

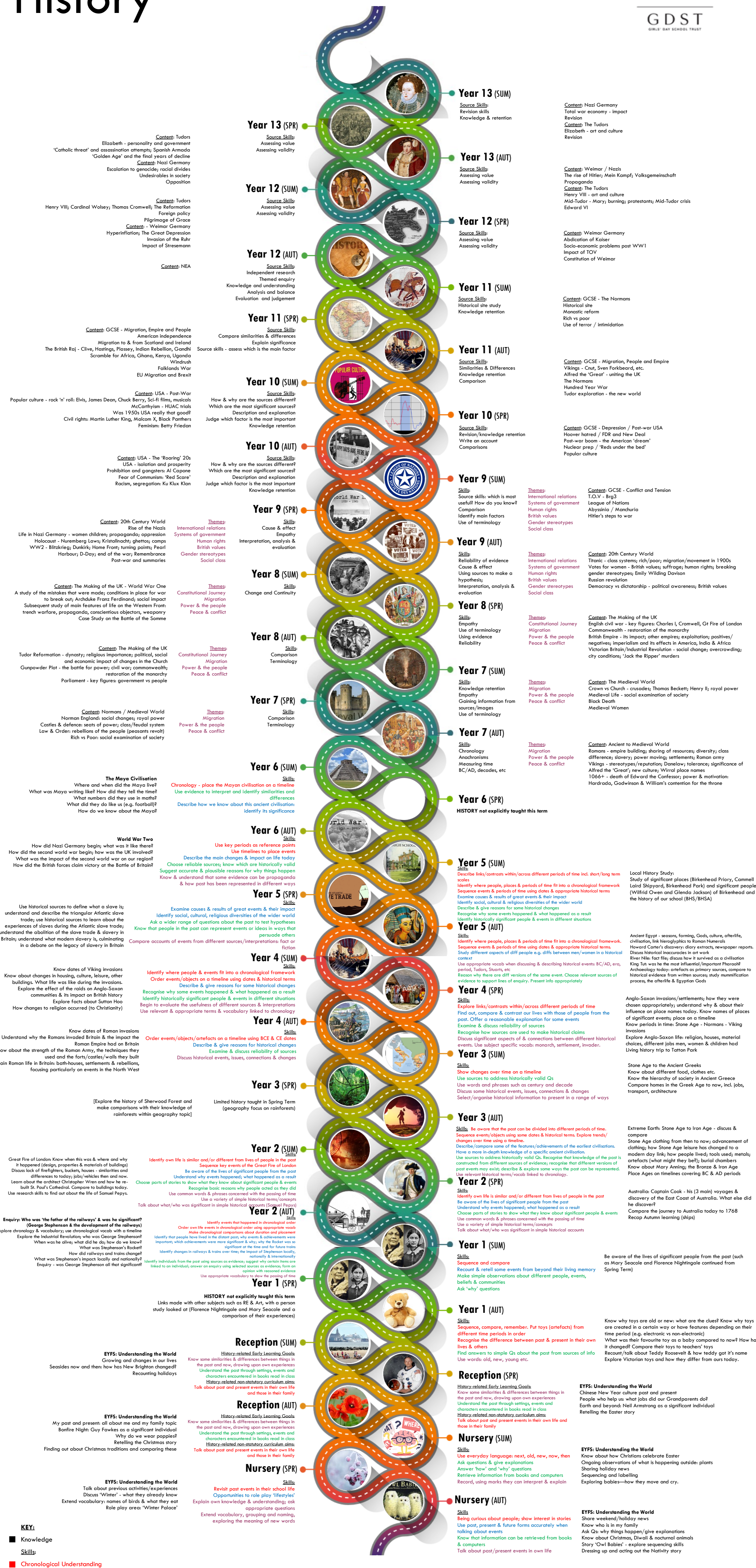
CURRICULUM ROADMAP - Nursery to Year 13

History



BIRKENHEAD
HIGH SCHOOL ACADEMY

GDST
GIRLS' DAY SCHOOL TRUST



- KEY:**
- Knowledge
 - Skills
 - Chronological Understanding
 - Events/People/Changes
 - Interpretation/Enquiry/Using Sources
 - Communication/Vocabulary

Year 13 (SPR)

Source Skills:
Assessing value
Assessing validity

Content: Tudors
Elizabeth - personality and government
'Catholic threat' and assassination attempts; Spanish Armada
'Golden Age' and the final years of decline
Content: Nazi Germany
Escalation to genocide; racial divides
Undesirables in society
Opposition

Year 13 (SUM)

Source Skills:
Revision skills
Knowledge & retention

Content: Nazi Germany
Total war economy - impact
Revision
Content: The Tudors
Elizabeth - art and culture
Revision

Year 12 (SUM)

Source Skills:
Assessing value
Assessing validity

Content: Tudors
Henry VIII; Cardinal Wolsey; Thomas Cromwell; The Reformation
Foreign policy
Pilgrimage of Grace
Content: - Weimar Germany
Hyperinflation; The Great Depression
Invasion of the Ruhr
Impact of Stresemann

Year 13 (AUT)

Source Skills:
Assessing value
Assessing validity

Content: Weimar / Nazis
The rise of Hitler; Mein Kampf; Volksgemeinschaft
Content: The Tudors
Henry VIII - art and culture
Mid-Tudor - Mary; burning protestants; Mid-Tudor crisis
Edward VI

Year 12 (SPR)

Source Skills:
Assessing value
Assessing validity

Content: NEA

Year 12 (SUM)

Source Skills:
Assessing value
Assessing validity

Content: Weimar Germany
Abdication of Kaiser
Socio-economic problems post WW1
Impact of TOV
Constitution of Weimar

Year 11 (SUM)

Source Skills:
Independent research
Themed enquiry
Knowledge and understanding
Analysis and balance
Evaluation and judgement

Year 11 (SUM)

Source Skills:
Historical site study
Knowledge retention

Content: GCSE - The Normans
Historical site
Monastic reform
Rich vs poor
Use of terror / intimidation

Year 11 (SPR)

Source Skills:
Compare similarities & differences
Explain significance
Source skills - assess which is the main factor

Year 11 (AUT)

Source Skills:
Similarities & Differences
Knowledge retention
Comparison

Content: GCSE - Migration, People and Empire
Vikings - Cnut, Sven Forkbeard, etc.
Alfred the 'Great' - uniting the UK
The Normans
Hundred Year War
Tudor exploration - the new world

Year 10 (SUM)

Source Skills:
How & why are the sources different?
Which are the most significant sources?
Description and explanation
Judge which factor is the most important
Knowledge retention

Year 10 (SPR)

Source Skills:
Revision/knowledge retention
Write an account
Comparisons

Content: GCSE - Depression / Post-war USA
Hoover hatred / FDR and New Deal
Post-war boom - the American 'dream'
Nuclear prep / 'Reds under the bed'
Popular culture

Year 10 (AUT)

Source Skills:
How & why are the sources different?
Which are the most significant sources?
Description and explanation
Judge which factor is the most important
Knowledge retention

Year 10 (SUM)

Source Skills:
How & why are the sources different?
Which are the most significant sources?
Description and explanation
Judge which factor is the most important
Knowledge retention

Year 9 (SPR)

Source Skills:
Cause & effect
Empathy
Interpretation, analysis & evaluation

Year 9 (SUM)

Skills:
Source skills: which is most useful? How do you know?
Comparison
Identify main factors
Use of terminology

Themes:
International relations
Systems of government
Human rights
British values
Gender stereotypes
Social class

Content: GCSE - Conflict and Tension
T.O.V. - Brg3
League of Nations
Abyssinia / Manchuria
Hitler's steps to war

Year 9 (AUT)

Skills:
Reliability of evidence
Cause & effect
Using sources to make a hypothesis;
Interpretation, analysis & evaluation

Themes:
International relations
Systems of government
Human rights
British values
Gender stereotypes
Social class

Content: 20th Century World
Tranric - class systems; rich/poor; migration/movement in 1900s
Votes for women - British values; suffrage; human rights; breaking gender stereotypes; Emily Wilding Davison
Russian revolution
Democracy vs dictatorship - political awareness; British values

Year 8 (SUM)

Skills:
Change and Continuity

Themes:
Constitutional Journey
Migration
Power & the people
Peace & conflict

Year 8 (SPR)

Skills:
Empathy
Use of terminology
Using evidence
Reliability

Themes:
Constitutional Journey
Migration
Power & the people
Peace & conflict

Content: The Making of the UK
English civil war - key figures: Charles I, Cromwell, Gt Fire of London
Commonwealth - restoration of the monarchy
British Empire - its impact; other empires; exploitation; positives/negatives; imperialism and its effects in America, India & Africa
Victorian Britain/Industrial Revolution - social change; overcrowding; city conditions; 'Jack the Ripper' murders

Year 8 (AUT)

Skills:
Comparison
Terminology

Themes:
Constitutional Journey
Migration
Power & the people
Peace & conflict

Year 8 (SUM)

Skills:
Knowledge retention
Empathy
Gaining information from sources/images
Use of terminology

Themes:
Migration
Power & the people
Peace & conflict

Content: The Medieval World
Crown vs Church - crusades; Thomas Becket; Henry II; royal power
Medieval Life - social examination of society
Black Death
Medieval Women

Year 7 (SPR)

Skills:
Migration
Power & the people
Peace & conflict

Year 7 (AUT)

Skills:
Chronology
Anachronisms
Measuring time
BC/AD, decades, etc

Themes:
Power & the people
Peace & conflict

Content: Ancient to Medieval World
Romans - empire building; sharing of resources; diversity; class difference; slavery; power moving; settlements; Roman army
Vikings - stereotypes/reputation; Danelaw; tolerance; significance of Alfred the 'Great'; new culture; Wyrral place names
1066+ - death of Edward the Confessor; power & motivation:
Hardrada, Godwinson & William's contention for the throne

Year 6 (SUM)

Skills:
Chronology - place the Mayan civilisation on a timeline
Use evidence to interpret and identify similarities and differences
Describe how we know about this ancient civilisation; identify its significance

Year 6 (SPR)

Skills:
Identify where people, places & periods of time fit into a chronological framework.
Sequence events & periods of time using dates & appropriate historical terms.
Study different aspects of diff people e.g. diff between men/women in a historical context
Use appropriate vocab when discussing & describing historical events: BC/AD, era, period, Tudors, Stuarts, etc
Reason why there are diff versions of the same event. Choose relevant sources of evidence to support lines of enquiry. Present info appropriately

Content: HISTORY not explicitly taught this term

Year 6 (AUT)

Skills:
Use key periods as reference points
Use timelines to place events
Describe the main changes & impact on life today
Choose reliable sources; know which are historically valid
Suggest accurate & plausible reasons for why things happen
Know & understand that some evidence can be propaganda & how past has been represented in different ways

Year 6 (SUM)

Skills:
Identify where people, places & periods of time fit into a chronological framework.
Sequence events & periods of time using dates & appropriate historical terms.
Examine causes & results of great events & their impact
Describe & give reasons for some historical changes
Recognise why some events happened & what happened as a result
Identify historically significant people & events in different situations

Local History Study:
Study of significant places (Birkenhead Priory, Cammell Laird Shipyard, Birkenhead Park) and significant people (Wilfrid Owen and Glenda Jackson) of Birkenhead and the history of our school (BHS/BHSA)

Year 5 (SPR)

Skills:
Examine causes & results of great events & their impact
Identify social, cultural, religious diversities of the wider world
Ask a wider range of questions about the past to test hypothesis
Know that people in the past can represent events or ideas in ways that persuade others

Compare accounts of events from different sources/interpretations: fact or fiction

Year 5 (AUT)

Skills:
Identify where people, places & periods of time fit into a chronological framework.
Sequence events & periods of time using dates & appropriate historical terms.
Study different aspects of diff people e.g. diff between men/women in a historical context
Use appropriate vocab when discussing & describing historical events: BC/AD, era, period, Tudors, Stuarts, etc
Reason why there are diff versions of the same event. Choose relevant sources of evidence to support lines of enquiry. Present info appropriately

Content: Ancient Egypt - seasons, farming, Gods, culture, afterlife, civilisation, link hieroglyphics to Roman Numerals
Howard Carter's discovery; diary extracts, newspaper reports.
Discuss historical inaccuracies in art work
River Nile; fact file; discuss how it survived as a civilisation
King Tut was he the most influential/important Pharaoh?
Archaeology today: artefacts as primary sources; compare to historical evidence from written sources; study mummification process, the afterlife & Egyptian Gods

Year 5 (SUM)

Skills:
Identify where people & events fit into a chronological framework
Order events/objects/artefacts on a timeline using BCE & CE dates
Describe & give reasons for historical changes
Examine & discuss reliability of sources
Discuss historical events, issues, connections & changes

Year 5 (SPR)

Skills:
Explore links/contrasts within/across different periods of time
Find out, compare & contrast our lives with those of people from the past. Offer a reasonable explanation for some events
Examine & discuss reliability of sources
Recognise how sources are used to make historical claims
Discuss significant aspects of & connections between different historical events
Use subject specific vocab: monarch, settlement, invader.

Content: Anglo-Saxon invasions/settlements; how they were chosen appropriately; understand why & about their influence on place names today. Know names of places of significant events; place on a timeline
Know periods in time: Stone Age - Normans - Viking invasions
Explore Anglo-Saxon life: religion, houses, material choices, different jobs men, women & children had
Living history trip to Tatton Park

Year 4 (SUM)

Skills:
Identify where people & events fit into a chronological framework
Order events/objects/artefacts on a timeline using BCE & CE dates
Describe & give reasons for historical changes
Examine & discuss reliability of sources
Discuss historical events, issues, connections & changes

Year 4 (AUT)

Skills:
Sequence and compare
Recount & retell some events from beyond their living memory
Make simple observations about different people, events, buildings & communities
Ask 'why' questions

Content: Stone Age to the Ancient Greeks
Know about different food, clothes etc.
Know the hierarchy of society in Ancient Greece
Compare homes in the Greek Age to now, incl. jobs, transport, architecture

Year 4 (SPR)

Skills:
Identify where people & events fit into a chronological framework
Order events/objects/artefacts on a timeline using BCE & CE dates
Describe & give reasons for historical changes
Examine & discuss reliability of sources
Discuss historical events, issues, connections & changes

Year 4 (SUM)

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Ask 'why' questions

Content: Stone Age to the Ancient Greeks
Know about different food, clothes etc.
Know the hierarchy of society in Ancient Greece
Compare homes in the Greek Age to now, incl. jobs, transport, architecture

Year 3 (SUM)

Skills:
Sequence and compare
Recount & retell some events from beyond their living memory
Make simple observations about different people, events, buildings & communities
Ask 'why' questions

Year 3 (SPR)

Skills:
Sequence and compare
Recount & retell some events from beyond their living memory
Make simple observations about different people, events, buildings & communities
Ask 'why' questions

Content: Stone Age to the Ancient Greeks
Know about different food, clothes etc.
Know the hierarchy of society in Ancient Greece
Compare homes in the Greek Age to now, incl. jobs, transport, architecture

Year 3 (AUT)

Skills:
Sequence and compare
Recount & retell some events from beyond their living memory
Make simple observations about different people, events, buildings & communities
Ask 'why' questions

Year 3 (SUM)

Skills:
Sequence and compare
Recount & retell some events from beyond their living memory
Make simple observations about different people, events, buildings & communities
Ask 'why' questions

Content: Stone Age to the Ancient Greeks
Know about different food, clothes etc.
Know the hierarchy of society in Ancient Greece
Compare homes in the Greek Age to now, incl. jobs, transport, architecture

Year 2 (SUM)

Skills:
Sequence and compare
Recount & retell some events from beyond their living memory
Make simple observations about different people, events, buildings & communities
Ask 'why' questions

Year 2 (SPR)

Skills:
Sequence and compare
Recount & retell some events from beyond their living memory
Make simple observations about different people, events, buildings & communities
Ask 'why' questions

Content: Stone Age to the Ancient Greeks
Know about different food, clothes etc.
Know the hierarchy of society in Ancient Greece
Compare homes in the Greek Age to now, incl. jobs, transport, architecture

Year 2 (AUT)

Skills:
Sequence and compare
Recount & retell some events from beyond their living memory
Make simple observations about different people, events, buildings & communities
Ask 'why' questions

Year 2 (SUM)

Skills:
Sequence and compare
Recount & retell some events from beyond their living memory
Make simple observations about different people, events, buildings & communities
Ask 'why' questions

Content: Stone Age to the Ancient Greeks
Know about different food, clothes etc.
Know the hierarchy of society in Ancient Greece
Compare homes in the Greek Age to now, incl. jobs, transport, architecture

Year 1 (SUM)

Skills:
Sequence and compare
Recount & retell some events from beyond their living memory
Make simple observations about different people, events, buildings & communities
Ask 'why' questions

Year 1 (SPR)

Skills:
Sequence and compare
Recount & retell some events from beyond their living memory
Make simple observations about different people, events, buildings & communities
Ask 'why' questions

Content: Stone Age to the Ancient Greeks
Know about different food, clothes etc.
Know the hierarchy of society in Ancient Greece
Compare homes in the Greek Age to now, incl. jobs, transport, architecture

Year 1 (AUT)

Skills:
Sequence and compare
Recount & retell some events from beyond their living memory
Make simple observations about different people, events, buildings & communities
Ask 'why' questions

Year 1 (SUM)

Skills:
Sequence and compare
Recount & retell some events from beyond their living memory
Make simple observations about different people, events, buildings & communities
Ask 'why' questions

Content: Stone Age to the Ancient Greeks
Know about different food, clothes etc.
Know the hierarchy of society in Ancient Greece
Compare homes in the Greek Age to now, incl. jobs, transport, architecture

Reception (SUM)

Skills:
Sequence and compare
Recount & retell some events from beyond their living memory
Make simple observations about different people, events, buildings & communities
Ask 'why' questions

Reception (SPR)

Skills:
Sequence and compare
Recount & retell some events from beyond their living memory
Make simple observations about different people, events, buildings & communities
Ask 'why' questions

Content: Stone Age to the Ancient Greeks
Know about different food, clothes etc.
Know the hierarchy of society in Ancient Greece
Compare homes in the Greek Age to now, incl. jobs, transport, architecture

Reception (AUT)

Skills:
Sequence and compare
Recount & retell some events from beyond their living memory
Make simple observations about different people, events, buildings & communities
Ask 'why' questions

Reception (SUM)

Skills:
Sequence and compare
Recount & retell some events from beyond their living memory
Make simple observations about different people, events, buildings & communities
Ask 'why' questions

Content: Stone Age to the Ancient Greeks
Know about different food, clothes etc.
Know the hierarchy of society in Ancient Greece
Compare homes in the Greek Age to now, incl. jobs, transport, architecture

Nursery (SPR)

Skills:
Sequence and compare
Recount & retell some events from beyond their living memory
Make simple observations about different people, events, buildings & communities
Ask 'why' questions

Nursery (SUM)

Skills:
Sequence and compare
Recount & retell some events from beyond their living memory
Make simple observations about different people, events, buildings & communities
Ask 'why' questions

Content: Stone Age to the Ancient Greeks
Know about different food, clothes etc.
Know the hierarchy of society in Ancient Greece
Compare homes in the Greek Age to now, incl. jobs, transport, architecture

Nursery (AUT)

Skills:
Sequence and compare
Recount & retell some events from beyond their living memory
Make simple observations about different people, events, buildings & communities
Ask 'why' questions

Nursery (SUM)

Skills:
Sequence and compare
Recount & retell some events from beyond their living memory
Make simple observations about different people, events, buildings & communities
Ask 'why' questions

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Reception (SUM)

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Sequence and compare
Recount & retell some events from beyond their living memory
Make simple observations about different people, events, buildings & communities
Ask 'why' questions

Content: Stone Age to the Ancient Greeks
Know about different food, clothes etc.
Know the hierarchy of society in Ancient Greece
Compare homes in the Greek Age to now, incl. jobs, transport, architecture

Year 13 (SUM)

Source Skills:
Revision skills
Knowledge & retention

Content: Nazi Germany
Total war economy - impact
Revision
Content: The Tudors
Elizabeth - art and culture
Revision

Year 13 (AUT)

Source Skills:
Assessing value
Assessing validity

Content: Weimar / Nazis
The rise of Hitler; Mein Kampf; Volksgemeinschaft
Content: The Tudors
Henry VIII - art and culture
Mid-Tudor - Mary; burning protestants; Mid-Tudor crisis
Edward VI

Year 12 (SUM)

Source Skills:
Assessing value
Assessing validity

Content: NEA

Year 12 (SPR)

Source Skills:
Assessing value
Assessing validity

Content: Weimar Germany
Abdication of Kaiser
Socio-economic problems post WW1
Impact of TOV
Constitution of Weimar

Year 11 (SUM)

Source Skills:
Historical site study
Knowledge retention

Content: GCSE - The Normans
Historical site
Monastic reform
Rich vs poor
Use of terror / intimidation

Year 11 (AUT)

Source Skills:
Similarities & Differences
Knowledge retention
Comparison

Content: GCSE - Migration, People and Empire
Vikings - Cnut, Sven Forkbeard, etc.
Alfred the 'Great' - uniting the UK
The Normans
Hundred Year War
Tudor exploration - the new world

Year 10 (SUM)

Source Skills:
How & why are the sources different?
Which are the most significant sources?
Description and explanation
Judge which factor is the most important
Knowledge retention

Year 10 (SPR)

Source Skills:
Revision/knowledge retention
Write an account
Comparisons

Content: GCSE - Depression / Post-war USA
Hoover hatred / FDR and New Deal
Post-war boom - the American 'dream'
Nuclear prep / 'Reds under the bed'
Popular culture

Year 10 (AUT)

Source Skills:
How & why are the sources different?
Which are the most significant sources?
Description and explanation
Judge which factor is the most important
Knowledge retention

Year 9 (SUM)

Skills:
Source skills: which is most useful? How do you know?
Comparison
Identify main factors
Use of terminology

Themes:
International relations
Systems of government
Human rights
British values
Gender stereotypes
Social class

Content: GCSE - Conflict and Tension
T.O.V. - Brg3
League of Nations
Abyssinia / Manchuria
Hitler's steps to war

Year 9 (AUT)

Skills:
Reliability of evidence
Cause & effect
Using sources to make a hypothesis;
Interpretation, analysis & evaluation

Themes:
International relations
Systems of government
Human rights
British values
Gender stereotypes
Social class

Content: 20th Century World
Tranric - class systems; rich/poor; migration/movement in 1900s
Votes for women - British values; suffrage; human rights; breaking gender stereotypes; Emily Wilding Davison
Russian revolution
Democracy vs dictatorship - political awareness; British values

Year 8 (SUM)

Skills:
Change and Continuity

Themes:
Constitutional Journey
Migration
Power & the people
Peace & conflict

Year 8 (SPR)

Skills:
Empathy
Use of terminology
Using evidence
Reliability

Themes:
Constitutional Journey
Migration
Power & the people
Peace & conflict

Content: The Making of the UK
English civil war - key figures: Charles I, Cromwell, Gt Fire of London
Commonwealth - restoration of the monarchy
British Empire - its impact; other empires; exploitation; positives/negatives; imperialism and its effects in America, India & Africa
Victorian Britain/Industrial Revolution - social change; overcrowding; city conditions; 'Jack the Ripper' murders

Year 8 (AUT)

Skills:
Comparison
Terminology

Themes:
Constitutional Journey
Migration
Power & the people
Peace & conflict

Year 7 (SUM)

Skills:
Knowledge retention
Empathy
Gaining information from sources/images
Use of terminology

Themes:
Migration
Power & the people
Peace & conflict

Content: The Medieval World
Crown vs Church - crusades; Thomas Becket; Henry II; royal power
Medieval Life - social examination of society
Black Death
Medieval Women

Year 7 (AUT)

Skills:
Chronology
Anachronisms
Measuring time
BC/AD, decades, etc

Themes:
Power & the people
Peace & conflict

Content: Ancient to Medieval World
Romans - empire building; sharing of resources; diversity; class difference; slavery; power moving; settlements; Roman army
Vikings - stereotypes/reputation; Danelaw; tolerance; significance of Alfred the 'Great'; new culture; Wyrral place names
1066+ - death of Edward the Confessor; power & motivation:
Hardrada, Godwinson & William's contention for the throne

Year 6 (SUM)

Skills:
Chronology - place the Mayan civilisation on a timeline
Use evidence to interpret and identify similarities and differences
Describe how we know about this ancient civilisation; identify its significance

Year 6 (SPR)

Skills:
Identify where people, places & periods of time fit into a chronological framework.
Sequence events & periods of time using dates & appropriate historical terms.
Study different aspects of diff people e.g. diff between men/women in a historical context
Use appropriate vocab when discussing & describing historical events: BC/AD, era, period, Tudors, Stuarts, etc
Reason why there are diff versions of the same event. Choose relevant sources of evidence to support lines of enquiry. Present info appropriately

Content: HISTORY not explicitly taught this term

Year 6 (AUT)

Skills:
Use key periods as reference points
Use timelines to place events
Describe the main changes & impact on life today
Choose reliable sources; know which are historically valid
Suggest accurate & plausible reasons for why things happen
Know & understand that some evidence can be propaganda & how past has been represented in different ways

Year 5 (SUM)

Skills:
Identify where people, places & periods of time fit into a chronological framework.
Sequence events & periods of time using dates & appropriate historical terms.
Examine causes & results of great events & their impact
Describe & give reasons for some historical changes
Recognise why some events happened & what happened as a result
Identify historically significant people & events in different situations

Local History Study:
Study of significant places (Birkenhead Priory, Cammell Laird Shipyard, Birkenhead Park) and significant people (Wilfrid Owen and Glenda Jackson) of Birkenhead and the history of our school (BHS/BHSA)

Year 5 (SPR)

Skills:
Examine causes & results of great events & their impact
Identify social, cultural, religious diversities of the wider world
Ask a wider range of questions about the past to test hypothesis
Know that people in the past can represent events or ideas in ways that persuade others

Compare accounts of events from different sources/interpretations: fact or fiction

Year 5 (AUT)

Skills:
Identify where people, places & periods of time fit into a chronological framework.
Sequence events & periods of time using dates & appropriate historical terms.
Study different aspects of diff people e.g. diff between men/women in a historical context
Use appropriate vocab when discussing & describing historical events: BC/AD, era, period, Tudors, Stuarts, etc
Reason why there are diff versions of the same event. Choose relevant sources of evidence to support lines of enquiry. Present info appropriately

Content: Ancient Egypt - seasons, farming, Gods, culture, afterlife, civilisation, link hieroglyphics to Roman Numerals
Howard Carter's discovery; diary extracts, newspaper reports.
Discuss historical inaccuracies in art work
River Nile; fact file; discuss how it survived as a civilisation
King Tut was he the most influential/important Pharaoh?
Archaeology today: artefacts as primary sources; compare to historical evidence from written sources; study mummification process, the afterlife & Egyptian Gods

Year 4 (SUM)

Skills:
Identify where people & events fit into a chronological framework
Order events/objects/artefacts on a timeline using BCE & CE dates
Describe & give reasons for historical changes
Examine & discuss reliability of sources
Discuss historical events, issues, connections & changes

Year 4 (SPR)

Skills:
Explore links/contrasts within/across different periods of time
Find out, compare & contrast our lives with those of people from the past. Offer a reasonable explanation for some events
Examine & discuss reliability of sources
Recognise how sources are used to make historical claims
Discuss significant aspects of & connections between different historical events
Use subject specific vocab: monarch, settlement, invader.

Content: Anglo-Saxon invasions/settlements; how they were chosen appropriately; understand why & about their influence on place names today. Know names of places of significant events; place on a timeline
Know periods in time: Stone Age - Normans - Viking invasions
Explore Anglo-Saxon life: religion, houses, material choices, different jobs men, women & children had
Living history trip to Tatton Park

Year 4 (AUT)

Skills:
Sequence and compare
Rec