

What we need to cover	Progression across school
Changes in Britain from the Stone Age to the Iron Age	<p>Year 3 Narrative - The Stone Age Boy</p> <p>The children are transported back in time to the stone age where they meet 'Om' a prehistoric human. Using their historical skills, their first task is to identify and analyses evidence from Om's like to discover which period of the stone age in which Om is living in (The Mesolithic). Through doing they gain and deploy a historically grounded understanding of abstract terms such as 'prehistoric civilisation', 'settlements', Palaeolithic, Mesolithic and Neolithic', 'Iron-age', 'chronological', 'BC/BCE', 'evolution'</p> <p>The children learn the importance of community and the nature of ancient civilisations through how they adapted to their lives.</p> <p>The aim is for the children to help Om transition from the Mesolithic era to the Neolithic era from a hunter gather to an early farmer. This studies the changes in Britain from the late Neolithic hunter-gathers and early farmers – through this the children will study the early settlement of 'Skara Brae'.</p>

A local history study	<p>Year 3 Narrative – Life as a Victorian Child</p> <p>Through the eyes of Thomas Banardo, children discover and enquire what life was like for Victorian street children. They explore the themes through poverty, exploitation and responsibility. Children collaborate to persuade the people of London to stop neglecting these forgotten children and start to provide them with an education, home and hope for the future.</p> <p>Lord Shaftsbury is introduced and the children realise what an important influence he had historically. Through this, the children are transported to the local coal mines where they gain a first hand experience, through going to Wakefield Coal mining museum, where they gain a deeper understanding into the child labour used in the mines and how poverty restricts choice and that children were exploited by both their families and the mine owners. They gain an understanding of how our knowledge of the Victorian era is constructed from a range of sources as part of their research. As pit inspectors, they gather information for their report where they make historical claims.</p>
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A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	<p>Year 3 Narrative – Life as a Victorian Child</p> <p>The children enquire into how coal mining and the laws at the time of the Victorian era shaped British history through the changing of the laws of the country to safeguard children. This was led by the influential Lord Shaftsbury.</p>
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The Roman Empire and its impact on Britain	<p>Year 4 Narrative - Roman Adventure</p> <p>Through their initial roles as Roman soldiers children gain a deep and significant understanding of the Roman Empire and the power of its army. They gain an insight into the cause and consequence of gaining power and land e.g. the children will have an insight into how the Roman army changed feelings and tension in the country as the empire gained ground, incidences such as the persecution of their own people occurred. The children then become persecuted people who are fleeing Rome, through this role they experience the contrasting consequence and significance of the Roman invasions. They create their own structured accounts to gain insight into the aspects of this historical period and its links to the wider world. As the children arrived in 'Britannia' they realise the 'Romanisation of Britain' and gain an understanding of how the Romans influenced the landscape of this new country. They also quickly realise that the people occupying Britannia did not accept this Romanisation and instead fought back and resisted this invasion. The people had been strongly influence by the legend of Boudicca and her armies from AD 60-61.</p>

The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of The Shang Dynasty of Ancient China	<p>Year 4 Narrative - The Willow Pattern Story</p> <p>The Shang Dynasty</p> <p>Through investigating the life and disappearance of 'Kong-Shee' the children delve into the ancient traditions of the Chinese people. As part of this the children stumble across the influential 'Shang Dynasty'. As part of their research the children discover the characteristic features of this past non-European society and its long standing influence over Chinese culture and traditions. The children discover how this once wealthy and influential kingdom lost power and went into decline. They understand 'The Shang Dynasty' was the earliest ruling dynasty of China to be established in recorded history, though other dynasties predated it. Also that the Shang ruled from 1700 to 1027 B.C. and were known for their advances in math, astronomy, artwork and military technology.</p>
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Britain's settlement by Anglo-Saxons and Scots	<p>Year 5 Narrative - Viking boy</p> <p>Children take on the role of Anglo-Saxon settlers and gain an understanding of what life was like in an Anglo-Saxon settlement. Through the eyes of 'York Boy', they are living in the town of 'Eoforwic' (modern day York). Through looking at artefacts, children gain an understanding of Anglo-Saxon's art and culture, way of life, diet and clothing. As Anglo-Saxons the children discover the impending threat of the Vikings – they must protect their town.</p>
The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor	<p>Year 5 Narrative - Viking boy</p> <p>In role, the children need to find out about the previous Viking attacks, where they happened and why. They write a report to their elders on the impact of Viking attacks that have already happened. They need to find out what to do to protect their town. Meanwhile, the children start to learn what life was like as a Viking child who is beginning his quest of vengeance and power.</p>
Ancient Greece – a study of Greek life and achievements and their influence on the western world	<p>Year 5 Narrative - Ancient Greece</p> <p>A study of Greek life and achievements and their influence on the western world</p>

What we need to cover	Progression across school
<p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p>	<p>Year 6 Narrative - Rose Blanch</p> <p>Children investigate the cause and impact of WWI and WWII. They do this through a local study based on George Kellet and the WWI soldiers of Ossett and through the WWI narrative of Rose Blanch. They look at the causes of WWI and what life was like for a soldier in WWI. They look at the impact that both wars had on different people and countries. They gain an understanding of the importance of remembrance and learning from history</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>	<p>Year 6 Narrative -</p> <p>Benin Empire (West Africa) c. AD 900-1300.</p>