



	TERM	YEAR 3	YEAR 4	YEAR 5	YEAR 6
YEAR B	Autumn	<p><b>Topic Name: Anglo-Saxons</b>  <i>Big Question: Were the Anglo-Saxons invaders or Settlers?</i>                      I can (Year 3 assessment focus <b>recalling, describing, identifying, explaining, repeating, comparing</b>):</p> <ul style="list-style-type: none"> <li>develop a chronological narrative of the Anglo-Saxon period.</li> <li>explore a range of historical sources and begin to explain what they tell us about Anglo-Saxon times.</li> <li>construct informed responses to historical questions, using accurate evidence and terminology.</li> </ul>	<p><b>Topic Name: Anglo-Saxons</b>  <i>Big Question: Were the Anglo-Saxons invaders or Settlers?</i>                      I can (Year 4 assessment focus <b>explaining, repeating, comparing, Judging, assessing, prioritising, recommending</b>):</p> <ul style="list-style-type: none"> <li>develop a chronological narrative of the Anglo-Saxon period.</li> <li>explore a range of historical sources and begin to explain what they tell us about Anglo-Saxon times.</li> <li>construct informed responses to historical questions, using accurate evidence and terminology.</li> </ul>	<p><b>Topic Name: Battle of Britain</b>  <i>Big Question: Why was the Battle of Britain such an important turning point in WWII?</i>                      I can (Year 5 assessment focus <b>recalling, describing, identifying, explaining, repeating, comparing</b>):</p> <ul style="list-style-type: none"> <li>demonstrate an understanding of the significance of the Battle of Britain.</li> <li>demonstrate an understanding of the chronology using key events of the B of B.</li> <li>empathise with a pilot's life and identify and describe the qualities of the aircraft used in the B of B.</li> </ul>	<p><b>Topic Name: Battle of Britain</b>  <i>Big Question: Why was the Battle of Britain such an important turning point in WWII?</i>                      I can (Year 6 assessment focus <b>explaining, repeating, comparing, Judging, assessing, prioritising, recommending</b>):</p> <ul style="list-style-type: none"> <li>demonstrate an understanding of the significance of the Battle of Britain.</li> <li>demonstrate an understanding of the chronology using key events of the B of B.</li> <li>empathise with a pilot's life and identify and describe the qualities of the aircraft used in the B of B.</li> </ul>
	Spring	<p><b>Topic Name: Theme: History of Chocolate</b>  <i>Big Question: What does chocolate tell us about the changing world?</i>                      I can (Year 3 assessment focus <b>recalling, describing, identifying, explaining, repeating, comparing</b>):</p> <ul style="list-style-type: none"> <li>explore a range of artefacts, predicting their uses and beginning to explain how they inform us about the past.</li> <li>begin to discuss how changes over time affect the present.</li> <li>compare and contrast events throughout history (how chocolate was used/seen within society).</li> </ul>	<p><b>Topic Name: Theme: History of Chocolate</b>  <i>Big Question: What does chocolate tell us about the changing world?</i>                      I can (Year 4 assessment focus <b>explaining, repeating, comparing, Judging, assessing, prioritising, recommending</b>):</p> <ul style="list-style-type: none"> <li>explore a range of artefacts, predicting their uses and beginning to explain how they inform us about the past.</li> <li>begin to discuss how changes over time affect the present.</li> <li>compare and contrast events throughout history (how chocolate was used/seen within society).</li> </ul>	<p><b>Topic Name: The Titanic Tragedy</b>  <i>Big Question: Who's to blame for the sinking of the Titanic?</i>                      I can (Year 5 assessment focus <b>recalling, describing, identifying, explaining, repeating, comparing</b>):</p> <ul style="list-style-type: none"> <li>recall the events chronologically around the tragedy of the Titanic.</li> <li>assess the evidence (primary and secondary).</li> <li>make judgements (causation) about who was to blame for the tragedy.</li> </ul>	<p><b>Topic Name: The Titanic Tragedy</b>  <i>Big Question: Who's to blame for the sinking of the Titanic?</i>                      I can (Year 6 assessment focus <b>explaining, repeating, comparing, Judging, assessing, prioritising, recommending</b>):</p> <ul style="list-style-type: none"> <li>recall the events chronologically around the tragedy of the Titanic.</li> <li>assess the evidence (primary and secondary).</li> <li>make judgements (causation) about who was to blame for the tragedy.</li> </ul>
	Summer	<p><b>Topic Name: Ancient Greeks</b>  <i>Big Question: How modern are the Ancient Greeks?</i>                      I can (Year 3 assessment focus <b>recalling, describing, identifying, explaining, repeating, comparing</b>):</p> <ul style="list-style-type: none"> <li>begin to develop a chronologically secure narrative within the Ancient Greek period.</li> <li>compare and contrast a democratic system from 2 time periods.</li> <li>conclude the achievements of the Ancient Greeks and their influence on the western world.</li> </ul>	<p><b>Topic Name: Ancient Greeks</b>  <i>Big Question: How modern are the Ancient Greeks?</i>                      I can (Year 4 assessment focus <b>explaining, repeating, comparing, Judging, assessing, prioritising, recommending</b>):</p> <ul style="list-style-type: none"> <li>begin to develop a chronologically secure narrative within the Ancient Greek period.</li> <li>compare and contrast a democratic system from 2 time periods.</li> <li>conclude the achievements of the Ancient Greeks and their influence on the western world.</li> </ul>	<p><b>Topic Name: Dunwich Project - history and geography</b>  <i>Big Question: What can we learn about the history of Britain from Dunwich?</i>                      I can (Year 5 assessment focus <b>recalling, describing, identifying, explaining, repeating, comparing</b>):</p> <ul style="list-style-type: none"> <li>identify key places, people, buildings and local historical events.</li> <li>recount a chronological order of historical events.</li> <li>compare the similarities and differences from Tudor times to now.</li> </ul>	<p><b>Topic Name: Dunwich Project - history and geography</b>  <i>Big Question: What can we learn about the history of Britain from Dunwich?</i>                      I can (Year 6 assessment focus <b>explaining, repeating, comparing, Judging, assessing, prioritising, recommending</b>):</p> <ul style="list-style-type: none"> <li>identify key places, people, buildings and local historical events.</li> <li>recount a chronological order of historical events.</li> <li>compare the similarities and differences from Tudor times to now.</li> </ul>

Belonging, Courage, Curiosity, Kindness, Perseverance, Respect

Growing Minds, Kind Hearts, Rooted in Love

'Rooted and Grounded in Love' (Ephesians 3:16)