



Bradwell Village School

History Framework



Autumn			
Year Three	Year Four	Year Five	Year Six
<u>A NON-EUROPEAN SOCIETY THAT PROVIDES CONTRASTS WITH BRITISH HISTORY - MAYAN CIVILIZATION</u>	<u>* CROSS CURRICULAR HISTORY</u>	<u>* BRITAINS SETTLEMENT BY ANGLO-SAXONS AND SCOTS</u> <u>*THE VIKING AND ANGLO-SAXON STRUGGLE FOR THE KINGDOM OF ENGLAND TO EDWARD THE CONFESSOR</u>	<u>*A NON-EUROPEAN SOCIETY THAT PROVIDES CONTRASTS WITH BRITISH HISTORY</u>
<p>To know who first discovered chocolate.</p> <p>To know who Montezuma is and why they are important.</p> <p>To understand how chocolate came to Europe.</p> <p>To find out why cocoa beans were important for trade.</p> <p>To understand what a timeline is.</p> <p>To place the time studied on a timeline.</p>	<p>To sequence volcanic eruptions in chronological order.</p> <p>To name the century and dates of significant natural disasters from the past.</p> <p>To understand how to research an historical event – the eruption of Mt Vesuvius.</p> <p>To select and record information</p>	<p>To know the main causes of the fall of the Roman Empire.</p> <p>To understand why the Romans left Britain.</p> <p>To know why the Scots invaded from Ireland to Northern Britain.</p> <p>To know how, where and why the Anglo Saxons invaded.</p> <p>To know where and why Anglo Saxons settled.</p> <p>To understand where and why the Anglo Saxons settled.</p> <p>To understand Anglo Saxon village life and laws.</p> <p>To use secondary sources to learn about Anglo Saxon discoveries.</p> <p>To deduce information from different sources to find out what life was like during the time studied.</p> <p>To know the significance of Alfred the Great.</p> <p>To understand why Edward the Confessor was important.</p> <p>To know where and why the Vikings raided.</p> <p>To understand the events that happened at Lindisfarne and the impact on people at the time.</p> <p>To know the legacy left behind by the Vikings.</p> <p>To know when Britain became a unified country.</p>	<p>To locate the ancient Kingdom of Benin on a modern map (integrate) - change to (To know where and how Ancient Benin began and to look at the reasons why was so successful.)</p> <p>To place the ancient Kingdom of Benin on a timeline alongside other key events in African history</p> <p>To create a map of the ancient Kingdom of Benin</p> <p>To deduce information from different sources to find out what daily life was like during the time studied and compare it to modern day.</p> <p>To investigate the religious beliefs and festivals of the Benin people.</p> <p>To understand and record the decline of the ancient Kingdom of Benin.</p>

Spring			
Year Three	Year Four	Year Five	Year Six
<u>*ANCIENT GREECE</u> To find Athens and Sparta on a map. To know how people lived in Athens. To know how people lived in Sparta. To know how Athens was governed. To know how Sparta was governed. To know who was involved in the Persian Wars. To identify the reasons behind the Persian Wars. To know the impact of the Persian Wars on Greece. To know how the Olympic Games began. To know who Alexander the Great was. To use a range of sources to find out about the life of Alexander the Great. To study archaeology to find out how people lived in Ancient Greece.	<u>* CROSS CURRICULAR HISTORY</u> To compare and contrast different ways of recording the past through art. To understand historical events from primary and secondary sources including artefacts. To record to present using a range of sources. To sequence artefacts using the evidence presented		<u>* CROSS CURRICULAR HISTORY</u> To order and compare previous beliefs about the Earth, Moon and Sun to present day including Galileo and his findings. To identify different reasons for space exploration. To place key events about astronomy and space on a timeline. To investigate the first moon landing using a range of primary and secondary sources.

Summer			
Year Three	Year Four	Year Five	Year Six
<p><u>*CHANGES IN BRITAIN FROM THE STONE AGE TO THE IRON AGE</u></p> <p>To research the past using fossils and know that they can tell us about our past To explore how people lived during the Stone Age. To explore how people lived during the Bronze Age To explore how people lived during the Iron Age. To know about the survival skills of our ancestors To find out about prehistoric hunters To know the similarities and differences between the Bronze Age and Iron Age To know why people settled near rivers To know about a river valley civilisation To know how Britain changed from the Stone Age to the Iron Age</p>	<p><u>*THE ROMAN EMPIRE AND IT'S IMPACT ON BRITAIN</u> <u>*LOCAL HISTORY STUDY THE ROMANS IN MK</u></p> <p>To know where and how Ancient Rome began. To look at the reasons why the Roman Empire was so successful. To know the difference between an empire and a republic including what an emperor is. To look at how far the Roman Empire spread. To know some of the reasons that Rome conquered other countries. To look at the differences between life in Britain before and after the Roman invasion. To understand the different aspects of family and school life in Roman Britain. To explain the cause and effect of the fall of the Roman Empire. To recognise and use primary and secondary sources. To identify aspects within our local area that are Roman. To know the legacy left behind by the Romans specifically in the local area.</p>	<p><u>*EARLY CIVILISATIONS</u></p> <p>To investigate the importance of rivers to ancient civilisations (move to GEOGRAPHY) To understand the home life of Ancient Egyptians To understand the work life of Ancient Egyptians (school and farming) To know the importance of the Rosetta Stone To know how to write in Ancient Egyptian hieroglyphics To know who discovered Tutankhamun's tomb and why they were there To investigate the discovery of Tutankhamun's tomb To know the importance of the discovery of Tutankhamun's tomb To gather information from simple sources about Egyptian life of the rulers To understand the importance of the pharaoh To investigate Ancient Egyptian Gods and their importance To understand reasons behind Ancient Egyptian burials To understand the mummification process To explore how the pyramids were built</p>	<p><u>*A STUDY OF AN ASPECT IN BRITISH HISTORY THAT EXTENDS PUPILS CHRONOLOGICAL KNOWLEDGE BEYOND 1066</u> <u>* LOCAL HISTORY STUDY WWII IN MK</u></p> <p>To understand the main cause behind WW2. To understand how and why Britain changed during and post war. To identify the key features of post war Britain. To evaluate the historical significance of post war and how it has impacted Britain today. To understand the role Bletchley Park had during WW2. To know who Alan Turing is and why he was important during WW2.</p>