

## History - Progression LKS2

### **Intent:**

History at Boringdon is planned using the National Curriculum subject content as assigned to each key stage. We then use substantive themes and disciplinary concepts as the basis for the planning of the coverage of the National Curriculum history content across all year groups. Milestones are differentiated across year groups and key stages and learning activities have been developed collaboratively to ensure effective progression of skills and knowledge.

### **How is history planned at Boringdon?**

History is planned to explore a main question, which is developed from the subject content detailed in the National Curriculum as assigned to each key stage. Each lesson focuses on a key question, and, together, these enable the children to answer the topic's main question. Key questions are formed from the substantive themes and disciplinary concepts that have been identified as integral to understanding history and are used as longitudinal threads to build substantive understanding across year groups and topics.

Our teaching and curriculum design reflect the relationship between substantive and disciplinary knowledge. Learning activities have been developed collaboratively to ensure effective progression of knowledge. In history, we split knowledge into two categories. We identify 'knowing what' and 'knowing how' or conceptual and procedural. Historic enquiry is used to drive the curriculum in order to develop children's enquiry and questioning ability. This enables them to find things out for themselves without being given answers. Teaching develops pupils' historical knowledge and their historical analysis simultaneously. The planning format is designed in phases with immersion, review and assessment and knowledge rich sections intrinsic to the plans. Planning provides the opportunity to embed previous learning and develop links between lessons and key concepts. Connections are also made with previously taught history topics as part of the 'overlap of learning' and to consolidate and deepen understanding so children can use what they already know to help them. Chronological understanding is built into our lesson sequencing as a secure overview of knowledge of the past supports pupils to develop chronological knowledge into coherent narratives that are more memorable for them. A whole school timeline has been designed and is reviewed at the beginning of every unit to ensure learning is meaningful. This timeline identifies their present topic in relation to the previous areas of historic enquiry they have covered during their time at Boringdon and gives children a 'mental timeline'. Children build a greater understanding of where each civilisation occurred in relation to previous units studied. They explore how the civilisation being studied compares to what was happening in Britain in the same time period.

### **Why are these our substantive themes?**

We have identified the major substantive themes that feature throughout the study of history in a range of contexts at Boringdon Primary School. Our curriculum ensures that pupils regularly encounter a wide range of important substantive themes as they are extremely important to pupils' understanding of new material. Our pupils come across these often abstract terms in every year of school history. They are therefore able to draw on their secure knowledge of these concepts repeatedly in a number of different contexts and make links across the history curriculum.

### **How do we check that pupils have understood before we move on?**

We begin every historical unit activating prior knowledge linked to our substantive themes. This enables the children to make links between themes across topics and in doing so develop their historical schema. The topics/units are then planned to further develop this schema, with links embedded in the teaching and learning. Teachers review planning in light of this formative assessment, to enable it to address misconceptions and address gaps in knowledge and understanding.

We use retrieval practice or 'challenge grids' in the middle of our topics to ensure children have a solid understanding of knowledge taught before moving on. Once again, misconceptions and gaps in knowledge are addressed at this point, so if children aren't able to retrieve taught knowledge, the teacher responds with further teaching with perhaps a different approach. support this and ensure the essential 'substantive themes' of each subject are taught and embedded and to gauge the children's learning and understanding against the key questions. Planning is then adapted accordingly based on children's outcomes.

Assessments are made formatively and summatively during the unit. In year 5 and 6, children move on to complete a more open-ended retrieval activity which gives them scope to share a wide breadth of understanding in relation to the key questions taught.

We use an impact document to measure the effectiveness of our learning. Content or lessons which were not effective are then changed for the following year. Information is fed back to previous teachers if it was felt that the knowledge from that year was also not secure enough.

**Boringdon Primary School's History Progression Grid**

	Year 3		Year 4			
	What changed and what stayed the same from the Stone Age to the Iron Age?	How did the Roman Empire impact Britain?	How did the Anglo-Saxons live?	What was life like in Viking England?	What do all ancient civilisations have in common?	Why was the River Nile so important for Ancient Egyptians?
<b>Coverage</b>	<p>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.</p> <p>changes in Britain from the Stone Age to the Iron Age</p>	<p>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.</p> <p>the Roman Empire and its impact on Britain</p>	<p>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.</p> <p>Britain's settlement by Anglo-Saxons and Scots</p>	<p>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.</p> <p>the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p>	<p>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.</p> <p>the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China</p>	<p>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.</p> <p>a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.</p>
<b>Key Questions</b>	<p>How can a footprint on a beach be a source?</p> <p>What clues help archaeologists reconstruct how people might have lived in Stone Age Britain?</p> <p>How were people living in Britain at the end of the Stone Age compared with the beginning?</p> <p>Why did the Stone Age come to an end?</p> <p>How did the Bronze Age evolve from the Stone Age?</p> <p>What clues help archaeologists reconstruct how people might have lived in Bronze Age Britain?</p>	<p>What and where was the Roman Empire?</p> <p>When and why did the Roman Empire invade Britain?</p> <p>Who was Boudicca?</p> <p>How did the occupation of Britain lead to a diverse society?</p> <p>How did the Roman Empire impact society in Britain?</p> <p>What impact did Roman engineering and architecture have on Britain?</p> <p>What key inventions did the Romans introduce to Britain?</p> <p>How did the way of life change during the Roman period?</p>	<p>Why did the Romans leave Britain?</p> <p>When and where did the Anglo-Saxons arrive?</p> <p>What types of settlements did the Anglo-Saxons live in?</p> <p>How did the lives of Anglo-Saxons change after Elthelbert met Augustine?</p> <p>What does Sutton Hoo tell about the Anglo-Saxon world?</p>	<p>Who were the Vikings?</p> <p>How and where did the Vikings first invade?</p> <p>What were the two treasures that most Viking Norsemen wanted from Britain?</p> <p>Why were the Vikings so successful at invading?</p> <p>Who was Alfred the Great?</p> <p>Why did the Vikings settle in The Danelaw?</p> <p>What happened in 1066?</p>	<p>What is an ancient civilisation?</p> <p>When were the ancient civilisations?</p> <p>What did ancient civilisations need?</p> <p>What did the ancient civilisations achieve?</p>	<p>What was a pharaoh?</p> <p>How was Ancient Egyptian society structured?</p> <p>Why was Ancient Egypt the 'gift of the Nile'?</p> <p>How did agricultural advances support the civilisation?</p> <p>How do we know so much about the Ancient Egyptians?</p> <p>Why was the Rosetta Stone important?</p>

	<p>How did the Iron Age evolve from the Bronze Age?          What clues help archaeologists reconstruct how people might have lived in Iron Age Britain?</p>	<p>In what ways did life in Britain remain the same after the Roman invasion?</p>				
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**Substantive themes**

<b>Settlement</b>	<p>To know that early humans in the Palaeolithic era, and for some of the Mesolithic era, humans were hunter-gatherers. People had lived in caves or tents made out of animal skins and wood, which could be broken down and transported easily. The hunter-gatherer lifestyle gave them a varied diet.</p> <p>To know that in the Neolithic era: humans started farming. This had an impact on their diet. This meant that people began to settle. Skara Brae is an example of one of their settlements.</p> <p>To know that the Bell Beaker culture started in Central Europe in about 2800 BC and they migrated to Britain.</p> <p>To know that Celts were the group of people living in Great Britain during the Iron Age. The Celts brought with them knowledge of how to make iron. Bronze is still used, as is gold, but iron is the most common metal used at this time.</p> <p>To know that as time passed, their use of materials and technology developed and their settlements got larger</p> <p>To know that there is evidence of hillforts still in existence, for example in Salisbury (Old Sarem)</p>	<p>To know that over time, the occupying forces settled, building forts and towns.</p> <p>To know that trade from within the Empire led to Britain becoming a much more diverse society than before</p> <p>To know that when the Romans arrived, they actually had not that much impact on the vast majority of people in Britain, because the vast majority of people in Britain lived in the countryside and they continued to work on farms. Romanisation, things becoming more Roman, mostly affected people who were rich in Britain and people who were in the higher social classes in society (aristocracy).</p> <p>To know that the Romans introduced the idea of living in big towns and cities, and now the vast majority of people in Britain live in these areas.</p>	<p>To know that the Anglo-Saxons did not live in the Roman towns as they looked for land which had natural resources nearby and they surrounded their villages with high fences to protect those inside</p> <p>To know that archaeologists have made excavations of Anglo-Saxon villages and we now know that inside was just one room in which the whole family lived, ate, slept and socialised together.</p> <p>To know that the biggest house in the village belonged to the chief, which was large enough to house him and all his warriors.</p> <p>To know that the Anglo-Saxon settlements were often next to rivers.</p>	<p>To know that the Vikings travelled across the sea from their homeland of Scandinavia where they were farmers, fishermen, seafarers, and traders.</p> <p>To know that most Vikings were searching for a better climate and land for their farms when they came to Britain.</p> <p>To know that Viking longships were well designed for raiding and could sail in shallow water which meant they could travel up rivers as well as across the sea.</p> <p>To know that the Vikings began to settle and became neighbours with the Anglo-Saxons but they did not always get along peacefully.</p>		
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<b>Invasion</b>		<p>To know that the Romans invaded Britain successfully in 43AD</p> <p>To know that Britain was invaded as it had rich soil, valuable metals such as lead, copper, zinc, gold, silver, land and slaves.</p> <p>To know that the Celts led uprisings against the Roman Empire.</p>	<p>To know that Britain was then unprotected after the Romans left so The Scots and the Picts invaded</p> <p>To know that the Anglo-Saxons wanted to settle in Britain because of the climate, fertile land and to control trading routes</p>	<p>To know that the first place the Vikings raided in Britain was at Lindisfarne</p> <p>To know that the Viking army captured Jorvik and used the area as a base for deeper invasions into England.</p> <p>To know that the Vikings tried to conquer the Anglo-Saxon kingdoms</p>		
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<b>Technology</b>	<p>To know that in the Bronze Age, there were some other metals like gold, but bronze was the metal that was mostly used.</p> <p>To know that the Celts used iron to make weapons and tools.</p> <p>To know that they started to have leaders and create hillforts as they needed to protect their resources, animals, jewellery, weapons, tools, from different tribes.</p>	<p>To know that the Romans invented concrete, books, newspapers, Roman baths, large settlements and money. They developed roads, drainage and sewers.</p> <p>To know that the Romans built roads which allowed trade to be easier between towns.</p>				<p>To know that the Egyptians would also set up an irrigation system to make sure crops got the water they needed. To make the most of the annual rising and falling of the Nile, the Egyptians dug channels and walls to divert flood water away from cities and towards fields for farming. This was called basin irrigation.</p> <p>To know that they also invented tools like the shaduf.</p>
<b>Empire and Kingdom</b>		<p>To know that an empire is a large group of states of countries ruled by one monarch or leader</p> <p>To know that the Roman Empire had 3 periods: The Period of Kings (625-510 BC), Republican Rome (510-31 BC), and Imperial Rome (31 BC – AD 476). The final period had Rome's first emperor in 31BC and lasted until 476AD</p> <p>To know that the Roman Empire was ruled by an emperor.</p> <p>To know that the Roman Empire was split into eastern and western empires, each ruled by its own emperor. The emperor held ultimate power in political, legal, financial, military and religious matters. An emperor is not voted into power but because they were born into the right family (hereditary rule).</p>	<p>To know that the Anglo-Saxon tribes became kingdoms and there were 7 Anglo-Saxon kingdoms. These were ruled by a strong and successful leader: 'cyning', the Anglo-Saxon word for 'king'. Merica was the most powerful.</p>	<p>The Danelaw was the name for an area of northern and eastern England that was under control of the Viking empire</p> <p>Alfred the Great is thought by some to be the first king of England as he was 'King of the Anglo-Saxons'</p> <p>To know that when King Edward the Confessor died in 1066, there was no heir leaving three rivals for the throne</p> <p>To know that William the Conqueror won the Battle of Hastings in 1066</p>		<p>To know that the Ancient Egyptian civilisation was ruled by many pharaohs and they were seen as gods on earth. They were responsible for enforcing laws, keeping their citizens safe and making sure that Egypt's land was peaceful and providing crops.</p> <p>To know that the pharaoh created and decided all of Egypt's laws. They also waged war, collected taxes and oversaw all the land in Egypt, which belonged to them.</p> <p>To know that the Ancient Egyptian society was structured like a pyramid. At the top there was the pharaoh. Just below the pharaoh there were two groups, the officials and the priests. Below the priests and officials were the scribes and below them were the artisans. At the bottom of the pyramid were the peasants.</p>
<b>Civilisation</b>					<p>To know that ancient civilisations are the earliest permanent communities that formed in places</p> <p>To know that the five ancient civilisations were all located on rivers.</p> <p>To know that all the civilisations had some system of trade, using markets. Some had money and others bartered.</p> <p>To know that all the civilisations had a structure in their society and some sort of leader e.g. Pharaohs and emperors.</p> <p>To know that all the civilisations had a written language.</p>	<p>To know that the Ancient Egyptian civilisation could be found in North-Eastern Africa, beginning in around 3100BCE.</p> <p>To know that Pharaoh Menes united Upper and Lower Egypt as one single civilisation.</p> <p>To know that farming was the basis of the entire Ancient Egyptian civilisation. The flooding of the Nile and the fertile soil allowed them to build a wealthy empire.</p>

					To know that all the civilisations had belief systems and religions.	
<b>Disciplinary Concepts</b>						
<b>Similarities and Difference</b>		To find similarities and differences between places e.g. Britain and the rest of the Roman Empire (Culture, religion, military).	To explain similarities and differences between an aspect of society e.g. the housing settlements of Anglo-Saxons and the native Britons.			
<b>Historical Significance</b>	To find out and describe why advancements in the Stone, Bronze and Iron Ages were significant to the development of Britain.				To explain advancements in technology e.g. in the Egyptian civilisation.	To explain advancements in technology e.g. in the Egyptian civilisation.
<b>Consequence</b>	To identify key consequences over a period of time and be able to give reasons for those changes.					To explain how people and events in the past have influenced life today.
<b>Continuity and Change</b>		To find out what changed and what stayed the same when the Romans conquered Britain	To explain what stayed the same and what changed across different time periods eg After the Romans left Britain and the Anglo-Saxon settlements			
<b>Interpretation</b>	To identify why our interpretations of Stone Age to Iron Age is difficult due to limited primary sources or written evidence.	To look at two versions of the same event or story in history and identify differences, eg Tacitus and Dio's different versions of the Iceni uprising		To investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different.		
<b>Causation</b>	To understand that causes are not always immediate			To understand that there can be short and long term causes	To understand that there can be short and long term causes	
<b>Sources and Evidence</b>	To recognise when I am using primary and secondary sources of information to investigate questions about the past.	To gather more detail from sources such as maps to build up a clearer picture of the past.  To suggest sources of evidence to help answer questions to present findings.		To compare different accounts of an event and explain why they may differ.	To devise own questions to find answers about the past.  To begin to undertake own research.	
<b>Primary and Secondary Sources used</b>						
<b>Primary and Secondary Sources used</b>	Ptolemy map of Celtic Britain Cassius Dio description of Celts - Book 77 Old Sarem hillfort Settlement at Skara Brae  Images of the Bronze Age artefacts.	Tacitus and Dio's different versions of the Iceni uprising Roman Bath  Images of mosaics, Roman baths, Roman villas, chariots, images of artefacts, Hadrian's Wall	Accounts written at the time by Bede (Ecclesiastical History of the English People, the Anglo-Saxon Chronicle) The Tribal Hidage Pevensey Castle	Anglo-Saxon Chronicle - raid on Lindisfarne (The Anglo-Saxon Chronicle (a record of events) claimed that dragons were seen flying around Northumbria (the area of Britain where Lindisfarne is located) before the attack happened.)		Ramesseum, Karnak, Abu Simbel, The Valley of the Kings, The Rosetta Stone, Wahtye's tomb, hieroglyphics



	<p>Footprints in the sand (Happisburgh Beach) images.</p> <p>Illustrations of artefacts, monuments, cists, graves, videos of the Bronze Age lifestyle, Archaeologists findings of Happisburgh beach. Dartmoor reenactment of Bronze Age life and making of Bronze.</p>	<p>Roman maps of Europe illustrated in the modern day. Illustrations of towns.</p> <p>A lithograph of Boudicca</p>		<p>Anglo-Saxon Chronicle (886) - Alfred the Great - 'all the English people submitted to him, except those who were in captivity to the Danes'</p> <p>A letter from priest Alcuin to Highbald</p> <p>Fictional news report based on events at Lindisfarne</p> <p>Domesday stone</p> <p>Bayeux tapestry</p>		
<p><b>Overlap of learning: which other areas in other year groups or topics does this relate to?</b></p>	<p><b>Year 1</b></p> <p>To know that old technology still remains in use but becomes less popular</p> <p>To know that Scott wrote things down and this is how we know what happened. Other explorers have found his hut. There are pieces of his equipment in museums</p> <p>To know that technology has improved over time</p> <p><b>Year 2</b></p> <p>To know that the River Thames was used for water to put out the fire. London has grown over time and lots of settlements start next to rivers or water</p>	<p><b>Year 1</b></p> <p>To know that old technology still remains in use but becomes less popular</p> <p>To know that technology has improved over time</p> <p>To know that Scott wrote things down and this is how we know what happened.</p> <p><b>Year 2</b></p> <p>To know that the Houses of Parliament are where the country's laws are made.</p> <p>To know that the role of a monarch is passed down through the family.</p> <p>To know that a kingdom is a country or area ruled over by a monarch.</p> <p>To know that Samuel Pepys' diary was written at the time and gives a first-hand account of the fire.</p> <p>To know that the River Thames was used for water to put out the fire. London has grown over time and lots of settlements start next to rivers or water</p> <p><b>Year 3</b></p> <p>To know that language develops as people begin to live together more.</p> <p>To know that metal does not rot away, so artefacts from the Bronze and Iron Ages are easier to locate</p> <p>To know that the Bell Beaker culture started in Central Europe in about 2800 BC and they migrated to Britain.</p> <p>To know that as time passed, their use of materials and technology developed and their settlements got larger</p>	<p><b>Year 1</b></p> <p>To know that significant people have monuments or things named after them</p> <p><b>Year 2</b></p> <p>To know that James I was the first Stuart monarch and the first monarch to rule both England and Scotland.</p> <p>To know that a kingdom is a country or area ruled over by a monarch.</p> <p>To know that the role of a monarch is passed down through the family.</p> <p>To know that the king at the time was King Charles II and he was a Stuart monarch.</p> <p><b>Year 3</b></p> <p>To know that in the Neolithic era: humans started farming. This had an impact on their diet. This meant that people began to settle.</p> <p>To know that as time passed, Celts use of materials and technology developed and their settlements got larger</p> <p>To know that they started to have leaders and create hillforts as they needed to protect their resources, animals, jewellery, weapons, tools, from different tribes.</p> <p><b>Year 3</b></p> <p>To know that Britain was invaded as it had rich soil, valuable metals such as lead, copper, zinc, gold, silver, land and slaves.</p> <p>To know that over time, the occupying forces settled, building forts and towns.</p> <p>To know that the Romans built roads which allowed trade to be easier between towns.</p>	<p><b>Year 2</b></p> <p>To know that a kingdom is a country or area ruled over by a monarch.</p> <p>To know that the role of a monarch is passed down through the family.</p> <p><b>Year 3</b></p> <p>To know that the Bell Beaker culture started in Central Europe in about 2800 BC and they migrated to Britain.</p> <p>To know that the Romans invaded Britain successfully in 43AD</p> <p><b>Year 4</b></p> <p>To know that Britain was then unprotected after the Romans left so The Scots and the Picts invaded</p> <p>To know that the Anglo-Saxons wanted to settle in Britain because of the climate, fertile land and to control trading routes</p> <p>To know that the Anglo-Saxons did not live in the Roman towns as they looked for land which had natural resources nearby and they surrounded their villages with high fences to protect those inside</p> <p>To know that the Anglo-Saxon tribes became kingdoms and there were 7 Anglo-Saxon kingdoms. These were ruled by a strong and successful leader: 'cyning', the Anglo-Saxon word for 'king'. Mercia was the most powerful.</p>	<p><b>Year 2</b></p> <p>To know that the River Thames was used for water to put out the fire. London has grown over time and lots of settlements start next to rivers or water</p> <p>To know that James I was the first Stuart monarch and the first monarch to rule both England and Scotland.</p> <p>To know that a kingdom is a country or area ruled over by a monarch.</p> <p>To know that the role of a monarch is passed down through the family.</p> <p>To know that the king at the time was King Charles II and he was a Stuart monarch.</p> <p>To know that religion was extremely important in the Stuart period and that James I was a Protestant.</p> <p><b>Year 3</b></p> <p>To know that the Romans built roads which allowed trade to be easier between towns.</p>	<p><b>Year 1</b></p> <p>To know that significant people have monuments or things named after them</p> <p>To know that technology has improved over time</p> <p>To know that technology can sometimes not work when it is new</p> <p><b>Year 2</b></p> <p>To know that a kingdom is a country or area ruled over by a monarch.</p> <p>To know that the role of a monarch is passed down through the family.</p> <p>To know that the River Thames was used for water to put out the fire. London has grown over time and lots of settlements start next to rivers or water</p> <p><b>Year 3</b></p> <p>To know that an empire is a large group of states of countries ruled by one monarch or leader</p> <p>To know that the Roman Empire was ruled by an emperor. The emperor held ultimate power in political, legal, financial, military and religious matters. An emperor is not voted into power but because they were born into the right family (hereditary rule).</p> <p>To know that the Celts did not write anything down, so some evidence we have about them comes from the Roman point of view</p> <p>To know that Samuel Pepys' diary was written at the time and gives a first-hand account of the fire.</p>

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<b>Chronological Order</b>	Boringdon Timeline Timeline of 3 periods of the Stone Age and the timeline of the 3 ages (building up to a timeline within a timeline)	Boringdon Timeline Timeline within the period of the 3 distinct periods of the Roman Empire and the invasion/exit of Britain within this	Boringdon Timeline Timeline within the period of Anglo-Saxon Britain	Boringdon Timeline Timeline within the period of Viking England, overlapping the timeline created in the previous unit on Anglo-Saxon Britain to reinforce the crossed timelines	Boringdon Timeline Timelines showing the overlaps of the different Ancient Civilisations in different areas of the globe	Boringdon Timeline Timelines of the 3 periods of Ancient Egyptian history
<b>Chronological vocabulary</b>	<p>today, tomorrow, yesterday, after, before, day, now, then, old, new hours, weeks, the present, year, decade, century, the past, long ago, the future, week, month, long ago, modern, timeline  sequence, chronological order, earlier, later, decades, centuries, era  AD/BC, ancient, millennium, thousands of years, pre-history, prehistoric</p> <p>today, tomorrow, yesterday, after, before, day, now, then, old, new hours, weeks, the present, year, decade, century, the past, long ago, the future, week, month, long ago, modern, timeline  sequence, chronological order, earlier, later, decades, centuries, era  AD/BC, ancient, millennium, thousands of years, pre-history, prehistoric  CE/BCE, circa (c.)</p>					
<b>Vocabulary</b>	primary source, secondary source, archaeologist, migrate, hillfort, transport, nomadic, settlement, tribe, farming	invention, trade, emperor, conquer, invade, uprising, culture, diverse	belief, religion, society, unprotected, fertile, convert, pagan, unite	treaty, raid, monastery, account, plunder, rival, afterlife, occupation	agriculture, irrigation, civilisation, ancient, develop, barter	pharaoh, papyrus, hieroglyphics, vizier, inundation, priests, peasants
<b>Cross curricular connections</b>	Geography - maps of Dartmoor (Merrivale), South-West England and Europe.	English - Fantastically Great Women Geography - look at maps of Rome, Italy and Europe. Geography - knowledge of rivers (used for trade)	Anglo-Saxons Geography - Looking at maps. Europe	Cross curricular link - Vikings Geography - Looking at maps Maths - Measurement links to making the Viking longboat.		Geography: look at numerous maps of Egypt and Europe Geography: knowledge of rivers (River Nile) (used for trade)