



Learning objectives and skills

Advent		Lent		Pentecost	
Stone Age to Iron Age		Roman Britain		Ancient Greece	
<p>1. What do I want to find out about the Stone and Iron Ages?</p> <ul style="list-style-type: none"> Communicate their knowledge through: Discussion, noting their questions down. <p>2. How do we find out about the past?</p> <ul style="list-style-type: none"> Begin to use a range of sources to find out about a period Begin to use the library and internet for research Communicate their knowledge through: Discussion <p>3. To learn about the periods of the Stone Age.</p> <ul style="list-style-type: none"> Begin to use dates and terms related to the study unit and passing of time Begin to find out about everyday lives of people in time studied Begin to use the library and internet for research Communicate their knowledge through: Discussion, making a model of a Stone Age person, writing. <p>4. To place historic events on a timeline.</p> <ul style="list-style-type: none"> Begin to place the time studied on a time line Sequence several events or artefacts Communicate their knowledge through: Creating a timeline. <p>5. To learn about cave paintings.</p> <ul style="list-style-type: none"> Begin to find out about everyday lives of people in time studied Begin to understand why people may have wanted to do something Begin to identify reasons for and results of people's actions Begin to use a range of sources to find out about a period 	<p>8. To research Skara Brae.</p> <ul style="list-style-type: none"> Begin to find out about everyday lives of people in time studied Begin to understand why people may have wanted to do something Begin to identify reasons for and results of people's actions Begin to use a range of sources to find out about a period Begin to observe small details – artefacts, pictures Begin to use the library and internet for research Communicate their knowledge through: Discussion, writing, using ICT. <p>9. To write up my facts about Skara Brae.</p> <p>10. To research the Bronze Age.</p> <ul style="list-style-type: none"> Begin to find out about everyday lives of people in time studied Begin to understand why people may have wanted to do something Begin to identify reasons for and results of people's actions Begin to use a range of sources to find out about a period Communicate their knowledge through: Discussion, drawing pictures, writing, using ICT. <p>11. To research Stonehenge.</p> <ul style="list-style-type: none"> Begin to find out about everyday lives of people in time studied Begin to understand why people may have wanted to do something Begin to identify reasons for and results of people's actions 	<p>1. To learn about the Roman empire</p> <ul style="list-style-type: none"> Use dates and terms related to the study unit and passing of time Sequence several events (with support if necessary) Begin to understand why people may have wanted to do something Begin to identify reasons for and results of people's actions Use a range of sources to find out about a period (with support if necessary) Communicate their knowledge through: Discussion <p>2. To research Julius Caesar</p> <ul style="list-style-type: none"> Find out about everyday lives of people in time studied (with support if necessary) Begin to identify reasons for and results of people's actions Use a range of sources to find out about a period Use the internet for research (with support if necessary) Communicate their knowledge through: writing <p>3. To understand the words 'invade' and 'settle'</p> <ul style="list-style-type: none"> Begin to understand why people may have wanted to do something Begin to identify reasons for and results of people's actions <p>4. To discover what a Roman soldier wore</p> <ul style="list-style-type: none"> Find out about everyday lives of people in time studied (with support if necessary) Use the internet for research (with support if necessary) Communicate their knowledge through: Writing, making a model 	<p>8. To learn how and why Romans built roads</p> <ul style="list-style-type: none"> Find out about everyday lives of people in time studied (with support if necessary) Begin to understand why people may have wanted to do something Use a range of sources to find out about a period Use the internet for research (with support if necessary) Communicate their knowledge through: Drawing a cross-section of a Roman road <p>9. To learn about Roman mosaics</p> <ul style="list-style-type: none"> Find out about everyday lives of people in time studied (with support if necessary) Begin to understand why people may have wanted to do something Use a range of sources to find out about a period (with support if necessary) Communicate their knowledge through: Drawing <p>10. What gods did the Romans believe in?</p> <ul style="list-style-type: none"> Find out about everyday lives of people in time studied (with support if necessary) Use a range of sources to find out about a period (with support if necessary) Communicate their knowledge through: Using ICT <p>11. To learn about daily life in Roman Britain</p> <ul style="list-style-type: none"> Find out about everyday lives of people in time studied (with support if necessary) Begin to understand why people may have wanted to do something Begin to identify reasons for and results of people's actions 	<p>1. Where was ancient Greece?</p> <ul style="list-style-type: none"> Begin to understand why people may have wanted to do something Begin to identify reasons for and results of people's actions Use a range of sources to find out about a period Use the internet for research Communicate their knowledge through: ICT, map drawing <p>2. To place the ancient Greek civilisation in time.</p> <ul style="list-style-type: none"> Begin to place the time studied on a time line Sequence several events or artefacts Communicate their knowledge through: Creating a timeline. <p>3. To learn the differences between Athens and Sparta.</p> <ul style="list-style-type: none"> Find out about everyday lives of people in time studied (with support if necessary) Begin to identify reasons for and results of people's actions Distinguish between different sources – compare different versions of the same story (with support if necessary) Use a range of sources to find out about a period Use the internet for research (with support if necessary) Communicate their knowledge through: writing <p>4. To learn about ancient Greek writing.</p> <ul style="list-style-type: none"> Find out about everyday lives of people in time studied (with support if necessary) Look at representations of the period – museum, artefacts etc. (with support if necessary) Use the internet for research Communicate their knowledge through: Writing and using Greek letters 	<p>7. To learn about ancient Greek warfare</p> <ul style="list-style-type: none"> Understand why people may have wanted to do something (with support if necessary) Identify reasons for and results of people's actions (with support if necessary) Use the internet for research (with support if necessary) Communicate their knowledge through: Discussion, writing, drawing <p>8. What did the ancient Greeks believe?</p> <ul style="list-style-type: none"> Understand why people may have wanted to do something (with support if necessary) Find out about everyday lives of people in time studied Understand why people may have wanted to do something Use the internet for research (with support if necessary) Communicate their knowledge through: Discussion, writing, drawing <p>9. To research daily life in ancient Greece.</p> <ul style="list-style-type: none"> Find out about everyday lives of people in time studied Understand why people may have wanted to do something Use the internet for research (with support if necessary) <p>10. To create an information leaflet about daily life in ancient Greece.</p> <ul style="list-style-type: none"> Find out about everyday lives of people in time studied Understand why people may have wanted to do something Use a range of sources to find out about a period Use the internet for research Communicate their knowledge through: Discussion, writing, drawing <p>11. To know and understand some ancient Greek myths.</p> <ul style="list-style-type: none"> Understand why people may have wanted to do something Use the internet for research Use a range of sources – books

<ul style="list-style-type: none"> • Begin to observe small details – artefacts, pictures • Communicate their knowledge through: • Discussion, drawing pictures, writing. <p>6. To find out about Stone Age houses.</p> <ul style="list-style-type: none"> • Begin to find out about everyday lives of people in time studied • Begin to understand why people may have wanted to do something • Begin to identify reasons for and results of people's actions • Begin to use a range of sources to find out about a period • Begin to use the library and internet for research • Communicate their knowledge through: • Discussion, making models, writing, using ICT. <p>7. To research mammoths.</p> <ul style="list-style-type: none"> • Begin to find out about everyday lives of people in time studied • Begin to identify reasons for and results of people's actions • Begin to use a range of sources to find out about a period • Communicate their knowledge through: • Discussion, making models, role play (hunting mammoths), writing. 	<ul style="list-style-type: none"> • Begin to use a range of sources to find out about a period • Begin to observe small details – artefacts, pictures • Begin to use the library and internet for research • Communicate their knowledge through: • Discussion, drawing pictures, making models, writing. <p>12. To find out about the Iron Age.</p> <ul style="list-style-type: none"> • Begin to find out about everyday lives of people in time studied • Begin to understand why people may have wanted to do something • Begin to identify reasons for and results of people's actions • Begin to use a range of sources to find out about a period • Begin to observe small details – artefacts, pictures • Communicate their knowledge through: • Discussion, writing, using ICT. <p>13. To research Iron Age hillforts.</p> <ul style="list-style-type: none"> • Begin to find out about everyday lives of people in time studied • Begin to understand why people may have wanted to do something • Begin to identify reasons for and results of people's actions • Begin to use a range of sources to find out about a period • Begin to use the library and internet for research • Communicate their knowledge through: • Discussion, writing. <p>14. To visit Chiltern Open Air Museum to learn about life in the Stone and Iron Ages (hands-on activities)</p> <ul style="list-style-type: none"> • Look at representations of the period – museum, cartoons etc. • Begin to use a range of sources to find out about a period • Begin to observe small details – artefacts, pictures 	<p>5. To learn why the Romans wanted to invade Britain</p> <ul style="list-style-type: none"> • Begin to place the time studied on a time line (with support if necessary) • Sequence several events (with support if necessary) • Begin to understand why people may have wanted to do something • Begin to identify reasons for and results of people's actions • Use a range of sources to find out about a period (with support if necessary) • Communicate their knowledge through: • Discussion and writing <p>6. Who was Boudicca?</p> <ul style="list-style-type: none"> • Place the time studied on a time line • Sequence several events (with support if necessary) • Find out about everyday lives of people in time studied (with support if necessary) • Begin to understand why people may have wanted to do something • Begin to identify reasons for and results of people's actions • Distinguish between different sources – compare different versions of the same story (with support if necessary) • Identify and give reasons for different ways in which the past is represented (with support if necessary) • Use a range of sources to find out about a period (with support if necessary) • Communicate their knowledge through: • Writing, role play <p>7. What was Hadrian's Wall?</p> <ul style="list-style-type: none"> • Begin to understand why people may have wanted to do something • Use a range of sources to find out about a period (with support if necessary) • Communicate their knowledge through: • Drawing Hadrian's Wall to scale 	<ul style="list-style-type: none"> • Look at representations of the period – museum, artefacts etc. (with support if necessary) • Use a range of sources to find out about a period • Use the internet for research • Begin to select & record information relevant to the study (with support if necessary) • Communicate their knowledge through: • Using ICT <p>12. What did the Romans leave us?</p> <ul style="list-style-type: none"> • Place the time studied on a time line (with support if necessary) • Begin to compare with our life today • Use a range of sources to find out about a period (with support if necessary) • Communicate their knowledge through: • Using ICT/writing <p>13. To visit Verulamium to learn about life in Roman Britain (hands-on activities)</p> <ul style="list-style-type: none"> • Look at representations of the period – museum, artefacts etc. (with support if necessary) • Identify and give reasons for different ways in which the past is represented (with support if necessary) • Use a range of sources to find out about a period (with support if necessary) • Begin to observe small details – artefacts, pictures • Communicate their knowledge through: • Discussion, writing a recount. 	<p>5. How do artefacts help us work out what life was like?</p> <ul style="list-style-type: none"> • Understand why people may have wanted to do something • Compare with our life today • Look at representations of the period – museum, artefacts etc. (with support if necessary) • Use a range of sources to find out about a period • Communicate their knowledge through: • Discussion, writing and making/drawing vases <p>6. To draw/create a Greek vase</p> <ul style="list-style-type: none"> • Look at representations of the period – museum, artefacts etc. (with support if necessary) • Use a range of sources to find out about a period • Observe small details – artefacts, pictures • Communicate their knowledge through: • Making/drawing vases 	<ul style="list-style-type: none"> • Communicate their knowledge through: • Discussion, writing, drawing <p>12. To learn about the impact of the ancient Greek civilisation.</p> <ul style="list-style-type: none"> • Understand why people may have wanted to do something • Identify reasons for and results of people's actions • Look at representations of the period – museum, artefacts etc. • Use the internet for research • Use a range of sources – books • Communicate their knowledge through: • Discussion, writing, drawing
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	<ul style="list-style-type: none"> Communicate their knowledge through: Discussion, writing a recount. 				
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#BTK and Links with other subjects

#BtK How we have developed as humans (hunter-gatherers to farmers)	#BtK How we have developed communities (houses & villages)	#BtK How communities developed	#BtK What the Romans left us #BtK Standing up for what you believe in	#BtK How countries differ from ours #BtK The idea of democracy	#BtK How our civilisation would be different if the ancient Greeks hadn't existed #BtK Writing of myths as a teaching tool
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Vocabulary

alloy attack Britain built coins copper defend hearth hunter-gatherers mammoth	animal axe Britons cave paintings colour crops enemy hillfort ivory Mesolithic	archaeologist blue branches Bronze Age Celts dagger extinct farmers Iron Age island lithic metal metre	moss Palaeolithic prehistory seaweed Brae Stonehenge timeline trunk wattle and daub whalebone	Neolithic people reeds settle skin spear straw tool tusk village wooden	Orkney Isles period pottery research Sarsen shelter Skara Stone Age sword tribe weapons woolly	armour Boudicca gods Hadrian's Wall Iceni Julius Caesar pattern Prasutagus settle soldier	army Britain gold invade leather protection revenge short spear	baths battle corn groin helmet invasion leather Roman silver stylus	battle empire hypocaust javelin mosaics sandals slaves sword	taxes villa	tiles wool	tin tunic	affect army beliefs city state daily life entertainment Greek identify mainland mythical	ancient artefacts border civilisation democracy famous historical islands marathon myths	armour Athens clothes coastline education Greece Hoplites leisure Mount Olympus navy	Olympian gods polis school Sparta timeline warfare	protect shield tactics university weapons	Olympics republic source theatre vase women
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Chronological Understanding	<ul style="list-style-type: none"> Place the time studied on a time line Use dates and terms related to the study unit and passing of time Sequence several events or artefacts
Range and depth of historical knowledge	<ul style="list-style-type: none"> Find out about everyday lives of people in time studied Compare with our life today Identify reasons for and results of people's actions Understand why people may have wanted to do something
Interpretation of history	<ul style="list-style-type: none"> Identify and give reasons for different ways in which the past is represented Distinguish between different sources – compare different versions of the same story Look at representations of the period – museum, cartoons etc
Historical Enquiry	<ul style="list-style-type: none"> Use a range of sources to find out about a period Observe small details – artefacts, pictures Select and record information relevant to the study Begin to use the library and internet for research
Organisation and communication	<ul style="list-style-type: none"> Communicate their knowledge through: <ul style="list-style-type: none"> Discussion.... Drawing pictures... Drama/role play.. Making models..... Writing.. Using ICT...