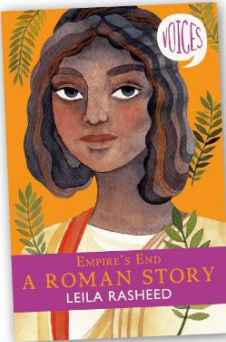
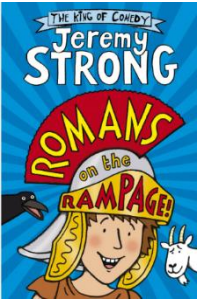




Class 3 History Overview

Year A

Half-term	Curriculum Links	Sticky Knowledge	Significant individuals	Key texts
Autumn 1 	Invasion (Romans) <u>Conflict & Empire</u> - the Roman Empire and its impact on Britain <i>develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</i> <i>Note connections, contrasts and trends over time and develop the appropriate use of historical terms.</i> <i>Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</i>	- Understand where the Roman Empire came from and how Britain became a part of it. - Explore Roman army/the legionary and the life of a soldier. - Know reasons why Boudicca rebelled against the Romans (taxes, property, right to rule, her public flogging).	Romulus and Remus Julius Caesar	 
Vocabulary: legionary, rule, empire, soldier, gladiator, centurion, testudo, formation				

Autumn 2

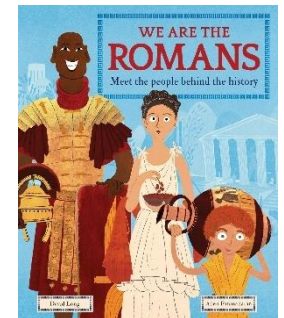


Invasion (Romans) Trade & Transport

- ◆ the Roman Empire and its impact on Britain
- ◆ *develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.*
- ◆ *Note connections, contrasts and trends over time and develop the appropriate use of historical terms.*
- ◆ *Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.*

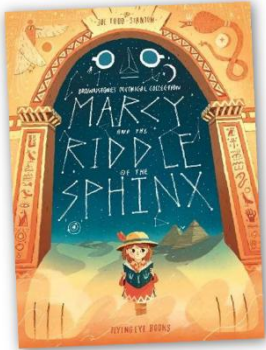
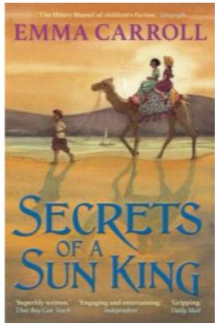
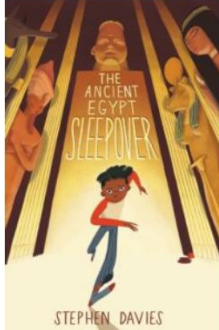
- ◆ Understand why the Romans put so much time and energy into making Roman roads.
- ◆ Know the impact Roman settlement had on life in Britain (towns, plants, animals, Christianity, ways of reading and counting, roads).
- ◆ Hadrian's wall.

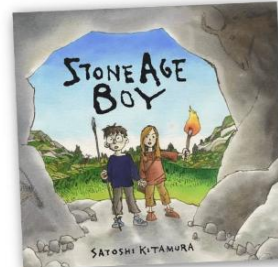
-



Vocabulary: roads, amphitheatre, Colosseum, mosaic, aqueduct, Roman numerals, villa

Year B

Half-term	Curriculum Links	Sticky Knowledge	Significant individuals	Key texts
Autumn 1 	Grand Designers (Egyptians) <u>Beliefs</u> - the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of; Ancient Egypt <i>develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</i> <i>Note connections, contrasts and trends over time and develop the appropriate use of historical terms.</i> <i>Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</i>	- Explain the ritual of mummification. - The Egyptians worshiped many gods and goddesses these could be human or part human part animal. - Ra was the most important god, he was god of the sun and the lord of the other gods. Another important god was Anubis, he was god of the dead and was often seen with a head of a dog.	-	 
Vocabulary: mummification, pharaoh, afterlife, God, ankh				
Autumn 2 	Grand Designers (Egyptians) <u>Achievements & Legacies</u> - the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of; Ancient Egypt <i>develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</i>	- Describe who Tutankhamun was. Tutankhamen was known as the boy king, famous because his tomb was one of the only tombs found with everything in it in 1922 by Howard Carter. - The Egyptians were the first civilization to invent writing. - The River Nile is the life source upon which life in Ancient Egypt flourished. It created (and still creates) banks of fertile soil for the Egyptians to live and farm on.	Tutankhamun	 

	◆ <i>Note connections, contrasts and trends over time and develop the appropriate use of historical terms.</i> ◆ <i>Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</i>			
	Vocabulary: hieroglyphics, River Nile, pyramid, afterlife, tomb, sphinx			
Summer 1 	Captivating Creators (Stone Age, Bronze Age, Iron Age) <u>Settlements</u> ◆ changes in Britain from the Stone Age to the Iron Age ◆ <i>develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</i> ◆ <i>Note connections, contrasts and trends over time and develop the appropriate use of historical terms.</i> ◆ <i>Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</i>	◆ Understand what Skara Brae is and how it helped us find out more about Stone Age settlements. ◆ Understand that life changed over this time and people settled, created better tools and weapons and started farming. ◆ Understand that we have learned a lot about this time from Skara Brae and Stonehenge.		 
	Vocabulary: settlement, flint, roundhouse, smelting, hillfort, hunter-gatherer, prehistoric			

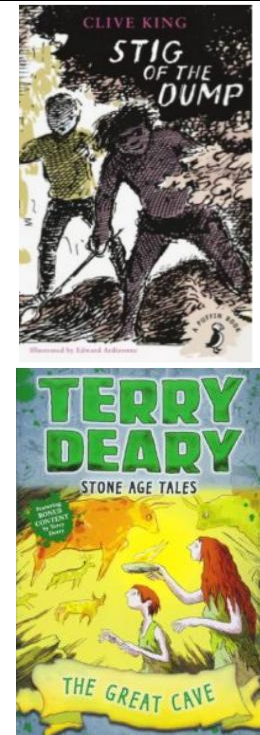
Summer 2



Captivating Creators (Stone Age, Bronze Age, Iron Age) Leadership

- ◆ changes in Britain from the Stone Age to the Iron Age
- ◆ *develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.*
- ◆ *Note connections, contrasts and trends over time and develop the appropriate use of historical terms.*
- ◆ *Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.*

During the Iron Age priests called druids led worship.
Humans were sacrificed as offerings to the gods



Vocabulary: sacrifice, Gods, druids