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National Curriculum coverage: <ul style="list-style-type: none"> changes in Britain from the Stone Age to the Iron Age the Roman Empire and its impact on Britain 	Pre & Post Learning: Place in chronological order the stone age, bronze age, iron age and the romans								
Substantive Concepts: <table border="1" data-bbox="577 320 824 459"> <tr> <td>Society </td> <td>Innovation and Invention </td> </tr> </table> Our Big Ideas (Disciplinary Knowledge) <table border="1" data-bbox="170 488 1196 647"> <tr> <td> Significance</td> <td> Evidence</td> <td> Similarity and Difference</td> <td> Cause and Consequence</td> <td> Interpretations</td> <td> Continuity and Change</td> </tr> </table>	Society 	Innovation and Invention 	 Significance	 Evidence	 Similarity and Difference	 Cause and Consequence	 Interpretations	 Continuity and Change	Context: This topic follows on from the Y3 History topic on the Industrial Revolution in terms of the historical skills that they learnt. It builds more on their skills of learning about the timeline of events and describing significant events going through from pre-history to the invasions of The Romans.
Society 	Innovation and Invention 								
 Significance	 Evidence	 Similarity and Difference	 Cause and Consequence	 Interpretations	 Continuity and Change				
Visits and Visitors: Weston Park Museum – Stone Age Workshop	St. Mary's Experience: N/A								
Careers/preparation for adulthood: Archaeologist, Historian, Museum Curator, Geologist, Conservation Scientist / Heritage Conservator	Key People: N/A								
<p style="text-align: center;">Catholic Social Teaching:</p> <table border="1" data-bbox="109 783 954 1054"> <tr> <td> Participation  Polaris the Penguin Taking part </td> <td> Solidarity  Shrek the Sun bear Showing we care </td> <td> Stewardship  Sofia the Sloth Caring for God's gifts </td> </tr> </table> <p>Participation - humans developed tools, homes, and societies Solidarity - humans relied on each other to survive, showing the importance of working together as a community. Stewardship - Studying how humans lived with nature reminds us of our responsibility to care for the world today.</p>	Participation  Polaris the Penguin Taking part	Solidarity  Shrek the Sun bear Showing we care	Stewardship  Sofia the Sloth Caring for God's gifts	British Values:  Democracy: Understanding how communities made decisions about survival, farming, and safety (the roots of governance).  Mutual Respect &  Tolerance: Comparing lifestyles encouraging respect for different ways of life and cultures.					
Participation  Polaris the Penguin Taking part	Solidarity  Shrek the Sun bear Showing we care	Stewardship  Sofia the Sloth Caring for God's gifts							
End points (by the time pupils leave St. Mary's): <ul style="list-style-type: none"> Remember significant dates from their topic and order events chronologically on a timeline Know the names and key facts about significant people from history. Be able to find out accurate information from a range of sources and recognise propaganda/biased information Describe the similarities and differences between different eras in history Describe the cause and consequence of key events in history Describe how areas of the world have changed over time Describe how ideas (society, innovations and inventions) have changed over time and their impact. 									

<p>Crucial knowledge: Y4</p> <ul style="list-style-type: none"> • Know when the Stone Age roughly began and ended and plot it on a timeline. • Know when the Bronze Age began and ended and plot it on a timeline. • Know when the Iron Age began and ended and plot it on a timeline. • Compare and contrast the differences between living in the Stone Age, Bronze Age and Iron Age and the modern world – homes, diet, clothing, religion, occupations • Find out accurate information about a prehistoric period of history and understand how we know this 	Vocabulary:	
<p>Prior knowledge:</p> <p>Y2</p> <ul style="list-style-type: none"> • Know who Florence Nightingale was and her legacy. • Know who Mary Seacole was. • Know about the sinking of the Titanic and sequence events. • Know who the suffragettes are. • Describe the similarities and differences between Florence Nightingale and Mary Seacole. • Explain the inequalities faced by people like Guy Bailey and Rosa Parks and how society has changed since then. <p>Y3</p> <ul style="list-style-type: none"> • Know that the industrial revolution in Britain was between 1750-1900 and was a big period of change for the country - recognise where these events fit on a timeline linked to previous knowledge. • Compare life before, during and after the Industrial revolution • Know key events, people and inventions that shaped the industrial revolution in Sheffield. • Understand why Sheffield was a perfect for the steel industry to flourish. • Know the different ways that the steel industry changed Sheffield. E.g. The population grew, more factories were built and transport was improved to move goods and materials. • Know about the 'women of steel'. 	<p>Tier 2 (General Academic Vocabulary - These are high-utility words used across multiple subjects)</p>	<p>Tier 3 (Domain-Specific Vocabulary – These are specialized terms primarily used in history)</p>
	<p>Compare, Contrast, Timeline, Evidence, Source, Diet, Community, Survive, Development</p>	<p>Stone Age, Bronze Age, Iron Age, Prehistoric, Archaeologist, Artifact, Settlement, Nomadic, Hunter-gatherer, Farming, Monument, Ritual Tool</p>
	<p>Future knowledge:</p> <p>Y4 (Autumn 2)</p> <ul style="list-style-type: none"> • Know key events during the Roman Empire –and place these events on a timeline with other periods of history they have studied. • Explain why the Romans invaded Britain and the impact they had. <p>Y5 (Autumn 1)</p> <ul style="list-style-type: none"> • Know what happened to Britain after the Romans left. • Explain the similarities and differences Britain under Anglo Saxon rule compared to Roman rule (culture, religion, infrastructure). • Know when and how the Vikings invaded and settled Britain • Know that the Anglo Saxon and the Viking period ran parallel, power moved from one side to the other and about King Alfred the great. <ul style="list-style-type: none"> • Understand that some evidence from the past is propaganda, opinion or misinformation, and that this affects interpretations of history (Lindisfarne chronicles, propaganda posters in WW1 And WW2). • Know the cause and consequence of how the Anglo-Saxon and Viking era ended with the battle of Hastings in 1066 <p>Y5 (Autumn 2)</p> <ul style="list-style-type: none"> • Know the dates of WW1, who was fighting and where. • Know that WW2, who was fighting and where. • Know the events that led to WW1 and WW2 • Describe the tactics of trench warfare. • Know the impact of WW1 and WW2 on Britain and how it changed the face of Britain forever. 	