

Spring Term							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Progression of knowledge and skills through enquiries		What does it take to be a Great Explorer?	How do our favourite toys and games compare with those of children in the 1960s?	What gods did Egyptians believe in? And how did they get into the afterlife?	How did the arrival of the Romans change Britain?	Why did the ancient Maya leave their jungle cities?	
Recognise		Recognise what an explorer does. Recognise some of the personal qualities needed to be a great explorer. Recognise what Neil Armstrong achieved.	Recognise how people record the passing of time. Recognise what a decade is and how long ago the 1960s was. Recognise that since the 1960s some toys and games have changed whilst others have remained the same. Recognise that Wi-Fi allows computers, or other devices, to connect to the internet.	Recognise what gods the Egyptians believed in.	Recognise that by AD43 the Roman Empire covered most of Europe. Recognise that the oldest handwritten document discovered in Britain is a letter from the wife of a Roman fort commander. Recognise that the Romans built many large towns and cities in Britain. Recognise a gladiator and what they did.	Recognise modern Maya people. Recognise that the ancient Maya built cities in the jungles of Central America. Recognise how ancient Maya people grew food.	
Identify, describe and suggest reasons		Describe the achievements of Ranulph Fiennes. Describe the achievements of Amy Johnson and identify why they are particularly remarkable. Describe some of the voyages and discoveries of Columbus and suggest reasons why he was able to accomplish so much. Describe the mystery surrounding Ranulph Fiennes disappearance. Describe the events leading up to the Moon landing and suggest reasons why Armstrong was able to accomplish this.	Identify and describe some of the ways in which historians divide up time. Identify and describe some of the historical events that occurred in Britain during the 1960s. Describe how Wi-Fi enabled toys and games to work and recognise why they didn't exist in the 1960s. Suggest reasons why it is important to know the order or sequence in which events occur. Suggest reasons for changes they have observed.	Describe how the Egyptians perceived the afterlife. Identify and describe the lives of people in different parts of Egyptian society. Describe and explain the historical significance of the discovery of Tutankhamun's tomb and the Pyramids by Howard Carter.	Identify Hadrian's wall and suggest reasons for its purpose. Identify some of the things that went on at Roman gladiatorial games. Describe and explain the design of Hadrian's wall and why the Romans constructed it.	Describe some ancient Maya artefacts. Describe how ancient Maya people probably played the game Pok – a – Tok. Describe that the ancient Maya eventually abandoned their jungle cities. Identify the purpose of each artefact.	
Sequence			Sequence important historic events of the 20 th	Sequence key events on a timeline.			

			century on a simple timeline.				
Compare and contrast		Describe the qualities that astronauts travelling to Mars require and compare and contrast these with those of Fienes, Johnson and Columbus. Compare and contrast the achievements of Armstrong with those of Amy Johnson and Christopher Columbus.	Compare and contrast popular toys and games of the 1960s with those of today. Identifying similarities and differences.	Compare and contrast the lives of people in different parts of Egyptian society.	Compare and contrast the armies of Boudicca and the Roman governor Paulinus.		
Recall					Recall that Boudicca was an Iron Age tribal leader who fought the Romans.		
Explain		Explain why Ranulph Fiennes is recognised as the world's greatest living explorer.		Explain the significance of Egyptian murals/ parchments in understanding the Egyptian way of life.	Explain why Emperor Claudius invaded Britain. Explain what the letter suggests about how high-status and wealthy Romans in Britain lived. Explain the main features of the layout of typical Roman towns. Describe and explain the purpose of gladiators and lanista. Explain who organised gladiatorial games and why they did it. Describe and explain the kind of homes in which high-status and wealthy Romans lived. Explain why it is that historians know so much about how Roman towns were designed and built.	Locate Central America and describe and explain its natural features. Explain why the ancient cities lay undiscovered for a thousand years. Describe and explain the features of the city. Explain why Pok-a-Tok was much more than a game. Explain the different theories surrounding why the ancient Maya abandoned their cities. Explain the occupations of Maya people today and where they live.	
Demonstrate understanding			Understand the difference between primary and secondary sources of information about things in the past.	Understand how our knowledge of the past is constructed from a range of sources.	Understand why the earlier invasions of Julius Caesar failed. Understand the difference between historical evidence and legends and folklore. Understand why, despite several invasions, the Romans were never able	Understand the terraced system of farming used by the ancient Maya. Understand why it is very unlikely that ordinary people ever lived in the jungle cities. Understand the concepts of monument and ceremony.	

					to defeat the Picts and control Scotland. Understand that not all Romans enjoyed or supported gladiatorial games. Understand who the plebeians were and why Roman leaders needed them to feel valued and content.	Understand the social and religious significance of Pok-a-Tok. Understand why the likely cause was a combination of reasons rather than just one.	
Reach informed conclusions and make reasoned judgements		Reach a judgement about which explorer they consider was most significant.		Make a reasoned judgment from the evidence of tomb artefacts about the identity of the occupant of the Pyramids discovered by Howard Carter and explain why many similar tombs quickly became the target of graverobbers. To regularly address and make conclusions and reasoned judgements about change, cause, similarity and difference, and significance.	Reach a judgement about the likely outcome of the battle between the armies of Boudica and the Roman governor Paulinus.	Reach a judgement about the purpose of the city. Reach a judgement about what artefacts suggest about the day-to-day life of ordinary Maya people. Reach a judgement about the most probable theory surrounding why the ancient Maya abandoned their cities.	
Justify						Justify their decisions about theories and understand why their decisions may be misjudged.	