

## History Sequence Overview Year 3 – Year 6

Year	Term	<b>Chronology</b>	<b>Settlement</b> Worthing and the world
<b>3</b>	<b>AUT</b>	<b>From The Stone Age to The Iron Age (9.5hrs)</b> Children are introduced to timelines and learn the difference between BC and AD. They physically use a long piece of string that winds around the playground so that they can see the grand scale of time. They organise the key stone age dates alongside their own birth dates, parents birth dates and grandparents birth dates to help them contextualise scale.	<b>From The Stone Age to The Iron Age (9.5hrs)</b> Creating an understanding of Worthing in its earliest forms and how it was key for mining and how it was a starter for industry that encouraged settlements around.
	<b>SPR 1</b>		
	<b>SPR 2/SUM 1</b>		
	<b>SUM 2</b>	<b>The Romans (8.5hrs)</b> Review the knowledge of timelines so far. Children place selection of key dates and organise on to the timeline. Explore the cross over between BC and AD and ensure the children have a strong understanding of which comes first.	<b>The Romans (8.5hrs)</b> Real, relevant trip to Fishbourne to look at Roman influence in Sussex. Roman invasion with Caesar and Claudius – what resources did we have that they wanted? Why did they want control over other places?
<b>4</b>	<b>AUT</b>	<b>The Anglo-Saxons (7hrs) + 2h30 trip to Weald and Downland</b> Reintroduce when the Romans left to make links between the arrival of the Anglo-Saxons to give meaning behind dates and build on prior knowledge.	<b>The Anglo-Saxons (7hrs) + 2h30 trip to Weald and Downland</b> Continued analysis of the country has changed over time. Real, relevant trip to Weald and Downland in Sussex to explore what life was like in comparison to today.
	<b>SPR 1</b>	<b>The Vikings (7hrs)</b> Revisiting Britain as they know it chronologically and the changes that have taken place so far. Building on prior knowledge with key dates from the stone age, iron age, Romans and Saxons before exploring and ordering key events that led to the Battle of Hastings.	<b>The Vikings (7hrs)</b> Study of the Battle of Hastings to identify how and when the Viking period ended. Why did the Vikings want to invade?
	<b>SPR 2/SUM 1</b>	<b>Chronological study of crime and punishment across the ages (9.5hrs and 1hr assembly)</b> Reviewing a timeline of a variety of events but starting to strongly compare and contrast different time periods and the features of crime and punishment. Being able to evaluate change for the better or worse so that dates become increasingly meaningful.	<b>Chronological study of crime and punishment across the ages (9.5hrs and 1hr assembly)</b> Broad overview of England's history of crime and punishment.
	<b>SUM 2</b>		
<b>5</b>	<b>AUT</b>	<b>Ancient Greeks (10.5hrs)</b> Making comparisons to what is happening in Britain at this time. Contrast and compare with the start of the Iron age and then later on the Roman invasion. Throughout the topic they will compare the lives of those in Ancient Greece to that of England to ask the question "Who was more advanced?". This is showing how multiple events/civilisations can be taking place at the same time.	<b>Ancient Greeks (10.5hrs)</b> Settlement of people in Crete to establish civilisation. Conflict over territory. Defeat by Romans and how culture did not change greatly as an effect.
	<b>SPR 1</b>	<b>Ancient Mayans (5 Hours)</b> Reviewing what they know of timelines and chronology so far. What timelines shown them and taught them about the past? Building on the current time line with dates of Maya settlement and collapse of the civilisation.	<b>Ancient Mayans (5 Hours)</b> Compare the Roman invasion in England to the Spanish invasion of the Maya. Explore the theme of invasion and reasons for wanting to invade. Where are the ancient Maya now?
	<b>SPR 2/SUM 1</b>	<b>Me and My Town (6 Hours)</b> How Worthing changed over time from small rural farming and village to building development and celebrity endorsement from Amelia, Jane Austin and other famous authors/playwrights. Explores the development of Worthing for leisure and commuting purposes, making connections and comparisons to the uses of Worthing now.	<b>Me and My Town (6 Hours)</b> How Worthing changed over time from small rural farming and village to building development and celebrity endorsement from Amelia, Jane Austin and other famous authors/playwrights. Explores the development of Worthing for leisure and commuting purposes, making connections and comparisons to the uses of Worthing now.
	<b>SUM 2</b>	<b>British Empire (8 Hours)</b> Looking at how events over time build to and develop political and social issue related to trade. Link back to what they know of invasion so far and the reasoning behind it to strengthen prior knowledge on invasion.	<b>British Empire (8 Hours)</b> Children building on enquiry skills to explore the motivations and resulting effects of the British and other European countries colonisation with a focus on Africa and the trade route.

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<b>6</b>	<b>AUT</b>	<b>Ancient Egyptians (7.5hrs)</b> Children are independently able to link cause and effect through chronology. Children are given sources from the time period and use them to compare and contrast locations during a period of time to answer the question "Where would you have rather lived?"	<b>Ancient Egyptians (7.5hrs)</b> Cleopatra's trade relations with surrounding countries and her relationship with Rome. Rome's defeat of Egypt. The use of sources to compare the lives of Egyptians and English settlers existing at the same time.
	<b>SPR 1</b>		
	<b>SPR 2/SUM 1</b>	<b>WW2 (11hrs) +2h30 for Michelham Priory trip</b> Children are independently able to link events that show cause and effect through chronology.	<b>WW2 (11hrs) +2h30 for Michelham Priory trip</b> Real and relevant trip to Michelham Priory to explore what life was like for children evacuated to Sussex. Make comparisons between local areas such as London and the Sussex Downs. What were the features of each place that make them remarkable to children?
	<b>SUM 2</b>		