

HISTORY CURRICULUM PROGRESSION OVERVIEW

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Year 3</b>	<p><b>Stone Age / Iron Age/ Bronze Age</b></p> <p>Late Neolithic hunter-gatherers. Early farming.</p> <p><b>Religion</b> - what were early beliefs? Technological advances. Stonehenge - purpose and mystery.</p>	<p><b>Stone Age / Iron Age/ Bronze Age</b></p> <p>Hill forts - Old Sarum &amp; Salisbury. Farming through ages.</p> <p><b>Early settlements and housing.</b> Art and culture. Role of invasion. <b>Disciplinary knowledge</b> -How we know about ancient times?</p> <p><b>End of Unit Assessment - Ordering images and changes.</b></p>		<p><b>Local History - Sandwich</b></p> <p>Rivers &amp; Settlements. <b>Early Settlers &amp; Homes.</b> Romans in Sandwich. <b>How we know about ancient Sandwich.</b></p>	<p><b>Ancient Egypt</b></p> <p>How did poor and rich Egyptians live (houses, lifestyles, cities)? Jobs and roles in society (hierarchy). Needs of Egyptian life and adaptation (Nile etc)</p>	<p><b>Ancient Egypt</b></p> <p>What did the Ancient Egyptians believe? How were Egyptian beliefs different to our own? How did religion affect life in Ancient Egypt (pyramids)? <b>Disciplinary knowledge</b> - how do we know about ancient Egypt - Tutankhamun</p> <p><b>End of unit assessment - Decoding an image for clues on afterlife belief.</b></p>
	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>	<b>Term 5</b>	<b>Term 6</b>
<b>Year 4</b>	<p><b>Ancient Greece</b></p> <p>Who were the Ancient Greeks? <b>Disciplinary knowledge</b> - what do artefacts tell us about life and living? Homes and jobs. <b>Greek architecture</b> and cities. What did the Greeks believe (<b>Gods and practices</b>).</p>	<p><b>Ancient Greece</b></p> <p>Greek language and our language. How were the ancient Greeks governed - compare with modern government (<b>democracy</b>). <b>Invasion - Athenians and Persia.</b> Greek legacy (including Olympic Games)</p> <p><b>Assessment Unit - How did Athens defeat Persia?</b></p>		<p><b>Local History - Canterbury</b></p> <p>Early Settlers. Roman settlements in Canterbury. <b>Disciplinary knowledge</b> - how do we know about early Canterbury? Advent of religion (St. Augustine). Who was Thomas Beckett?</p>	<p><b>Ancient Rome</b></p> <p><b>Invasion and impact</b> - why did the Romans invade Britain? Boudicca and resistance. <b>Disciplinary knowledge</b> - How do we know about life in Roman Britain? What were Roman homes like in Britain? Roman influence on British life.</p>	<p><b>Ancient Rome</b></p> <p>Roman architecture. Roman inventions and influence. <b>What did the Romans believe and how did this compare with Britons?</b></p> <p><b>End of Unit assessment</b> - either Debate whether Roman invasion had a positive or negative effect on Britain OR Images of Boudicca and what they tell us about her.</p>
	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>	<b>Term 5</b>	<b>Term 6</b>
<b>Year 5</b>	<p><b>Anglo Saxons</b></p> <p>Who were Anglo Saxons? Why did they settle in Britain?</p>	<p><b>Anglo Saxons</b></p> <p><b>Anglo Saxon beliefs.</b> Conversion to Christianity.</p>		<p><b>Local History - Sandwich</b></p> <p>Recap Romans in Sandwich. Cinque Ports &amp; Trade.</p>	<p><b>Vikings</b></p> <p><b>Invasion</b> - How did the Vikings try to take over Britain and why?</p>	<p><b>Vikings</b></p> <p><b>Viking beliefs and religion.</b></p>

## HISTORY CURRICULUM PROGRESSION OVERVIEW

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	<p>Life in an Anglo Saxon village (homes, jobs etc)  <b>Anglo Saxon rule and laws.</b>                      Alfred the Great.</p>	<p>Disciplinary knowledge - what does Sutton Hoo tell us?</p>		<p>Importance of Settlers (e.g Huguenots).  <b>Disciplinary knowledge - knowing about the past.</b></p>	<p><b>Viking settlements and homes (compare with Anglo Saxons)</b>  <b>How was Viking society organised and governed?</b>                      Disciplinary knowledge - how have recent excavations changed our view of the Vikings?</p>	<p>Viking conquest across the world.                      Raiders or settlers - how should we remember the Vikings?  <b>End of Unit assessment - comparing two images of Viking life.</b></p>
<b>Year 6</b>	<p style="text-align: center;"><b>Ancient Maya c.900</b></p> <p>Where the Maya lived.  <b>Settlements, homes and architecture.</b>                      Art / Culture  <b>Lifestyles and jobs (hierarchy).</b>  <b>Disciplinary knowledge - how we know about the Maya and what artefacts tell us.</b></p>	<p style="text-align: center;"><b>Ancient Maya c.900</b></p> <p><b>Maya religious practices.</b>                      Maya gods.                      Downfall of the Maya and invasion.    <b>End of unit assessment - Maya lifestyle and practices in Pictures.</b></p>		<p style="text-align: center;"><b>Local History - Canterbury</b></p> <p>Recap Beckett.  <b>Religious growth</b> and the cathedral.                      Pilgrimage.                      Role of cathedral across history to modern age.                      Beckett's death - responsibility investigation.</p>	<p style="text-align: center;"><b>World War 2</b></p> <p><b>Invasion - Why did war break out?</b>                      What impact did war have on Britain initially:                      Rationing                      Evacuation - positive or negative?  <b>What was the role of women and the old in society?</b>  <b>Housing and lifestyle.</b></p>	<p style="text-align: center;"><b>World War 2</b></p> <p>Life in the Blitz.  <b>Disciplinary knowledge - how do we know about the Blitz and people's experiences?</b>                        Dunkirk and evacuation - local history (Dover castle)                        D-Day and the end of war - impact.    <b>End of Unit assessment - decoding a picture for historical detail.</b></p>

**Note – All Units will also involve developing a dynamic timeline.**

**Items in bold denote recurring concepts and themes which have a progressive nature and can be referred back to for prior learning.**