

In our History lessons, we aim to ensure that both our pupils' substantive and disciplinary knowledge is built upon year on year.

Substantive Knowledge: Knowledge and 'substance' of our curriculum e.g. people, dates, features of something

Disciplinary Knowledge: Skills our children develop about how to interpret the past – how do we know what we know? e.g. changes, continuation, causes, sources.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>EYFS</b>	<p><b>Marvellous Me</b></p> <p>Past and Present: Talking about our families and discussing the differences.</p> <ul style="list-style-type: none"> <li>HR.1 know about and discuss past events in their own life and in the lives of family members</li> <li>HR.2 know some facts about events or people from the past that they recall from stories they have read/heard</li> <li>HR.3 know how to compare and comment on images of familiar situations in the past, particularly in the books they have read/heard</li> <li>HR.4 know the names of people who are</li> </ul>	<p><b>Toys</b></p> <p>Past and Present: Know some similarities and differences between toys in the past and now, drawing on their experiences and what has been read in class.</p> <ul style="list-style-type: none"> <li>HR.2 know some facts about events or people from the past that they recall from stories they have read/heard</li> <li>HR.3 know how to compare and comment on images of familiar situations in the past, particularly in the books they have read/heard</li> <li>HR.4 know the names of people who are familiar to them and can describe their role</li> <li>HR.8 know how to ask simple questions, about</li> </ul>	<p><b>Space and superheroes</b></p> <p>Past and Present: Neil Armstrong and Tim Peakes</p> <ul style="list-style-type: none"> <li>HR.2 know some facts about events or people from the past that they recall from stories they have read/heard</li> <li>HR.6 know about a significant person from the past</li> <li>HR.8 know how to ask simple questions, about images/stories from the past</li> </ul> <p>Explorer, astronaut, moon, space flight, orbit, International Space Station, past, present, mission.</p>	<p><b>Dinosaurs</b></p> <p>Past and Present: Becoming Palaeontologist, Mary Anning. Extinction of dinosaurs.</p> <ul style="list-style-type: none"> <li>HR.2 know some facts about events or people from the past that they recall from stories they have read/heard</li> <li>HR.6 know about a significant person from the past</li> <li>HR.8 know how to ask simple questions, about images/stories from the past</li> </ul> <p>Extinct, prehistoric, fossil, rock, volcano, skeleton, footprints, omnivore, herbivore, carnivore, Mary Anning, Palaeontologist, predator.</p>	<p><b>If you go down to the woods today</b></p> <p>Past and Present: Comparing old and new fairy tales.</p>	<p><b>Food and farming</b></p> <p>Past and Present: Investigating farm vehicles and how they have changed.</p> <p>HR.7 know and discuss past events in the local community</p> <p>HR.8 know how to ask simple questions, about images/stories from the past</p> <p>Season, winter, spring, summer, autumn, soil, crops, wheat, combine</p> <p>harvester, bailer, scarecrow, vegetables, tractor, animals, wheels, hay bale, fields, udder, dairy, milk churn.</p>

	<p>familiar to them and can describe their role</p> <ul style="list-style-type: none"> <li>HR.8 know how to ask simple questions, about images/stories from the past</li> <li>HR.9 know what year we are currently living in</li> <li>HR.11 know the year of their birth</li> <li>HR.12 know words 'older' and 'younger'</li> </ul> <p>Family, mummy, daddy, grandma, grandpa, sister, brother, cousin, aunt, uncle, now, then, past, present, same, different.</p>	<p>images/stories from the past</p> <p>Modern, old, Victorian, new, worn, plastic, metal, paper, wooden, electronic, rich, poor, same, similar, different.</p>				
<p><b>To cover each year:</b></p> <p>HR.9 know what year we are currently living in  HR. 10 know the days of the week  HR.11 know the year of their birth  HR.12 know words 'older' and 'younger'</p>						
<p>KS1 Y1 &amp; 2</p>	<p><b>Extra Year (2022-2023)</b></p>					
<p>KS1 Y1 &amp; 2</p>	<p><b>Me and My School</b>  H1.1 know about changes in living memory (last 100 years)  H1.2 know how chronology reveals aspects of change in national life (e.g. transport, communication, food, school life, music, toys and books)  <ul style="list-style-type: none"> <li>H2.4 know about a significant historical event, person and / or</li> </ul> </p>				<p><b>Seaside and holidays long ago</b>  H1.1 know about changes in living memory (last 100 years)  H1.2 know how chronology reveals aspects of change in national life (e.g. transport, communication, food, school life, music, toys and books)</p> <p>Seaside, beach, coast, harbour, promenade, bathing machine, fairground, penny lick, pier, railways, amusement arcades, Punch and Judy.</p>	

place in their own locality  
H1.3 know about a significant person from the past and where this would sit within a chronological framework  
H1.6 know that memories are not always completely reliable  
  
H1.7 know to distinguish between fact and fiction (stories)  
  
• HR.9 know what year we are currently living in  
H1.10 know and use historical vocabulary to represent the passing of time, (e.g. past, present, year, month, week, earlier, later)  
H2.9 know and use historical vocabulary to represent the passing of time, (e.g. chronology, decades, centuries and specific years studied, such as 1666)  
H2.11 know what a timeline is and how it shows the passing of time

Past, Present, Future,  
Parent, Grandparent,  
Sibling, Older, Younger,  
Generation, Family Tree,  
Victorian, old and new,  
then and now,  
chronological order,  
past, artefact, similarities  
and differences

--

--

--

--

	<b>2023-2024 Year A</b>					
KS1 Y1 & 2	<p><b>Buildings and homes</b></p> <p>H1.1 know about changes in living memory (last 100 years) H1.2 know how chronology reveals aspects of change in national life (e.g. transport, communication, food, school life, music, toys and books) where appropriate, these should be used to reveal aspects of change in national life.</p> <ul style="list-style-type: none"> <li>H1.5 know how to ask questions about simple artefacts (e.g. who, what, why, when, where)</li> </ul> <p>Terraced houses, chimneys, coal, tin bath, range, candles, oil lamps, chamber pot, dolly tub, wash board, mangle, servants, chimney sweep.</p>		<p><b>Kings, Queens and castles.</b></p> <p><b>The Royal Family today, including the life of Queen Elizabeth II</b></p> <ul style="list-style-type: none"> <li>H2.3 know what the word 'significant' means and why we remember significant people from the past</li> </ul> <p>H1.3 know about a significant person from the past and where this would sit within a chronological framework</p> <ul style="list-style-type: none"> <li>H1.4 know how the significant person contributed to national and international achievements</li> </ul> <p>King, Queen, Reign, Crown, Sovereign, Succession, Family Tree, Sceptre, National Anthem, Monarch, Buckingham Palace, Trooping of the Colour, Parliament, Laws.</p>	<p><b>Fame at last!</b></p> <p><b>Florence Nightingale, Mary Seacole</b></p> <p>H2.2 Know how to compare aspects of life in different periods in relation to a significant person from the past and understand where it sits within a chronological framework</p> <ul style="list-style-type: none"> <li>H2.3 know what the word 'significant' means and why we remember significant people from the past</li> </ul> <p>H1.3 know about a significant person from the past and where this would sit within a chronological framework</p> <p>H1.4 know how the significant person contributed to national and international achievements</p> <ul style="list-style-type: none"> <li>H2.6 know how to compare two different versions of the same account</li> <li>H2.7 know what sources are.</li> <li>H2.8 know how to use primary and secondary</li> </ul>		

				<p>sources to find information</p> <p>Nurses, Hospital, Nursing, Crimean War, Turkey, Soldiers, Wounded, Injured, Florence Nightingale/Lady of the Lamp, Mary Seacole, Jamaica.</p>		
	2024-2025 Year B					
<p>KS1</p> <p>Y 1 &amp; 2</p>	<p><b>Me and My School</b></p> <p>H1.1 know about changes in living memory (last 100 years)</p> <p>H1.2 know how chronology reveals aspects of change in national life (e.g. transport, communication, food, school life, music, toys and books)</p> <ul style="list-style-type: none"> <li>H2.4 know about a significant historical event, person and / or place in their own locality</li> </ul> <p>H1.3 know about a significant person from the past and where this would sit within a chronological framework</p> <ul style="list-style-type: none"> <li>HR.4 know the names of people who are familiar to them and can describe their role</li> </ul> <p>H1.6 know that memories are not always completely reliable</p> <p>H1.7 know to distinguish between fact and fiction (stories)</p>			<p><b>London's Burning</b></p> <p>H2.1 know about an event beyond living memory that is significant nationally or globally and where it sits within a chronological framework (e.g. Great Fire of London, the Titanic, the first aeroplane flight or events commemorated through festivals or anniversaries)</p> <p>H2.2 Know how to compare aspects of life in different periods in relation to a significant person from the past and understand where it sits within a chronological framework</p> <ul style="list-style-type: none"> <li>H1.5 know how to ask questions about simple artefacts (e.g. who, what, why, when, where)</li> </ul> <p>H2.5 know how to ask a range of questions about</p>		<p><b>Seaside and disasters at sea</b></p> <p><b>Grace Darling, Titanic</b></p> <p>H2.1 know about an event beyond living memory that is significant nationally or globally and where it sits within a chronological framework (e.g. Great Fire of London, the Titanic, the first aeroplane flight or events commemorated through festivals or anniversaries)</p> <p>H1.3 know about a significant person from the past and where this would sit within a chronological framework</p> <p>H2.3 know what the word 'significant' means and why we remember significant people from the past</p> <p>H1.4 know how the significant person contributed to national and international achievements</p>

<p>Past, Present, Future, Old, New, Parent, Grandparent, Sibling, Older, Younger, Generation, Family Tree</p>			<p>artefacts and sources from the past</p> <ul style="list-style-type: none"> <li>• H2.6 know how to compare two different versions of the same account (Samuel Pepys)</li> <li>• H2.7 know what sources are.</li> <li>• H2.8 know how to use primary and secondary sources to find information</li> </ul> <p>H1.7 know to distinguish between fact and fiction (stories.)</p> <p>Thomas Farrinor, baker, Pudding Lane, 1666, smoke, fire, flames, escape, Samuel Pepys, burning, wooden buildings, thatched roof, Lord Mayor, River Thames, water squirts, fire hooks, diary, destroyed.</p>		<p>H1.7 know to distinguish between fact and fiction (stories).</p> <p>Maiden Voyage, Transatlantic, Passenger, Iceberg, Survivor.</p> <p>Lighthouse, Coast, Rescue, Heroine, Bamburgh, Shipwreck. climate, continent, glacier, ice sheet, polar region, weather.</p>
<p><b>To cover each year:</b></p> <p>HR.9 know what year we are currently living in</p> <p>HR. 10 know the days of the week</p> <p>HR.11 know the year of their birth</p> <p>HR.12 know words 'older' and 'younger'</p> <p>H1.8 know the months of the year</p> <p>H1.9 know the month and year of their birth</p> <p>H1.10 know and use historical vocabulary to represent the passing of time, (e.g. past, present, year, month, week, earlier, later)</p> <p>H2.9 know and use historical vocabulary to represent the passing of time, (e.g. chronology, decades, centuries and specific years studied, such as 1666)</p> <p>H2.10 know their full date of birth.</p> <p>H2.11 know what a timeline is and how it shows the passing of time</p>					

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	2020-2021 Year A					
Class 2 Yr 3 and 4	<p><b>Ancient Egypt</b></p> <ul style="list-style-type: none"> <li>• H4.5 know an overview of when and where the first civilisations appeared including their achievements: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China</li> <li>• H4.6 know in depth about Ancient Egypt.</li> <li>• H3.5 know how to learn more about a historical period through asking relevant questions</li> <li>• H3.9 know what B.C. means and that it can also be referred to as B.C.E.</li> <li>• H3.10 know how to plot events on a timeline accurately using B.C. / B.C.E.</li> <li>• H4.7 know how to ask questions about artefacts / sources of information to question the validity and reliability of these</li> </ul> <p>Pharaoh, Scarab, Papyrus, Amulet, Canopic jar, Sarcophagus, Tomb, Afterlife, Hieroglyphics, Mummification, Irrigation, Shaduf, Sphinx, Pyramid, Barter, Rosetta Stone, Tutankhamun, Howard Hunter, Cleopatra VII.</p>		<p><b>The Stone Age</b></p> <p>H3.8 know how Britain changed between the beginning of the stone age and the iron age H3.1 know what is meant by Neolithic 'hunter-gatherers' and early farmers (e.g. Skara Brae)</p> <p>H3.2 know the main differences between the stone age, bronze age (religion, technology and travel) and iron age (hill forts, tribal kingdoms, farming, art and culture)</p> <p>H3.5 know how to learn more about a historical period through asking relevant questions</p> <p>Beaker, Celt, Bronze, Roundhouse, Hillfort,</p> <p>Quern, Smelting, Druid, Borer, Domesticate, Prehistory, Hunter-gatherer, Nomad, Palaeolithic, Mesolithic, Neolithic, Tribe, Torc, Neanderthal, Homo sapiens, Pelt.</p> <p>Link to Local History – visit Bradgate Park (<a href="https://www.bradgatepark.org/for-schools">https://www.bradgatepark.org/for-schools</a>)</p> <p>Or Cresswell Crags Museum and Prehistoric Gorge (Nottinghamshire)</p>		<p><b>The Bronze Age and Celtic Culture - Changes in Britain from Stone Age to the Iron Age.</b></p> <p>H3.2 know the main differences between the stone age, bronze age (religion, technology and travel) and iron age (hill forts, tribal kingdoms, farming, art and culture)</p> <p>H3.5 know how to learn more about a historical period through asking relevant questions</p> <p>Beaker, Celt, Bronze, Iron, Roundhouse, Hillfort</p> <p>Quern, Smelting, Smithing, Armour and shields, Druid, Borer, Domesticate, Prehistory, Hunter-gatherer, Nomad, Palaeolithic, Mesolithic, Neolithic, Tribe, Neanderthal, Homo sapiens, Pelt, Alloy, Druids.</p> <p>Link to Local History – Visit Warner Woods which is believed to be the site of an Iron Age settlement.</p>	

	2021-2022 Year B				
Class 2 Yr 3 and 4	<p><b>The Tudors</b></p> <p>Bosworth Battlefield</p> <p>H4.17 know the duration of different civilisations and represent this on a timeline</p> <p>H3.12 know and use historical vocabulary to represent the passing of time, such as 'period', 'era' and 'millennium'</p> <p>H6.2 know about an aspect or theme in British history which extends beyond 1066 and explain why this was important in relation to British history (e.g., the changing power of monarchs, changes in an aspect of social history and a significant turning point in British history such as the Battle of Britain)</p>		<p><b>The Roman Empire, its invasions of Britain and impact on Britain.</b></p> <ul style="list-style-type: none"> <li>• H4.10 know what A.D. means and that it can also be referred to as C.E.</li> <li>• H4.11 know how to plot events on a timeline accurately using A.D. / C.E. and B.C / B.C.E</li> <li>• H4.12 know how Britain changed from the Iron Age to the end of the Roman occupation</li> <li>• H4.15 know and chart some of the key periods within ancient civilisations and note the differences between them</li> <li>• H4.16 know and make links between two overlapping periods of history, such as between The Egyptians and The Romans</li> </ul> <p>H4.17 know the duration of different civilisations and represent this on a timeline</p> <ul style="list-style-type: none"> <li>• H4.1 know the iron age ended with Roman invasion by AD 42 and the power of its army.</li> <li>• H4.2 know when and how the Romans invaded (e.g. Claudius and the conquest, including Hadrian's Wall)</li> </ul>		<p>(Road Trip USA – Christopher Columbus Native American Life – <b>Links to history.</b> Significant aspects of the history of the wider world, a non-European society that provides contrasts with British history. Explain how significant historical figures contribute to national and international achievements – Andy Warhol and Georgia O’Keeffe.</p> <p>H3.5 know how to learn more about a historical period through asking relevant questions)</p> <p><i>Christopher Columbus, navigator, explorer, trade, spices, voyage, John Smith, Indigenous people, Native American Indians, nomadic hunters and gatherers, dream catcher, totem pole, Andy Warhol, pop art.</i></p>



	<p>H3.5 know how to learn more about a historical period through asking relevant questions</p> <ul style="list-style-type: none"> <li>• H4.8 know how to learn more about a historical period through comparing both primary and secondary sources of information considering the positives and negatives presented</li> <li>• H4.9 know how to begin evaluating the usefulness of different sources of information</li> </ul> <p>War of the Roses, House of Lancaster, House of York, heir, monarch, reign, throne, Catholic, Church of England, reformation, Pope, divorce, execution, treason, beheading</p>		<ul style="list-style-type: none"> <li>• H4.13 know the key events in Boudicca's life leading up to her rebellion and death and track these on a timeline.</li> <li>• H4.14 know the key events within Roman history and society up to the fall of the Roman Empire and track these on a timeline.</li> <li>• H4.3 know how there was British resistance to the Roman occupation (e.g. Boudica)</li> <li>• H4.4 know how the Roman Empire impacted British society (e.g. advancement of technology, impact on culture and beliefs including early Christianity)</li> <li>• H3.5 know how to learn more about a historical period through asking relevant questions</li> <li>• H3.6 know how to compare a range of primary and secondary sources and discuss validity and reliability</li> <li>• H3.7 know how to compare information found in primary and secondary sources of information (including the internet)</li> <li>• H4.7 know how to ask questions about artefacts / sources of information to question the validity and reliability of these</li> <li>•</li> <li>• Link to Local History – Jewry Wall Museum, Leicester and Bosworth Battlefield.</li> </ul> <p>AD/CE, BC/BCE, Aqueduct, Boudicca, Chariot, Emperor Claudius, Empire, Invasion, Celts, Julius Caesar, Legacy, Mosaic, Pompeii, Republic, Roman Numerals, Invasion, Mosaic, Chariot, Legion.</p>			
	2022-2023 Year B					

Class  
3  
Yr 5  
and  
6

## Mayans

H4.17 know the duration of different civilisations and represent this on a timeline

- H6.3 know about a non-European society: the Mayan civilization c. AD 900; the early Islamic civilization, including a study of Baghdad c. AD 900; or the Benin (West Africa) c. AD 900-1300
- H6.4 know how that society provides contrast with British history
- H6.6 know how to devise and ask questions about the past, suggesting where answers might be found, considering a range of sources
- H5.8 know how check the accuracy of historical interpretations, stating which sources of evidence are more reliable and why
- H5.9 know how to use a range of sources to make the most accurate interpretation of a historical period

Ahau, Dynasty, Maize, cacao, Codex, Hieroglyphics, Stela, Scribe, Haab, Jade, Sacrifice, City-states, Terraced, Pyramid, Peasant, Bloodletting,

## Women at War

H6.9 know how to timeline the changes in British history beyond 1066

H6.10 know and represent the changing state of Britain beyond 1066

H6.1 know how to place historical events and people from the past societies and periods in a chronological framework

H6.2 know about an aspect or theme in British history which extends beyond 1066 and explain why this was important in relation to British history (e.g. the changing power of monarchs, changes in an aspect of social history and a significant turning point in British history such as the Battle of Britain)

- H5.7 know how to ask and answer questions about the past, considering aspects of change, cause, significance, similarity and difference
- H5.8 know how check the accuracy of historical interpretations, stating which sources of evidence are more reliable and why
- H5.9 know how to use a range of sources to

**Local History** - carry out a study of our local area using secondary sources: the census, school log-books, church or graveyard records  
Interview a local resident.

H4.8 know how to learn more about a historical period through comparing both primary and secondary sources of information considering the positives and negatives presented

H6.11 know how to produce a timeline of the history within the local area over a period of 100 years

- H6.5 know about a period of history that has strong connections to their locality and understand the issues associated with the period (e.g. an aspect of history or a site that is significant in the locality or tracing how several aspects of national history are reflected in the locality)
- H5.8 know how check the accuracy of historical interpretations, stating which sources of

(Extraordinary Evolution – **Links to history** - Learn about the theory of Charles Darwin)

(Fun at the fair, visit to Whitby – **Links to history** - Learn about Whitby's claims to fame – Whitby Abbey, Captain Cooke, The Whaling and fishing industry)

	<p>Cenote, Huiopil, Popol Vuh, Tzolk'in.</p>	<p>make the most accurate interpretation of a historical period</p> <p>Allies, Axis, Nazi party, annex, propaganda, Winston Churchill, Adolf Hitler, conscription, occupation, evacuees, equality, inequality.</p>		<p>evidence are more reliable and why</p> <ul style="list-style-type: none"> <li>• H5.9 know how to use a range of sources to make the most accurate interpretation of a historical period</li> <li>• H5.7 know how to ask and answer questions about the past, considering aspects of change, cause, significance, similarity and difference</li> </ul> <p>Chronology, Church of England, primary and secondary sources, First World War, German occupation, Belgium, Reverend Gahan, Edith Cavell, trial, treason, execution, John Fernly.</p>		
	2023-2024 Year A					
<p>Class 3 Yr 5 and 6</p>	<p><b>Ancient Greece</b></p> <ul style="list-style-type: none"> <li>• H.5.13 know that aspects of the past influence the western world today (e.g. Olympics, democracy etc.)</li> <li>H4.17 know the duration of different civilisations and represent this on a timeline</li> </ul>	<p><b>Space Race</b></p> <ul style="list-style-type: none"> <li>• H6.7 know how to offer some reasons for different versions of events explaining which is most accurate and why</li> <li>H6.8 know how to link sources and evaluate how conclusions have been made</li> </ul>	<p><b>Anglo Saxons</b></p> <p><b>Britain's settlement by Anglo-Saxons and Scots.</b></p> <p>H5.1 know about the Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire</p> <ul style="list-style-type: none"> <li>• H5.2 Know about the Scots invasions from Ireland to north Britain (now Scotland)</li> </ul>		<p><b>Viking raids and invasions.</b></p> <p><b>Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</b></p>	

<ul style="list-style-type: none"> <li>• H3.3 know some of the main characteristics of Greek life (e.g. culture and mythology in Sparta and Athens)</li> <li>• H3.4 know about the achievements and therefore influence on western world (e.g. education, language, architecture, government and the Olympic games)</li> <li>• H6.6 know how to devise and ask questions about the past, suggesting where answers might be found, considering a range of sources</li> <li>• H5.7 know how to ask and answer questions about the past, considering aspects of change, cause, significance, similarity and difference</li> <li>• H5.8 know how check the accuracy of historical interpretations, stating which sources of evidence are more reliable and why <ul style="list-style-type: none"> <li>• H5.9 know how to use a range of sources to make the most accurate interpretation of a historical period</li> </ul> </li> </ul> <p>Democracy, Acropolis, City-state, Parthenon, Marathon, Olympics, Citizen, Philosopher, Alphabet, Tragedy, Agora, Hellenistic, Phalanx, Aristocrat,</p>	<ul style="list-style-type: none"> <li>• H2.2 know how to compare aspects of life in different periods in relation to a significant person from the past and understand where it sits within a chronological framework</li> <li>• H2.3 know what the word 'significant' means and why we remember significant people from the past</li> </ul> <p>Exploration, pioneer, Soviet, NASA, Apollo 11, communism, democracy, rivalry, satellite, space flight, space shuttle, space station, Sputnik, orbit, gravity.</p>	<ul style="list-style-type: none"> <li>• H5.12 know some of the key conflicts between the Vikings and the Anglo-Saxons and place these on a timeline</li> </ul> <p>H4.17 know the duration of different civilisations and represent this on a timeline</p> <ul style="list-style-type: none"> <li>• H5.3 Know about Anglo-Saxon invasions, settlements and kingdoms: place names and village life</li> <li>• H5.4 know the impact of the Anglo-Saxon settlers (e.g. art, culture, beliefs including Christian conversion: Canterbury, Iona and Lindisfarne; attempts to bring about law and order into the country)</li> <li>• H5.5 know about Viking raids, invasions and further invasions (including Danegeld)</li> </ul> <p>H5.6 know that the Vikings and Anglo-Saxons engaged in a struggle for the Kingdom of England to the time of Edward the Confessor (e.g. the resistance by Alfred the Great and Athelstan</p> <ul style="list-style-type: none"> <li>• H5.7 know how to ask and answer questions about the past, considering aspects of change, cause, significance, similarity and difference</li> <li>• H5.8 know how check the accuracy of historical interpretations, stating which sources of evidence are more reliable and why</li> <li>• H5.9 know how to use a range of sources to make the most accurate interpretation of a historical period</li> </ul> <p>Angles, Saxons, Jutes, Mead, Rune, Wattle-and-daub, Thatch, Farmer-</p>		<p>H4.17 know the duration of different civilisations and represent this on a timeline</p> <ul style="list-style-type: none"> <li>• H5.10 know how to timeline the changes in British history between the end of The Roman occupation of Britain and 1066</li> <li>• H5.11 know and represent the changing state of Britain throughout the years leading up to 1066</li> <li>• H5.12 know some of the key conflicts between the Vikings and the Anglo-Saxons and place these on a timeline</li> <li>• H5.7 know how to ask and answer questions about the past, considering aspects of change, cause, significance, similarity and difference</li> <li>• H5.8 know how check the accuracy of historical interpretations, stating which sources of evidence are more reliable and why <ul style="list-style-type: none"> <li>• H5.9 know how to use a range of sources to make the most accurate interpretation of a historical period</li> </ul> </li> </ul> <p>Invaders, territory, settlers, hoard, raid,</p>	
--	--	--	--	---	--

	Mythology, Column, Hoplite, Peninsula, Oracle, Terraced		warrior, Sutton Hoo, Lindisfarne, Hengest and Horsa, Monk, Illumination, Manuscript, Weregeld, Athelstan, Christianity  Augustine, Alfred the Great, Aethelred the Unready		Longboat, Longhouse, Chieftain, Berserker, Danegeld, Thing, Feast, Trade, Yggdrasil, Runes, Farmer-warrior, Pagan, Danelaw, Asgard, Jarl, Karl, Figurehead, Chainmail, Valhalla.	
--	---	--	--	--	---	--