

	Autumn		Spring	Summer
Year 3	<p>What is the secret of the standing stones? Changes in Britain from the Stone Age to the Iron Age</p> <p><i>Why did the Stone Age come to an end about 6,000 years ago?</i> <i>Why was the Amesbury Archer so important?</i> <i>Why do people build monuments?</i> <i>Why did Bronze Age people build monuments at Merrivale?</i></p> <p>Identify; describe; compare and contrast; sequence; reason; understand; explain; justify; empathise.</p>	<p>Who is behind the mask? The achievements of the earliest civilizations: Ancient Egypt.</p> <p><i>Who was Howard Carter?</i> <i>What do artefacts tell us about Ancient Egypt?</i> <i>Why did the Ancient Egyptians build pyramids?</i></p> <p>Recognise; identify; describe; observe; select; sequence; categorise; reason and interpret; synthesise; explain; understand.</p>	<i>Geography focus</i>	<i>Geography focus</i>
Year 4	<p>How did the arrival of the Romans change Britain? The Roman Empire and its impact on Britain.</p> <p><i>Why did Emperor Claudius invade Britain?</i> <i>Why did the Romans almost lose control of Britain? (War with Boudica)</i> <i>Why was it so important to Claudia Aelius that her friend Lepidina Cerialis came and visited her?</i> <i>Why were Claudia and Lepidina living in Vindolanda</i></p>	<p>Who were the Anglo- Saxons and how do we know what was important to them? Britain's settlement by Anglo-Saxons and Scots.</p> <p><i>Why did the Romans leave Britain?</i> <i>Who were the Anglo-Saxons and why didn't they choose to live in the towns the Romans left behind?</i> <i>How did the lives of Anglo-Saxons change when Ethelbert met Augustine?</i> <i>How did converting to Christianity change the lives of</i></p>	<p>On our doorstep: how has Southbourne changed? A local history study.</p> <p><i>Why do places change?</i> <i>How has my local area changed in the past?</i> <i>How has my local area changed as a result of WW1?</i> <i>How and why does the quality of my local environment change in my local area?</i></p>	

	<p><i>(Hadrian's Wall)?</i> <i>How do we know so much about the towns the Romans built in Britain?</i> <i>Why did the Romans organise gladiatorial games?</i></p> <p>Identify; describe; compare and contrast; sequence; reason and interpret; explain; understand; make a judgement; justify.</p>	<p><i>people in Britain?</i> <i>What does Sutton Hoo tell us about the Anglo-Saxon world?</i></p> <p>Recognise; identify; describe; sequence; reason and interpret; empathise, make a judgement; evaluate.</p>	<p>Recognise; identify; describe; observe; select; categorise; sequence; reason and interpret; summarise; synthesise; explain; understand; justify.</p>
<p>Year 5</p>	<p>What did the Vikings want and how did Alfred help to stop them getting it? The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</p> <p><i>What was the 'terror' that appeared in Britain on June 8th 793?</i> <i>Why was the design of their longships so important to the Vikings?</i> <i>What were the two treasures that most Viking Norsemen wanted from Britain?</i> <i>Viking horned helmets - historical fact or myth?</i> <i>Why is Alfred the only King or Queen of England to have 'the Great' after their name?</i></p> <p>Identify; describe; observe; compare and contrast; sequence; reason and interpret; explain; justify; make judgements; evaluate; empathise, hypothesise.</p>	<p>The story of the Trojan Horse: historical fact, legend or classical myth? Ancient Greece: a study of Greek life and achievements and their influence on the western world.</p> <p><i>What exactly is the story of the Trojan Horse?</i> <i>What evidence exists to authenticate the story of the Trojan Horse?</i> <i>What other explanations could there be for the origin of the story of the Trojan Horse?</i> <i>Pupils also create their own enquiry questions about an aspect of Ancient Greek society which interests them.</i></p> <p>Describe; sequence; explain; justify; develop conclusions; make judgements; evaluate; critique.</p>	<p><i>Geography focus</i></p>
<p>Year 6</p>	<p>Why was winning the Battle of Britain in 1940 so important? A significant turning point in British history.</p> <p><i>How serious was the risk of invasion by Nazi Germany in June 1940?</i> <i>What did Hitler need to achieve if an invasion was going to succeed?</i> <i>Why did Britain win the Battle of Britain?</i></p> <p>Identify; describe; sequence; explain; justify; make judgements; evaluate.</p>	<p>Why did the Ancient Maya change the way they lived? A non-European society that provides contrasts with British history.</p> <p><i>Who are the Maya and where do they live?</i> <i>What are the main occupations of Maya people today?</i> <i>What did John and Frederick rediscover in 1839?</i> <i>What do the ruins of Chichen Itza tell us about the lives of ancient Maya?</i> <i>Why do historians know so much about ancient Maya society?</i> <i>Why was pok-a-tok more than just a ball game?</i></p>	<p><i>Geography focus</i></p>

Why did the ancient Maya leave their jungle cities?

Identify; describe; reason and interpret; sequence;
synthesise; explain; justify; make judgements;
evaluate.