in an ancient civilisation changed or continued during different periods. covered optional	● War, oppression, conflict and rebellion can cause damage to buildings and property; kill, injure and oppress people or change people's beliefs, ways of life and identity. Evaluate the human impact of war, oppression, conflict and rebellion on the everyday life of a past or ancient society. covered x 7 optional x 2
	Hierarchy and power	● AOL: World Kings and queens are known as royalty. Some kings and queens are real people and some are characters in stories. Explore and talk about pictures, stories and	● A monarch is a king or queen who rules a country. Describe the role of a monarch. Assign	● Hierarchy is a way of organising people according to how important they are or were. Most past societies had a monarch or leader at the top of their hierarchy, nobles, lords or landowners in the middle and	● Tribal communities appeared around 4000 years ago in Britain and supplanted the hunter-gatherer lifestyle. Communities created permanent settlements made up of a number of families, farmed to produce food, made	● Hierarchy structures in ancient civilisations include (from most to least powerful) a ruler; officials, nobles or priests; merchants, workers and peasants and slaves. Describe the hierarchy and different roles in ancient	● Power in ancient civilisations drove the growth of empires and the development of trade, wealth, arts and culture, society, technology and beliefs. Misuse of power and poor leadership caused these aspects of	● The consequences of resistance, refusal and rebellion against leaders or hierarchies are far reaching and can include war, conflict, oppression, change and improvements in people's lives. Describe how the resistance,

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		information books on the theme of royalty. `covered x 2`		poor workers or slaves at the bottom. Describe the hierarchy of a past society. `covered x 2`	and used pottery, developed tools and weapons and created burial mounds and monuments. Describe the roles of tribal communities and explain how this influenced everyday life. `covered` `optional` ● Ancient Rome had a clear hierarchy. Over time, it was ruled by a king, a group of men called the senate and an emperor. Below the rulers in the hierarchy, Roman society was split into upper class patricians and equites who owned land and had powerful jobs. Lower class plebeians' and freemen were citizens of Rome who earned their own money. They had a variety of jobs and some were legionary soldiers in the Roman army. Slaves were at the bottom of the hierarchy. They were the property of their owners and had no freedom. Some were auxiliary soldiers in the Roman army. Describe the hierarchy and different roles in past civilisations. `covered x 3` ● After the Roman's successful invasion of Britain in AD 43, there were many power struggles as the Romans tried to take control of Celtic lands and people. These struggles were significant because many tribes, such as the Picts in Caledonia, and key leaders, like Boudicca in England, refused to obey Roman rule. These power struggles caused conflict, death and destruction in the short term, and in the long term they changed the way of life of for the Celts who were defeated. Describe the significance and impact of power struggles on Britain. `covered x 4` `optional`	civilisations. `covered x 3` `optional`	civilisation to decline. Describe the significance, impact and legacy of power in ancient civilisations. `covered x 2` `optional x 2`	refusal or rebellion of individuals, groups and civilisations can affect a society or practice. `covered x 2` `optional` ● Leaders and monarchs have changed the course of history in a variety of ways, including invading other countries; oppressing groups of people; advocating democracy; inspiring innovation or introducing new religious or political ideologies. Describe and explain the significance of a leader or monarch. `covered` `optional`
	Civilisations				● The lives of people in the Stone Age, Bronze Age and Iron Age changed and developed over time due to the discovery and use of the materials stone, bronze and iron. These developments made it easier for people to farm, create permanent settlements and protect their land. Describe how past civilisations or lives of people in	● The cause of the Roman invasion of Britain was to gain land, slaves and precious metals, after conquering many other countries to the east of Rome. The consequence of invasion was conflict with the Celtic tribes that lived in Britain. Over time, many people in the east of England became Romanised, living in Roman towns and taking on aspects of Roman culture, such as	● The characteristics of ancient civilisations include cities, government, language, writing, customs, numerical systems, calendars, architecture, art, religion, inventions and social structures, all of which have influenced the world over the last 5000 years. Create an in-depth study of the characteristics and importance	● The characteristics of the earliest civilisations include cities, governments, forms of writing, numerical systems, calendars, architecture, art, religion, inventions and social structures, many of which have influenced the world over the last 5000 years and can still be seen in society today. Create an in-depth study of the

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					Britain developed during the Stone Age, Bronze Age and Iron Age. covered x 2 optional x 4 • The growth of the Roman Empire spread the influence of Roman culture, technology and beliefs to North Africa, the Middle East and Europe. Their achievements include the development of trade, building towns, creating a road system, the use of the Latin language and the spread of Christianity. Describe the achievements and influence of the ancient Romans on the wider world. covered x 2 • The achievements and influences of the ancient Greeks on the wider world include the English alphabet and language; democracy, including trial by jury; sport and the Olympic Games; the subjects of mathematics, science, philosophy, art, architecture and theatre. Describe the achievements and influence of the ancient Greeks on the wider world. Assign • Human invention and ingenuity have changed the living conditions, health, safety, quality of life and cultural experiences of people over time and throughout the world. Examples include the development of tools, the discovery of antibiotics, the writing of Shakespeare and the Industrial Revolution. Describe ways in which human invention and ingenuity have changed how people live. covered x 5 optional x 4	religion and language. Many people in the west of Britain retained their Celtic characteristics and lifestyle. Explain the cause and consequence of invasion and migration by the Romans into Britain. Assign • The Viking invasion and Anglo-Saxon defence of England led to many conflicts. In AD 878, the Anglo-Saxon king, Alfred the Great, made peace with the Vikings, who settled in Danelaw in the east of England. Over time, the Anglo-Saxons defeated the remaining Viking rulers and the Vikings in England agreed to be ruled by an Anglo-Saxon king. Describe the significance and impact of power struggles on Britain. covered • The features and achievements of the earliest civilisations include cities, government, forms of writing, numerical systems, calendars, architecture, art, religion, inventions and social structures. Construct a narrative, chronological or non-chronological account of a past civilisation, focusing on their features and achievements. covered optional • The characteristics of the earliest civilisations include cities, government, language, writing, customs, numerical systems, calendars, architecture, art, religion, inventions and social structures, all of which have influenced the world over the last 5000 years. Create an in-depth study of the characteristics and importance of a past or ancient civilisation or society (people, architecture, religion, culture, art, politics, hierarchy). covered	of a past or ancient civilisation or society (people, culture, art, politics, hierarchy). covered x 5 optional x 2 • The achievements and influences of the ancient Greeks on the wider world include the English alphabet and language; democracy, including trial by jury; sport and the Olympic Games; the subjects of mathematics, science, philosophy, art, architecture and theatre. Describe the achievements and influence of the ancient Greeks on the wider world. covered x 7 optional x 4 • The characteristics of past civilisations include cities, rule and government, forms of writing, numerical systems, calendars, architecture, art, religion, inventions and set social structures. Study a feature of a past civilisation or society. covered x 4 optional x 4	characteristics and importance of a past or ancient civilisation or society (people, culture, art, politics, hierarchy). covered • Common traits include personal charisma; strong beliefs; the right to rule, including by democratic vote or the divine right of kings and personal qualities, such as determination and the ability to communicate. Motives include birthright; the desire to acquire land, money and natural resources or the defence of personal, religious or political beliefs. Describe and explain the common traits and motives of leaders and monarchs from different historical periods. covered optional x 2 • An achievement or discovery may be significant because it affects the lives of other people or the natural world; moves human understanding forward; rights wrongs and injustices or celebrates the highest attainments of humans. Describe some of the significant achievements of mankind and explain why they are important. covered x 3 optional
Creativity	Report and conclude	• AOL: World Stories, books and pictures are used to help people to find out about people and events from the past. Share stories and talk about events in the past. covered x 2 optional x 2	• Stories, pictures and role play are used to help people learn about the past, understand key events and empathise with historical figures. Create stories, pictures, independent writing and role play about historical events, people and periods. covered x 4 optional x 2	• Historical information can be presented in a variety of ways. For example, in a non-chronological report, information about a historical topic is presented without organising it into chronological order. Present historical information in a simple non-chronological report, independent writing, chart, structural model, fact file, quiz,	• Historical information can be presented as a narrative, non-chronological report, fact file, timeline, description, reconstruction or presentation. Make choices about the best ways to present historical accounts and information. covered optional x 5	• Relevant historical information can be presented as written texts, tables, diagrams, captions and lists. Present a thoughtful selection of relevant information in a historical report, fictional narrative, in-depth study or by answering a range of historical questions. covered x 11 optional x 3	• Sources of historical information can have varying degrees of accuracy, depending on who wrote them, when they were written and the perspective of the writer. Explore the validity of a range of historical reports and use books, technology and other sources to check accuracy. covered x 3 optional x 2	• Sources of historical information should be read critically to prove or disprove a historically valid idea by setting the report into the historical context in which it was written, understanding the background and ideologies of the writer or creator and knowing if the source was written at the time of the event (primary evidence) or after the event (secondary evidence). Think critically, weigh

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				story or biography. `covered x 9` `optional x 6`				evidence, sift arguments and present a perspective on an aspect of historical importance. `covered x 6` `optional x 3`
	Communication	• AOL: World Words that help us to describe the passage of time include yesterday, last week, before and then. Order and sequence a familiar event using words relating to the passage of time, including yesterday, last week, before and then. `covered x 2`	• Common words and phrases, such as here, now, then, yesterday, last week, last year, years ago and a long time ago, can be used to describe the passing of time. Use common words and phrases relating to the passing of time to communicate ideas and observations (here, now, then, yesterday, last week, last year, years ago and a long time ago). `covered x 5` `optional x 2`	• A year is 365 days and a leap year is 366 days. A decade is 10 years. A century is 100 years. Use the historical terms year, decade and century. `covered` `optional x 3`	• Historical terms to describe periods of time include decade, century, millennia, era, AD, CE, BC and BCE. Use historical terms to describe different periods of time. `covered` `optional x 2` • Well composed historical questions begin with statements, such as 'how', 'why' and 'to what extent' and should be based around a historical concept, such as cause and effect, significance or continuity and change. Ask well composed historical questions about aspects of everyday life in ancient periods. `covered`	• Historical terms include abstract nouns, such as invasion and monarchy. Use more complex historical terms to explain and present historical information. `covered` `optional x 6`	• Historical terms include topic related vocabulary, which may include abstract nouns, such as peasantry, civilisation, treason, empire, rebellion and revolt. Articulate and organise important information and detailed historical accounts using topic related vocabulary. `covered x 8` `optional x 7`	• Abstract terms include nouns, such as empire, civilisation, parliament, peasantry, conquest, continuity, discovery, interpretation, invasion, nation, significance and sacrifice. Use abstract terms to express historical ideas and information. `covered x 2` `optional x 3`
Materials	Artefacts and sources	• AOL: World Objects from the past can look different to objects from the present. Make observations about objects and artefacts from the past, such as toys, clothes and other items relating to everyday life. `covered x 8` `optional x 14`	• Historical artefacts are objects that were made and used in the past. The shape and material of the object can give clues about when and how it was made and used. Use a range of historical artefacts to find out about the past. `covered x 5` `optional` • Historical sources include artefacts, written accounts, photographs and paintings. Express an opinion about a historical source. `covered x 2`	• Artefacts are objects and things made by people rather than natural objects. They provide evidence about the past. Examples include coins, buildings, written texts or ruins. Examine an artefact and suggest what it is, where it is from, when and why it was made and who owned it. `covered x 2` • A viewpoint is a person's own opinion or way of thinking about something. Use historical viewpoints to begin to identify viewpoint. `covered x 2` `optional x 2`	• Interviews, diaries, letters, journals, speeches, autobiographies, artefacts, photographs and witness statements are historical source materials. However, some historical source materials are more reliable than others. Make deductions and draw conclusions about the reliability of a historical source or artefact. `covered x 12` `optional x 4` • Historical viewpoints demonstrate what a person thinks and feels about a historical event or person. Primary sources include documents or artefacts created by a witness to a historical event at the time it happened. Secondary sources were created by someone who did not experience or participate in the event. A secondary source interprets and analyses a primary source. Identify and discuss different viewpoints in a range of historical materials and primary and secondary sources. `covered` `optional x 2`	• Historical artefacts can reveal much about the object's use or owner. For example, highly decorated artefacts made of precious materials and created by highly skilled craftsmen suggest the owner was wealthy and important, whereas simple objects made of readily available materials suggest the owner was poor and unimportant. Explain how the design, decoration and materials used to make an artefact can provide evidence of the wealth, power and status of the object's owner. `covered x 4` `optional x 2` • Bias is the act of supporting or opposing a person or thing in an unfair way. Identify bias in primary and secondary sources. `covered` • A primary source is a document or artefact, which provides direct, first-hand evidence of an event, person or time in the past. Primary sources contain the life experiences, thoughts, opinions and beliefs of their writers or creators, which can affect the information included and the way that people and events have been depicted. Interpret a primary source and understand how the context in which it was written influences the writer's viewpoint. `covered x 2`	• Using a range of historical sources and artefacts can reveal a clearer and more accurate picture about a historical event or person. Use a range of historical sources or artefacts to build a picture of a historical event or person. `covered x 6` `optional x 4` • Bias is the act of supporting or opposing a person or thing in an unfair way. A balanced argument is a response to a question or statement where you consider both viewpoints about a historical event or person. Find evidence from different sources, identify bias and form balanced arguments. `covered` `optional`	• Questions can be used to evaluate the usefulness of a historical source. Examples include 'Who created the source? Why was the source created? Does the source contain any bias? When was the source created? Is the source similar to others made at the same time? Does the source contain any information that is untrue?' Ask perceptive questions to evaluate an artefact or historical source. `covered x 3` `optional` • Different types of bias include political, cultural or racial. Identify different types of bias in historical sources and explain the impact of that bias. `covered x 2` `optional`

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Place and space	Local history	• AOL: World Explore and talk about important events in the school or locality's history. covered optional	• Important events in the school's history could include the opening of the school, the arrival of new teachers, special visitors and significant changes to buildings. Describe important events in the school's history. covered x 2	• Commemorative buildings, monuments, newspapers and photographs tell us about significant people, events and places in our local community's history. Describe, in simple terms, the importance of local events, people and places. covered	• National and international historical events, such as wars, invasions, disease, the invention of new technologies and changes in leadership, can have a positive or negative impact on a locality and can shape the beliefs, identity, settlement and culture of people in the locality. Analyse a range of historical information to explain how a national or international event has impacted the locality. covered	• A past event or society can impact a local settlement in several ways, including the layout and use of land in the settlement; changes to the number of people who lived or worked there over time; the creation of human features, such as canals, castles or factories; place names and language. Describe and explain the impact of a past society on a local settlement or community. covered	• Aspects of British history and related sites that may have local significance include, the Norman invasion (Norman castles and settlements), Black Death of 1346–1353 (plague pits), the Wars of the Roses (battlefields) and the Industrial Revolution (coal mines, factories, mill sites, railways and canals). Investigate an aspect of history or a site dating from beyond 1066 that is significant in the locality. covered	• Sources of information for a study of a local town or city include primary sources, such as letters, diaries, official documents, artefacts and buildings that were created at the time of specific events, and secondary sources, such as memorial and commemorative plaques, information books and research produced after the event. Present an in-depth study of a local town or city, suggesting how to source the required information. covered x 2
Comparison	Compare and contrast	• AOL: World Describe some similarities and differences between things in the past and the present. covered x 5 optional x 7	• Identifying similarities and differences helps us to make comparisons between life now and in the past. Identify similarities and differences between ways of life within or beyond living memory. covered x 4 optional x 4	• A historical period is an era or a passage of time that happened in the past. For example, Victorian Britain is a period in British history. Describe what it was like to live in a different period. covered optional	• Throughout history, common areas of human concern include the need for food, survival, shelter and warmth; the accumulation of power and wealth and the development of technology. Explain the similarities and differences between two periods of history. covered optional x 2	• Characteristics of a civilisation include cities, government or leadership, forms of writing, numerical systems, calendars, architecture, art, religion, inventions and social structures. The form these characteristics take can be similar or contrasting across different civilisations. Compare and contrast two civilisations. covered x 4 optional x 3	• Aspects of history that can be compared and contrasted include rulers and monarchs, everyday life, homes and work, technology and innovation. Compare and contrast an aspect of history across two or more periods studied. covered x 4 optional x 2	• Common aspects of history, such as leadership, belief, lifestyle and significant events, are features of different historical time periods. Many of these threads have features in common, such as the invasion of a country by a leader and an army, but may also have differences, such as the success of an invasion. Compare and contrast leadership, belief, lifestyle or significant events across a range of time periods. covered
Significance	Significant events	• AOL: World A significant event is something that is important to them or other people. Photographs and videos are used to record these events. Listen to stories and discuss significant events from the past. Assign	• Significant historical events include those that cause great change for large numbers of people. Key features of significant historical events include the date it happened, the people and places involved and the consequences of the event. Identify some key features of a significant historical event beyond living memory. covered	• Significant events affect the lives of many people over a long period of time and are sometimes commemorated. For example, Armistice Day is commemorated every year on 11th November to remember the end of the First World War. Explain why an event from the past is significant. covered optional	• The causes of a significant event are the things that make the event happen and directly lead up to the event. The consequences of a significant event happen after the event and can be short-term, such as people being killed in a battle, or long-term, such as the change in language and society after an invasion. Explain the cause and effect of a significant historical event. covered x 7 optional	• Every significant historical event has a cause or a number of causes, such as the need for power and wealth, retaliation for past wrongs, the need to improve quality of life or the occurrence of natural disasters, such as earthquakes. The consequences are the outcomes of an event, such as changes in power, people being killed or displaced during war, improvements in quality of life or damage and destruction from a natural disaster. Explain in detail the multiple causes and effects of significant events. covered x 5 optional	• Aspects of history are significant because they had an impact on a vast number of people, are remembered and commemorated or influence the way we live today. Explain why an aspect of world history is significant. covered x 4 optional x 4	• Historical narratives can describe long- and short-term causes and consequences of an event; highlight the actions of significant individuals and explain how significant events caused great change over time. Present a detailed historical narrative about a significant global event. covered x 3 optional x 2
	Significant people	• AOL: World Some people are significant in history because they did important things that changed the world or how we live. Share stories and talk about significant people who lived in the past. covered x 2	• A person who is historically significant has made big changes in their lifetime, has been a good or bad role model, were known in their lifetime, made people's lives better or worse or changed the way people think. Understand the term significant and explain why a significant individual is important. covered optional	• Historical models, such as Dawson's model and diamond ranking, help us to organise and sort historical information. Use historical models to make judgements about significance and describe the impact of a significant historical individual. covered x 16 optional x 2	• Historically valid questions relate to aspects, such as significance; time and chronology; continuity and change; comparing and contrasting or cause and consequence. Devise or respond to historically valid questions about a significant historical figure and suggest or plan ways to answer them. covered x 2	• A profile of a leader can include their significant achievements, the events in which they played a part, the opinions of others about the person and the positive or negative consequences of their actions. Construct a profile of a significant leader using a range of historical sources. covered x 2	• Beliefs can prompt an individual to take action, such as to fight for change, fight wars, oppress or free individuals or groups of people, create temples and tombs or protest against injustice. Explore and explain how the religious, political, scientific or personal beliefs of a significant individual caused them to behave in a particular	• Decisions can be made for a variety of reasons, including belief, lack of options, cultural influences and personal gain. Decisions are influenced by the cultural context of the day, which may be different to the cultural context today, and should be taken into account when making a judgement about the actions of historical individuals. Examine the decisions made by significant

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							way. `covered x 2` `optional x 3`	historical individuals, considering their options and making a summative judgement about their choices. `covered` `optional x 2`
Change	Changes over time	• **AOL: World** The way that people lived in the past is not the same as the way that we live now. There have been changes to schools, play activities, toys, food, transport and clothes. Explore and discuss similarities between aspects of their life and life in the past, using books, stories and pictures. `covered x 7` `optional x 3`	• Changes within living memory have happened over the last 100 years and include advances in technology, exploration, workplaces, houses and jobs, leisure, family and social structures. Describe changes within or beyond living memory. `covered x 2` `optional x 2`	• Life has changed over time due to changes in technology, inventions, society, use of materials, land use and new ideas about how things should be done. Describe how an aspect of life has changed over time. `covered x 2`	• Aspects of history that can change over time include rule and government, jobs, health, art and culture, everyday life and technology. Summarise how an aspect of British or world history has changed over time. `covered` `optional x 2`	• Changes over time can happen rapidly or slowly and are affected by the desire for people to change, their beliefs, the availability of resources and technology, and social and economic circumstances. Answer and ask historically valid questions about changes over time and suggest or plan ways to answer them `covered x 2` `optional`	• Continuity is the concept that aspects of life, such as rule and government, everyday life, settlements and beliefs, stay the same over time. Change is the concept that these aspects either progress and become bigger, better or more important, or decline and become smaller, worse or less important. Frame historically valid questions about continuity and change and construct informed responses. `covered x 2`	• The causes of significant events can be long-term and revolve around set ideologies, institutions, oppression and living conditions or short-term, revolving around the immediate motivations and actions of individuals or groups of people. These long- and short-term causes can lead to a range of consequences for individuals, small groups of people or society as a whole. Describe the causes and consequences of a significant event in history. `covered x 12` `optional x 3`
	British history	• **AOL: World** Stories, or narratives, can tell us about important things that happened in the past. Listen to and talk about stories describing significant events from the past. `optional`	• Significant historical events include those that cause great change for large numbers of people. Describe a significant historical event in British history. `covered x 2`	• Important individual achievements include great discoveries and actions that have helped many people. Describe and explain the importance of a significant individual's achievements on British history. `covered x 3` `optional x 6`	• The cause of the Roman invasion of Britain was to gain land, slaves and precious metals, after conquering many other countries to the east of Rome. The consequence of invasion was conflict with the Celtic tribes that lived in Britain. Over time, many people became Romanised, living in Roman towns and taking on aspects of Roman culture, such as religion and language. However, people in the west of Britain retained their Celtic culture. Explain the cause, consequence and impact of invasion and settlement in Britain. `covered` `optional` • Significant events or people in the past have caused great change over time. They have influenced how people live today because they have formed countries and boundaries; created buildings and objects that are still used today; helped to improve health, knowledge and understanding through scientific research and discovery and provided inspiration for the way people should live. Describe how a significant event or person in British history changed or influenced how people live today. `covered x 3` `optional x 2`	• Anglo-Saxons and Scots from Ireland invaded Britain to fight and capture land and goods because the Romans had left. Anglo-Saxons also wanted to find farmland after flooding in Scandinavia. They wanted to make new homes and settlements and eventually settled in kingdoms, first across the south-east and eastern England and then across the whole country. These kingdoms later became the counties of Kent, Sussex, Wessex, Middlesex and East Anglia. Explain the cause, consequence and impact of invasion and settlement in Britain. `covered x 3` `optional` • Individual events linked to themes, such as the rise and fall of the monarchy, uprisings and rebellions, great inventions and crime and punishment, all show changes in British life over time. Describe a series of significant events, linked by a common theme, that show changes over time in Britain. `covered` `optional`	Key aspects of British history include the rise, fall and actions of the monarchy; improvements in technology; exploration; disease; the lives of the rich and poor and changes in everyday life. Create an in-depth study of an aspect of British history beyond 1066. Assign	• Significant people, events, discoveries or inventions can affect many people over time. Examples include the invasion of a country; transfer of power; improvements in healthcare; advancements in technologies or exploration. Articulate the significance of a historical person, event, discovery or invention in British history. `covered x 6` `optional x 9` • The British economy grew between the 16th and 19th centuries due to a range of factors including Britain's involvement in the slave trade, the plantation economy in the New World, Colonialism, new inventions and the Industrial Revolution. This growth had far-reaching consequences and changed many aspects of people's lives including the way they worked, travelled and spent their money. Describe the growth of the British economy and the ways in which its growth impacted on British life. `covered`

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	Chronology	• AOL: World Put familiar events in chronological order, using pictures and discussion. covered x 3　optional	• Sequencing words, such as first, next, finally, then and after that, can be used to order information chronologically. Order information on a timeline. covered x 8　optional	• A timeline is a display of events, people or objects in chronological order. A timeline can show different periods of time, from a few years to millions of years. Sequence significant information in chronological order. covered x 10	• Dates and events can be sequenced on a timeline using AD or BC. AD dates become larger the closer they get to the present day. BC dates become larger the further away they get from the present day. The year AD 1 marks the birth of Christ in the Gregorian calendar. Sequence dates and information from several historical periods on a timeline. covered x 5　optional	• Key changes and events of historical periods can be placed on a timeline, such as the dates of changes in leadership, key battles and invasions, achievements, scientific developments and deaths. Sequence significant dates about events within a historical time period on historical timelines. covered x 4　optional	• Different world history civilisations existed before, after and alongside others. For example, the ancient Sumer existed from c4500 BC to c1900 BC and the ancient Egyptians from c3100 BC to 30 BC. Sequence and make connections between periods of world history on a timeline. covered x 2　optional	• Timelines demonstrate the chronology and links between key civilisations, events and significant inventions in world history. Articulate and present a clear, chronological world history narrative within and across historical periods studied. covered x 3　optional x 2