

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Stone Age	Volcanoes	Ancient and Modern China	Shakespeare	Ancient Egypt	UK Study
Historical enquiry	Use various sources of evidence, e.g. artefacts, cave paintings, in school visits, books 'Stone Age Man' to answer questions about life in the Stone Age. To recognise the part that archaeologists have had in helping us understand more about what happened in the Stone Age. Ask questions like 'How did people...?' 'What did people do for..?'		Use the internet, pictures, music, calligraphy and Chinese visitors to collect information about Ancient China. To recognise the part that archaeologists have had in helping us understand more about what happened in Ancient China. Ask questions like 'How did people...?' 'What did people do for..?'		Use various sources of evidence, e.g. buildings (pyramids), hieroglyphics, a range of multimedia texts, in school visits/museum visit and photos to answer questions about Ancient Egypt. To recognise the part that archaeologists have had in helping us understand more about what happened in Ancient Egypt. Suggest sources of evidence to help answer questions.	
Organisation and communication	Present findings about the past using writing (information text and narrative) and drawing skills (e.g. cave paintings) Use terms, Paleolithic, Mesolithic, Neolithic, with increasing accuracy		Present findings about the past using speaking and ICT skills (powerpoint). To research a specific event from the past then write about this (Nian, Chinese New Year)		Use various sources of evidence to answer questions, artefacts, books, ICT Discuss different ways of presenting information for different purposes.	
Chronological understanding	To describe events and periods using the words: BCE and dates of when things happened To use a timeline within the prehistoric period in history to set out the order things may have happened		To describe events and periods using the words: BCE, AD, century and decade To use a timeline within the Ancient Chinese period in history to set out the order things may have happened To use my mathematical knowledge to work out how long ago events in Ancient Chinese history would have happened		To describe events and periods using the words: BCE, AD and decade. To use a timeline within the Ancient Egyptian period in history to set out the order things may have happened To use my mathematical knowledge to work out how long ago events in Ancient Egyptian history would have happened	
Knowledge and understanding of past events, people and changes in the past.	To appreciate that the early Stone Age people would not have communicated as we do or have eaten as we do. To begin to picture what life would have been like for the Stone Age people Use evidence to find out how changes occurred during this time period, show changes on a timeline Describe similarities and differences between artefacts found in Prehistoric periods		To begin to picture what life would have been like for the Ancient Chinese To describe similarities and differences between, events and objects in Ancient China and modern day. To appreciate that the Ancient Chinese would not have communicated as we do or have eaten as we do. To learn about the dynasties who ruled Ancient China To suggest why and how the great wall of China was built		To appreciate that the Ancient Egyptians would not have communicated as we do or have eaten as we do. To begin to picture what life would have been like for the Ancient Egyptians To suggest why the pyramids were built and why they are different	
Historical Interpretation	Looks at 2 versions of the same event and identifies differences in accounts		To look at events from the perspective of within the Shang Dynasty & outside of it. To look at differing views of events.		To understand that historian's discoveries and ideas have changed our understanding of events and even who the Pharaohs were at key times. To understand ideas about the major changes King Tut's father had on Egypt & why.	
Key knowledge	Stone Age life; sewing, food preparation, skinning animals, use of tools, communication; cave paintings, animals, hands Development of farming techniques and the impact of farming on human development. Late Neolithic hunter-gatherers and early farmers, e.g. Skara Brae Bronze Age religion, technology and travel, e.g. Stonehenge Iron Age hill forts: tribal kingdoms, farming, art and culture Black History Month Read 'Counting On Kathrine (Johnson) by Helen Becker talking about her life – links to Science and Maths.		Chinese New Year Ancient v Modern Understand the importance of achievements such as The Great Wall. To understand that other scripts can be used to communicate - calligraphy.		Pharaohs on a timeline. Research and understand the roles and importance of Egyptian gods. Understand the role of pyramids in Ancient Egypt and how discoveries from these continue to inform our understanding.	
Key questions	How did they live? How did they communicate? What tools did they use? What were they made from and how did they make them? What examples of Stone Age life have been found? How did farming change life?		When did the dynasty start? Who were the Emperors? What achievements continue to be important today? Who did the Shang dynasty pray to? How did the Shang dynasty win battles? What are the Oracle bones?		What were the roles of the Ancient Egyptian gods? When was the tomb of King Tut discovered? What evidence do we have about life in Ancient Egypt? Why did the Egyptians use hieroglyphics? Was life the same for all Ancient Egyptians?	
Learning intentions	To understand what evidence we have of Stone Age life. To understand how people might have communicated. To understand the importance of farming on human development. To explain the development from Late Neolithic hunter-gatherers to early farmers To show an awareness of Bronze Age religion, technology and travel, e.g. Stonehenge To understand how Iron Age hill forts were developed		To begin to picture what life would have been like for the Ancient Chinese To describe similarities and differences between, events and objects in Ancient China and modern day. To appreciate that the Ancient Chinese would not have communicated as we do or have eaten as we do. To learn about the dynasties who ruled Ancient China To suggest why and how the great wall of China was built		To understand the succession of pharaohs on a timeline. To research and understand the roles and importance of Egyptian Gods. To understand the role of pyramids in Ancient Egypt and how discoveries from these continue to inform our understanding. To find out about the process of mummification and the after life.	
Key vocabulary	Paleolithic, Mesolithic, Neolithic, flint, hunter-gathers, cave painting, skinning		Dynasty, battles, warriors, terracotta, Oracle bones		Pharaohs, pyramids, hieroglyphics, afterlife, burial, ritual, discovery	
Visit/Visitors	Dave Trevor info@10000yearsbc.co.uk https://www.10000yearsbc.co.uk		Manchester Chinese Education centre info@manchesterchinesecentre.org.uk Chinese New Year		Manchester Museum Egyptians	
Key Text	Stone Age Boy The Stone Age - Osborne Beginners		Nian Chinese New Year story		Horrible Histories – Egyptians The Legend of Tutankhanun Egyptian books	
Challenge for HA	To use my mathematical knowledge to work out how long ago events in recent would have happened. To begin to picture what life would have been like for the early Stone Age people. To explain how events from the past have helped shape our lives To describe events from the past using dates when things happened Can they begin to use more than one source of information to bring together a conclusion about an historical event? Can they use specific search engines on the Internet to help them find information more rapidly?		To use my mathematical knowledge to work out how long ago events in recent would have happened. To begin to picture what life would have been like for the ancient Chinese. To explain how events from the past have helped shape our lives To describe events from the past using dates when things happened Can they begin to use more than one source of information to bring together a conclusion about an historical event? Can they use specific search engines on the Internet to help them find information more rapidly?		To use my mathematical knowledge to work out how long ago events in recent would have happened. To begin to picture what life would have been like for the early ancient Egyptians. To explain how events from the past have helped shape our lives To describe events from the past using dates when things happened Can they begin to use more than one source of information to bring together a conclusion about an historical event? Can they use specific search engines on the Internet to help them find information more rapidly?	

