



Who were the Mayans and what have we learnt from them?



Stone Age to 1066- Vikings and Civilisations- Mayans



Were the Vikings always Victorious and Vicious?

Place current study on time line in relation to other studies. Use relevant dates and terms. Sequence up to ten events on a time- line. Link sources and work out how conclusions were arrived. Consider ways of checking the accuracy of interpretations- fact or fiction and opinion. Be aware that different evidence will lead to different conclusions. Recognise primary and secondary sources and use to find out about an aspect of time past. Suggest omissions and the means of finding out. Bring knowledge from several sources together.

What is Fair?

Know how Britain has had a major influence on the world-Focused The slave trade/ Aspartate

Y6



Stone Age to 1066-Anglo Saxons Local Study- Industrial Revolution-Coal



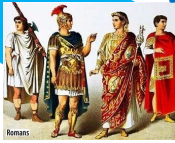
Y5

Place current study on time line in relation to other studies. Know and sequence key events of time studied. Use relevant terms and periods labels. Relate current to previous studies. Make comparisons between different times in history. Compare accounts of events from different sources. Offer some reasons for different versions of events. Fit events into a display sorted by theme time. Use appropriate terms, matching dates to people and events. Record and communicate knowledge in different forms

Who were the Anglo-Saxons and Scots and what did they do for Britain?

How did the industrial revolution change the lives of people in Nottingham?

What was the Barber Walker Company? Why was it Important to Eastwood?



Stone Age to 1066-Romans Ancient Civilisations-Egypt



Why were the Romans so powerful and what did we learn from them?

Place events from period studied on a time line Use terms related to the period and date events. Know the period of current study. Understand complex terms e.g. BCE/AD Use of sources, evaluate effectiveness and use and suggest sources of evidence to build up a picture of a past event. Ask and answer questions such as: What was it like for a.. during? Select data and organise it to answer historical questions.

How can we re-discover the wonders of Ancient Egypt?

Y4



Stone Age to 1066 Ancient Greece



Y3

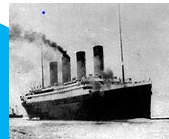
Who first lived in Britain?

Place the time studied on a time line. Use dates. Sequence events or artefacts. Know about different, suggest different sources and evaluate., observing small details. Ask and answer questions: How did people?

What have we learnt from the Ancient Greeks?



What was our town like 100 years ago?



Why did the Titanic sink?

Beyond Living Memory Lives of significant People/Events



Why was Neil Armstrong brave?

Y2



Y1

Which Toy would you choose? Life in the 1960's

Sequence events or objects in chronological order. Organise artefacts by age. Begin to identify different ways to represent the past. Ask and answer questions related to objects and historical sources



Who is Captain Scott?

Within Living Memory Lives of significant People

Who is Guy Fawkes?



Within Living Memory Lives of significant People

F

Know what has happened in their life in the past. Use language related to time such as now, next, today. Order and sequence familiar events. Be curious about people and show interest in stories. Answer 'how' and 'why' questions... Explain own knowledge and ask appropriate questions Know that information can be retrieved from books and computers