

<i>Boudicca and The Romans</i>				<i>Ancient Egypt</i>		
	<i>Concept</i>	<i>Skills Success Criteria</i>	<i>Knowledge</i>	<i>Concepts</i>	<i>Skills Success Criteria</i>	<i>Knowledge</i>
<b>Chronology</b>  <b>Vocabulary</b> Years, decades, century, period, date BC, AD, BCE, CE, prehistory During, duration,	Establish clear narratives within and across periods studied	Place events from the period studied on a timeline  Understand more complex terms e.g. BC AD / BCE CE	Amalgamate all knowledge learnt onto a timeline at the end of topic.	Establish clear narratives within and across periods studied	Sequence several events or artefacts  Use terms related to the period and begin to date events	Know key events in Rameses ii life – link to bible
	Continue to develop chronologically secure knowledge of history  Note connections, contrasts and trends over time	Know the periods of time before and after the one being studied	Know about the Roman invasion of Britain (incl. Boudicca) Know about the Roman empire. Know why the Romans left Britain.			
<b>Enquiry</b>  <b>Vocabulary</b> first hand account, reference books, bias, relevance, interpretation, primary source, secondary source	Understand how knowledge of the past is constructed from a range of sources	Use a range of sources to find out about a period: photos, stories, reference books, artefacts, first hand accounts, census etc	Know about the religion in Rome and how it changed	Understand how knowledge of the past is constructed from a range of sources	Distinguish between different sources	Know that pharaohs ruled Egypt.

		Understand how knowledge of the past is constructed from a range of sources	Observe small details in artefacts, pictures	Know what Roman inventions we still use today.	Construct informed responses by selecting and organising relevant historical information	Begin to use reference books and ICT for research	Know how the ancient civilisations were similar geographically – why (all on rivers, same line of latitude)
		Regularly address and sometimes devise historically valid questions (relating to the concepts of Historical Investigation)	Ask a variety of questions relating to a source	Link to invasions – Know why Romans invaded countries. (to get resources)	Construct informed responses by selecting and organising relevant historical information	Choose relevant material to present a picture of one aspect of life in past times	Know about how religion affected life in Egypt. (e.g. mummification)
		Understand how knowledge of the past is constructed from a range of sources	Identify and give reasons for different ways in which the past is represented	Know about the Roman invasion of Britain (incl. Boudicca)	Construct informed responses by selecting and organising relevant historical information	Begin to evaluate the usefulness of different sources	Know how the pyramids were built.
<b>Interpretation</b>  <b>Vocabulary</b> Continuity, significance, ancient, civilisation,	Continuity and Change	Describe / make links between main events, situations and changes within and across different periods/societies	Describe some of the main changes in Britain, resulting from an event (e.g. an invasion or war).	Know about the Roman empire. Know why the Romans left Britain.			

faith, democracy, diversity, empire, global, invasion, monarchy, peasant, rebellion, settler, court	Cause and Consequence	Identify and give reasons for, results of, historical events, situations, changes	Explain the impact of a significant historical figure or event on life in Britain.	Know about the Roman invasion of Britain (incl. Boudicca)			
			Explain that an event can have more than one cause	Link to invasions – Know why Romans invaded countries. Know about the Roman invasion of Britain (incl. Boudicca)			
			Express an opinion on whether a person or event had a positive or negative impact on life in Britain	Know about the Roman invasion of Britain (incl. Boudicca)			
	Similarity and difference	Describe social, cultural, religious and ethnic diversity in Britain & the wider world	Find out about everyday lives of people in times studied and compare with our life today	Know how homes changed in Britain when the Romans invaded. Know what Roman inventions we still use today.	Describe social, cultural, religious and ethnic diversity in Britain & the wider world	Find out about everyday lives of people in times studied and compare with our life today	Know about some of the achievements of each civilisation (drainage, wheel, pyramids, paper) – which do they think is the most important?

						Compare two periods of history, identifying similarities and differences between them.	Know how aspects of life were similar in each civilisation (writing, number systems, defence, laws)
	Significance				Identify historically significant people and events in situations	Offer a reasonable explanation for some events	Know key events in Rameses ii life – link to bible