



Progression Document - History



West Rise Curriculum

At West Rise, we grow Historians who...

Know how to use sources to gather information and understand the topic better.

Are able to think chronologically to help with historical reasoning, to distinguish between past, present and future time.

Understand that History is the 'Story of Humanity.'

West Rise Aims and Purpose

Intent

Chronology underpins our History, without having to teach everything in chronological order. When starting a new topic, previous topics are linked in to develop chronology and to understand where it all fits in.

Our History is knowledge rich with a progression of skills. These skills are taken from the Connected History framework and are used within the Knowledge and Skills in each History lesson, so that the children are aware of the skills that they are developing.

We intend to inspire pupil's curiosity.

Aims

- The National Curriculum for History names the statutory topics but the rest is all non-statutory, so our aim is to teach aspects within a topic which are purposeful and relate to the children where possible, as well as teaching in a cross-curricular way and through the engaging parts of a topic.
- For children to see the importance of seeing the narrative of history.

Character Traits

- *Gratitude* - ensuring that children are grateful for the past events that have lead up to their own life today and can show an appreciation and gratitude for the trials and tribulations that people throughout History have gone through.
- *Kindness* - children to be kind to one another during the lessons and show kindness to other cultures.
- *Love of learning* - Children to develop a love for learning about History and show enthusiasm within lessons.
- *Perseverance* - to never give up with developing the History skills needed to become Historians and understand how people in the past persevered.
- *Respect* - show respect to each other during lessons and to other cultures and viewpoints.
- *Teamwork* - working as a team to think like Historians and look at clues from the past together.

National Curriculum

National Curriculum Aims and Purpose		
Purpose of Study	Aims	Attainment Targets
<p>A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.</p>	<p>The national curriculum for History aims to ensure that all pupils:</p> <ul style="list-style-type: none"> ➤ know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world ➤ know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind ➤ gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry' ➤ understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses ➤ understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed ➤ gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales. 	<p>By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.</p> <p>Schools are not required by law to teach the example content in [square brackets] or the content indicated as being 'non-statutory'.</p>
Subject Content		
<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>Pupils should be taught to:</p> <ul style="list-style-type: none"> • changes in Britain from the Stone Age to the Iron Age <p>Examples (non-statutory)</p> <p>This could include:</p> <ul style="list-style-type: none"> ➤ late Neolithic hunter-gatherers and early farmers, for example, Skara Brae ➤ Bronze Age religion, technology and travel, for example, Stonehenge ➤ Iron Age hill forts: tribal kingdoms, farming, art and culture <ul style="list-style-type: none"> • the Roman Empire and its impact on Britain <p>Examples (non-statutory)</p> <p>This could include:</p>	

In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

- Julius Caesar's attempted invasion in 55-54 BC
- the Roman Empire by AD 42 and the power of its army
- successful invasion by Claudius and conquest, including Hadrian's Wall
- British resistance, for example, Boudica
- 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity

- Britain's settlement by Anglo-Saxons and Scots

Examples (non-statutory)

This could include:

- Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire
- Scots invasions from Ireland to north Britain (now Scotland)
- Anglo-Saxon invasions, settlements and kingdoms: place names and village life
- Anglo-Saxon art and culture
- Christian conversion - Canterbury, Iona and Lindisfarne

- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor

Examples (non-statutory)

This could include:

- Viking raids and invasion
- resistance by Alfred the Great and Athelstan, first king of England
- further Viking invasions and Danegeld
- Anglo-Saxon laws and justice
- Edward the Confessor and his death in 1066

- a local history study

Examples (non-statutory)

- a depth study linked to one of the British areas of study listed above
- a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)
- a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.

- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

Examples (non-statutory)

- the changing power of monarchs using case studies such as John, Anne and Victoria
- changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century
- the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day
- a significant turning point in British history, for example, the first railways or the Battle of Britain

- 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

- Ancient Greece - a study of Greek life and achievements and their influence on the western world

- 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; Maya civilization c. AD 900; Benin (West Africa) c. AD 900-1300.

Curriculum Links

English

Aims

- Develop the habit of reading widely and often, for both pleasure and information
- Appreciate our rich and varied literacy heritage
- Use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- Are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate

Subject Content

➤ WRITING (COMPOSITION)

- Plan their writing by:
- Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar

➤ SPOKEN LANGUAGE

- Listen and respond appropriately to adults and their peers
- Ask relevant questions to extend their understanding and knowledge
- Use relevant strategies to build their vocabulary
- Articulate and justify answers, arguments and opinions
- Use spoken language to develop understanding through speculating, hypothesising. Imagining and exploring ideas
- Participate in discussions, presentation, performances, role play, improvisations and debates
- Consider and evaluate different viewpoints, attending to and building on the contributions of others

➤ READING (COMPREHNSION)

- Develop positive attitudes to reading and understanding of what they read by:
- Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- Reading books that are structured in different ways and reading for a range of purposes
- Using dictionaries to check the meaning of words that they have read
- Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
- Identifying themes and conventions in a wide range of books
- Understand what they read, in books they can read independently, by:
- Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context asking questions to improve their understanding of a text
- Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- Retrieve and record information from non-fiction

Maths

Subject Content

- Number - number and place value
 - count backwards through zero to include negative numbers
 - order and compare numbers beyond 1000
 - read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value.
 - read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit
 - interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero
 - read Roman numerals to 1000 (M) and recognise years written in Roman numerals.
- Measurement
 - tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks
 - compare durations of events [for example, to calculate the time taken by particular events or tasks]
- Statistics
 - interpret and present data using bar charts, pictograms and tables
 - solve one-step and two-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables
 - interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs
 - solve comparison, sum and difference problems using information presented in a line graph

Science

Aims

- develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them
- are equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future

Working Scientifically

- They should ask their own questions about what they observe and make some decisions about which types of scientific enquiry are likely to be the best ways of answering them, including observing changes over time, noticing patterns, grouping and classifying things, carrying out simple comparative and fair tests and finding things out using secondary sources of information.
- They should also begin to recognise that scientific ideas change and develop over time. They should select the most appropriate ways to answer science questions using different types of scientific enquiry, including observing changes over different periods of time, noticing patterns, grouping and classifying things, carrying out comparative and fair tests and finding things out using a wide range of secondary sources of information.

Subject Content

- Plants
 - explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal

	<ul style="list-style-type: none"> ➤ Rocks <ul style="list-style-type: none"> - compare and group together different kinds of rocks on the basis of their appearance and simple physical properties - describe in simple terms how fossils are formed when things that have lived are trapped within rock - recognise that soils are made from rocks and organic matter ➤ Living things and their habitats <ul style="list-style-type: none"> - recognise that environments can change and that this can sometimes pose dangers to living things - describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird - describe the life process of reproduction in some plants and animals ➤ States of Matter <ul style="list-style-type: none"> - identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature ➤ Working Scientifically <ul style="list-style-type: none"> - identifying differences, similarities or changes related to simple scientific ideas and processes - recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs - reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations - identifying scientific evidence that has been used to support or refute ideas or arguments ➤ Animals including humans <ul style="list-style-type: none"> - describe the changes as humans develop to old age ➤ Earth and Space <ul style="list-style-type: none"> - use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky ➤ Evolution and Inheritance <ul style="list-style-type: none"> - recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago - identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution
<p style="text-align: center;">Art and Design</p>	<p>Aims</p> <ul style="list-style-type: none"> - Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms <p>Subject Content</p> <ul style="list-style-type: none"> - About great artists, architects and designers in history

<p>Computing</p>	<p>Aims</p> <ul style="list-style-type: none"> - Are responsible, competent, confident and creative users of information and communication technology. <p>Subject Content</p> <ul style="list-style-type: none"> - Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content - Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information
<p>Geography</p>	<p>Aims</p> <ul style="list-style-type: none"> - Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time - Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS) <p>Subject Content</p> <ul style="list-style-type: none"> ➤ Locational Knowledge <ul style="list-style-type: none"> - Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time ➤ Human and physical Geography <ul style="list-style-type: none"> ○ Describe and understand key aspects of: <ul style="list-style-type: none"> - Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle - Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water
<p>Latin</p>	<p>Aims</p> <ul style="list-style-type: none"> - Understand and respond to spoken and written language from a variety of authentic sources - Discover and develop an appreciation of a range of writing in the language studied.

<p>Music</p>	<p>Aims</p> <ul style="list-style-type: none">- Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians <p>Subject Content</p> <ul style="list-style-type: none">- Develop an understanding of the history of music.
<p>RE</p>	<p>Aims</p> <ul style="list-style-type: none">- Know about and understand a range of religions and worldviews.- Express ideas and insights about the nature, significance and impact of religions and worldviews. <p>Subject Content</p> <ul style="list-style-type: none">- Value both the commonality and diversity present in the world through gaining an understanding and respect for the main world religions;

Progression - Knowledge and Skills

Subject Content	Knowledge and Skills			
	Year 3	Year 4	Year 5	Year 6
<p>Changes in Britain from the Stone Age to the Iron Age</p>	<p>➤ Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind</p> <p>Where do we come from?</p> <ul style="list-style-type: none"> • What does prehistoric mean? • Prehistoric Britain: Wasn't it just a bunch of cavemen? • Examining the evidence: What kind of sources tell us about the Stone Age? • Neolithic Farmers: What was life like at Skara Brae? • Better than the Stone Age: What was so good about Bronze? • Burying the past: What do goods tell us about the Bronze Age? • Picturing the Iron Age: What was Iron Age Art like? 			

Subject Content	Knowledge and Skills			
<p data-bbox="71 210 635 283">The Roman Empire and its impact on Britain</p>	Year 3	Year 4	Year 5	Year 6
	<p data-bbox="635 252 1199 829"> ➤ Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind ➤ gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry' </p> <p data-bbox="635 871 1199 955">How did the Romans impact us in Britain?</p> <p data-bbox="635 955 1199 997">How did the Roman Empire begin?</p> <ul data-bbox="635 997 1199 1795" style="list-style-type: none"> • How did the Roman Empire begin? • Rise and Conquer! How did the Roman army help to expand the Roman Empire? • Who was Boudica? How did Boudica rebel against the Romans? • Building up Britain: What did the Romans build after they settled in Britain? • Time to relax: What did the people do for leisure in Roman Britain? • Digging up the past: What do archaeological sites tell us about Britain? • Home Sweet Home: What were houses like in Roman Britain? • What did the Romans do for us? What important things did the Romans introduce to Britain? 			

Subject Content	Knowledge and Skills			
	Year 3	Year 4	Year 5	Year 6
<p>Britain's settlement by Anglo-Saxons and Scots</p>		<ul style="list-style-type: none"> ➤ Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind ➤ gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry' <p>Who were the Anglo-Saxon invaders?</p> <ul style="list-style-type: none"> • Why did the Anglo-Saxons want to settle in Britain? • What was it like in an Anglo-Saxon village? • What kind of clothes did the Anglo-Saxons wear? • How was Anglo-Saxon Britain ruled? • Who was Alfred the Great? • How did the Anglo-Saxons write things down? • How did the Anglo-Saxons find out about Christianity? • What was the mystery of Sutton Hoo? 		

Subject Content	Knowledge and Skills			
<p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p>	Year 3	Year 4	Year 5	Year 6
		<p>➤ Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind</p> <p>What did the Vikings want and how did Alfred help to stop them getting it?</p> <ul style="list-style-type: none"> • What was the 'terror' that appeared in Britain on June 8th 793? • Why was the design of their longships so important to the Vikings? • What were the two treasures that most Viking Norsemen wanted from Britain? • Viking horned helmets- historical fact or myth? • Why is Alfred the only king or queen of England to have 'the Great' after their name? 		

Subject Content	Knowledge and Skills			
A local history study	Year 3	Year 4	Year 5	Year 6
		<ul style="list-style-type: none"> ○ a depth study linked to one of the British areas of study listed above <p>Studying the Battle of Hastings (with trip to Battle Abbey) and Pevensey Castle.</p>		

Subject Content	Knowledge and Skills			
A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	Year 3	Year 4	Year 5	Year 6
	<ul style="list-style-type: none"> ○ the legacy of Roman culture (art, architecture or literature) on later periods in British history, including the present day 		<ul style="list-style-type: none"> ○ the legacy of Greek culture (art, architecture or literature) on later periods in British history, including the present day 	<p>Why do we have wars? Finding out about this question by learning about:</p> <ul style="list-style-type: none"> • Invasions • Dunkirk • Axis and Allies • Evacuation • Rationing • Propaganda • Women at War • Holocaust • Battle of Britain • Enigma • End of the War

Subject Content	Knowledge and Skills			
	Year 3	Year 4	Year 5	Year 6
<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>				<ul style="list-style-type: none"> ➤ Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind ➤ Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and peasantry. <p>Study the Ancient Egyptians, through learning about:</p> <ul style="list-style-type: none"> • Pharoes • Pyramids • Mythology • Daily Life • River Nile

Subject Content	Knowledge and Skills			
	Year 3	Year 4	Year 5	Year 6
<p>Ancient Greece - a study of Greek life and achievements and their influence on the western world</p>			<p>➤ Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind</p> <p><i>Ancient Greeks</i></p> <ul style="list-style-type: none"> • Who were the Ancient Greeks?/intro to the Gods. • How are Athens and Sparta different? • What was Alexander the Great's impact on the Greek empire? • Why did a small Greek army win the Battle of Marathon? • What happened at the Ancient Greek Olympic Games? • What were the Ancient Greek philosophers famous for? • Did the events of the Trojan Horse story really happen? • What was daily life like for children in Ancient Greece? • How significant is the legacy of Ancient Greece for life today? 	

Subject Content	Knowledge and Skills			
<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; Maya civilization c. AD 900; Benin (West Africa) c. AD 900-1300.</p>	Year 3	Year 4	Year 5	Year 6
			<ul style="list-style-type: none"> ➤ Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind ➤ gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry' <p>Ancient Mayans Who were the Mayans? What religions and Gods did the Mayans worship? How did the Mayan number system work? What are the discoveries that have helped us understand the Mayan civilisation? How have the discovery of Mayan civilisations helped us understand how they lived? How was Mayan writing constructed? Which foods were the Mayans known for?</p>	

Progression - Vocabulary

Subject Content	Vocabulary			
Changes in Britain from the Stone Age to the Iron Age	Year 3	Year 4	Year 5	Year 6
Romans	Year 3	Year 4	Year 5	Year 6
Anglo-Saxons	Year 3	Year 4	Year 5	Year 6
		Anglo-Saxons, invaders, map, origin, tribe, Angles, Saxons, Jutes, Denmark, Germany, Netherlands, Kent, East Anglia, Mercia, Northumberland, movement, immigration, settle, settlers, King Vortigern, village, features, settlement, natural resources, safe, self-sufficient, clothes, natural materials, wool, dye, source, evidence, historians, ruler, ruled, kingdom, social hierarchy, importance, local area, kingdom structure, investigate, originate, Alfred the Great, remembered, significant figure, legacy, commemorative, statue, truthfulness, runes, runic alphabet, manuscripts, conversion, Christianity, paganism, religious beliefs, key figures, stained glass window, depicting, Sutton Hoo, artefacts, grave, mystery, deductions, evidence, burial.		
Vikings	Year 3	Year 4	Year 5	Year 6
		Inhabited; terror; lovely; appeared; suffered; pagan; race; inroad; blood spattered; priest; despoiled; ornaments; venerable; prey; closeness; joy; distress; suffering; grief; heathens; poured; saint; compass; altar; destroyed; trampled; bodies; temple; street; cliffs; rowed; longships; uprooted; rugged; storm; crest; debris; eroded; Vikings; Norsemen; Men of the North; tribe; race; chieftain; separate; Scandinavia; Norway; Sweden; Denmark; culture;		

		<p>unattached; invasion; homeland; adventure; víkingr; víking; Lindisfarne; Holy Island; chalice; monk; slave; priory; tabloid newspaper; journalistic report; media recount; York; Durham; iconic; symbol; design; connectives; hull; plank; overlapped; shallow; draft; waterline; narrow; lightweight; symmetrical; bow; stern; mast; rigged; port; starboard; strong; flexible; voyage; river; shallow; obstacles; waterfall; beach; escape; camp; shelter; reverse; enemy; entangled; overhanging; headway; surprise; families; treasure; settlement; location; landscape; climate; temperature; precipitation; mean; average; range of temperature; growing season; Lincoln; Lincolnshire; Norway; Hamar; farmers; per cent; mountainous; restricted; barren; flat land; temperate; fertile; occupy; counties; England; Scotland; Wales; Ireland; synonymous; myth; opera; legend; unauthenticated; Robin Hood; medieval; defend; tyranny; landlord; officers; persecuted; outlaw; play; ballad; generation; notorious; associated; standards; thence; shield- wall; fought; fiercely; spirited; overthrew; slaughter; fortress; boldly; encamped; horrors; famine; fear; despair; peace; concluded; pity; speedily; King Guthrum; Christianity; accept; baptism; fulfilled; fortified; burhs; defences; moat; Oxford; Buckingham; scripture; pagan; psalms; Bible; scholars; translate; navy; advisers; guidance; counsel; Witan; Privy Council; soldiers; Standing Army; volunteer; training; professional; Royal Navy; Royal Air Force; Army; law; code; court; judge; appointed; judgment; legal; learning; illiterate; compulsory; education; inscription; battle of Hastings; William; Duke of</p>		
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		Normandy; Normans; Edward the Confessor; Normandy; English Channel; legacy.		

Progression - Curriculum Links

Subject Content	Curriculum Links			
Art and Design	Year 3	Year 4	Year 5	Year 6
			<ul style="list-style-type: none"> • Looking at <i>Greek</i> patterns • Creating <i>Greek</i> scene 	<ul style="list-style-type: none"> • Hieroglyphs
Computing	Year 3	Year 4	Year 5	Year 6
Design Technology	Year 3	Year 4	Year 5	Year 6
			<ul style="list-style-type: none"> • Design <i>Greek</i> style vase • Finalise <i>Greek</i> vase • Evaluation 	<ul style="list-style-type: none"> • Pyramids
English	Year 3	Year 4	Year 5	Year 6
	Participate in debate about why Stonehenge was built.		<ul style="list-style-type: none"> • Reading, <i>Greek</i> Gods and Goddesses information texts and Writing, <i>Greek</i> God or Goddess fact file. • Reading about Theseus and the Minotaur and Writing Character descriptions and retelling of stories. • Reading about King Midas and doing conversational writing. • Reading about Icarus and Daedalus and doing speech writing: argument for whose fault the tragedy was. • Reading Pandora's box and some of examples of <i>Greek</i> poetry and writing own poetry using this as inspiration. 	
Geography	Year 3	Year 4	Year 5	Year 6
History	Year 3	Year 4	Year 5	Year 6

Latin	Year 3	Year 4	Year 5	Year 6
			<ul style="list-style-type: none"> Learn about the tool's doctors used in Roman times. To know about aspects of a Roman soldier's life. 	
Mathematics	Year 3	Year 4	Year 5	Year 6
Music	Year 3	Year 4	Year 5	Year 6
Physical Education	Year 3	Year 4	Year 5	Year 6
Religious Education	Year 3	Year 4	Year 5	Year 6
Science	Year 3	Year 4	Year 5	Year 6
S.P.H.E.R.E.	Year 3	Year 4	Year 5	Year 6