



Forest Park Primary School - Progression Maps

History



EYFS

Understanding the World – Past and Present (History)

UTW ELG linked to History

- Children can talk about the lives of the people around them and their roles in society.
- They know some similarities and differences between things in the past and now drawing on their experiences and what has been read in class.
- Children understand the past through settings, characters and events encountered in books read in class and story telling.

In planning and guiding what children learn, practitioners must reflect on the different rates at which children are developing and adjust their practice appropriately. The three Characteristics of Effective Teaching and Learning are: **playing and exploring** - children investigate and experience things, and 'have a go'; **active learning** - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements; **creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things. These are all critical foundation skills for developing children's abilities to work scientifically. The prime areas of learning (**PSE, CL, PD**) underpin and are an integral part of children's learning in all areas.

How is this taught in EYFS?

EYFS historians need to understand:

- That time passes in sequential order
- That there are key words/vocabulary associated with the passage of time.
- That passage of time changes us all.
- That the passage of time changes the world around us.
- That we change what we do and wear in response to the passage of time.

Daily morning focuses on the day, date, month and season ensures that children begin to understand the passage of time in their own lives. Adults draw attention to the changes in weather linked with the season and the clothes that we wear.

Continuous Provision

Enhancements are planned to embed learning experienced by children through discrete learning experiences using the teach, practice, apply model. Children have the opportunity to engage with the provision outdoors and explore the impact the passage of time has on wildlife and nature. Invitations to learn are planned for alongside enhancements to encourage the children's curiosity and promote key historical skills.

Planned Focused Activity - Discrete Learning Experience-

UTW is planned for using the two week planning grid in EYFS. A small group session is taught every two weeks which gives children the opportunity to learn key knowledge and vocabulary which they can then apply in their provision. Not all key knowledge will be taught in discrete groups for example seasons may be taught during a Forest Schools session.

Small Steps



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Focus	FS1	FS2
<p>EYFS Historians need to understand:</p> <p>That time passes in sequential order.</p>	There are days of the week that repeat and go in order;	<p>There are seasons that repeat and go in order;</p> <p>The times of the day go in order and repeat everyday e.g. morning is before lunch time</p>
<p>That there are key words/vocabulary associated with the passage of time.</p>	Know before and after as a concept	<p>Know the past tense of verbs</p> <p>Ordering language such as First, next, after that, in the end</p>
<p>That the passage of time changes us all.</p>	Things are the same/different	<p>Stages of human growth from a baby to an elderly</p> <p>Living things do not stay the same over time</p>
<p>That passage of time changes the world around us.</p>	<p>Notice that things in nature change with time e.g. leaves fall off the trees as it gets colder.</p> <p>Know that the plants/chicks/tadpoles grow and change overtime</p>	<p>Know the seasons and key changes to nature in each season</p> <p>Know names for baby animals</p> <p>Organic things decay overtime</p>
<p>That we change what we wear and do in response to the passage of time.</p>	That we need to dress accordingly to keep ourselves safe and comfortable	That weather changes according to the seasons
<p>That events/celebrations take place at specific points in the year.</p>	Some of the special days happen annually for them (birthdays).	<p>People in our community celebrate special days</p> <p>Some of the special days repeat annually at the same time for everybody (Christmas in Winter).</p>
<p>End Points</p>	<p>I understand the sequence of the week and the repetition of special days. I know that the weather changes and the natural changes that come with this. I know that some things change over time such as animals and nature.</p>	<p>I know that people around me have a role in society and that we all have different celebrations. I know that things change over time both in the natural world and in my own life. I understand that the past is something that has already happened and can talk about events that have happened in my past.</p> <p>ELG 6.1 and 6.2</p>

KS1

YEAR 1

TOPIC	LINKS TO PRIOR AND FUTURE LEARNING	CONCEPTS - SUBSTANTIVE and DISCIPLINARY
My Family	This unit introduces children to the historical disciplines and concepts of chronology and sequencing, and using sources to ask and answer questions. It gives children opportunities to practise and develop them throughout the unit. This will be built upon in all subsequent history units.	<ul style="list-style-type: none"> ● CHRONOLOGY ● SIMILARITY/ DIFFERENCE
Gunpowder Plot and Remembrance	This unit builds on previous learning, to extend understanding from events within living memory to events beyond living memory. Children will further their understanding of sequencing by placing events on a timeline, and by retelling events in a chronological order using time order vocabulary (first, next etc). They will also build on their knowledge of using sources to ask and answer questions, and recognise that there are different types of sources which can help us (monuments, photos, paintings, video etc). They will be introduced to the concept of significance, which will be important for future learning in KS1 and KS2.	<ul style="list-style-type: none"> ● MONARCHY ● SOCIAL STATUS? (Religion) ● SIGNIFICANCE ● CHRONOLOGY ● INTERPRETATION
Emma Bridgewater (Pottery Week)		
Great Fire of London	It is clearly well-suited to KS1 as the episode is clear-cut, time-limited and has a lot of action and a few key personalities. As a vehicle for taking pupils back into a different world, it works very well, as the contrasts between then and now are so clear. It also enables pupils to gain experience of using accessible forms of historical evidence to reconstruct the past, as well as being probably the best topic there is for developing pupils' understanding of cause and consequence. It also introduces empathy: we must never forget that though the death toll was incredibly low, thousands lost their homes and valued possessions and had to live for years in primitive temporary tented communities while their houses were re-built. This unit builds on previous learning, to extend understanding from events within living memory to events beyond living memory. Children will further their understanding of sequencing by placing events on a timeline, and by retelling events in a chronological order using time order vocabulary (first, next etc).	<ul style="list-style-type: none"> ● SETTLEMENT ● SIGNIFICANCE ● CAUSE AND CONSEQUENCE ● CHANGE AND CONTINUITY ● SIMILARITY AND DIFFERENCE

	<p>They will also build on their knowledge of using sources to ask and answer questions, and recognise that there are different types of sources which can help us (monuments, photos, paintings, video etc) In particular, how diaries can be an effective source- Samuel Pepys.</p> <p>They will be introduced to the concept of significance, which will be important for future learning in KS1 and KS2, and how one event can make a lasting change on society. For example, in this case, the changes in housing and in the creation of a fire brigade.</p>	
<p>History of Transport and Amy Johnson</p>	<p>A study of the history of transport will allow children to continue to consolidate their understanding of changes over time, sequencing and chronology.</p> <p>Children will begin to learn about the lives of significant individuals in the past who have contributed to national and international achievements. Through a study of Amy Johnson they are presented with a positive image of female achievement in the male dominated domains of engineering and aviation.</p>	<ul style="list-style-type: none"> ● SOCIAL STATUS (women) ● CHANGE AND CONTINUITY ● SIGNIFICANCE ● CHRONOLOGY ●
<p>YEAR 2</p>		
<p>TOPIC</p>	<p>LINKS TO PRIOR AND FUTURE LEARNING</p>	<p>● CONCEPTS</p>
<p>Evolution of the High Street</p>	<p>This unit builds on the concept of changes within living memory and national life started in Year 1. Teaching a unit that considers ‘changes within living times’ requires a focus that provides clear evidence of those changes. Children need to be able to identify specific differences as well as recognise relevant similarities. While we all still undertake shopping on a daily or weekly basis the processes involved in this activity have been transformed over the last fifty or so years. The advent of refrigeration and computerisation have revolutionised what and how we shop. This topic provides pupils with a chance to explore changes to an activity that most of them are very familiar with. In addition they are able to undertake family interviews allowing a strong home school link to be capitalised on. In addition this provides the opportunity to move from the past to the present so from a history-based enquiry into a geography one. What we buy and how we go about our shopping habits tells us about the sort of people we are and reflects the changing nature of our place and our locality of Forest Park.</p> <p>Other key changes studied are how the range of shops on the high-street have changed to better represent the ethnicities that have migrated to and settled in the UK. This can be seen in specialist food and clothing shops but also the requirement to be disability accessible. This can also be broadened out to include the shopping experience reveals the</p>	<ul style="list-style-type: none"> ● TRADE ● SETTLEMENT ● CHRONOLOGY ● CHANGE AND CONTINUITY ● SIMILARITY AND DIFFERENCE

	significant change in use of technology including online shopping and the way in which we pay. A more diverse and inclusive society is a key change that children can see and relate to in their own locality.	
Wedgwood (Pottery Week)		
Josiah Wedgwood	<p>This unit complements and develops the work done in this year group in Pottery Week, where children study the art history of Wedgwood Pottery and explore the artist designs before producing their own pottery and design in the style of Wedgwood.</p> <p>Children will learn about Josiah Wedgwood, a person of historical significance within their local area, not just for the pottery industry but also for developments in transport and also his involvement in the abolition of slavery.</p> <p>This unit also provides a base for revisiting and building on knowledge when Year 5 study the Industrial Revolution and the growth of the Pottery Industry in Stoke on Trent, by looking at the growth of the canal system for transport, and the changes in the pottery industry as other forms of industrialisation and power became more popular.</p>	<ul style="list-style-type: none"> ● TRADE ● SIGNIFICANCE ● CHANGE AND CONTINUITY ● CAUSE AND CONSEQUENCE
Explorers and Ibn Battuta	<p>The lives of explorers provide opportunities to compare and explain aspects of life in different periods.</p> <p>Links back to Year 1 with other explorers such as Amelia Earhart and Amy Johnson</p>	<ul style="list-style-type: none"> ● TRADE ● EMPIRE ● CHRONOLOGY ● SIGNIFICANCE ● SIMILARITY AND DIFFERENCE ● CHANGE AND CONTINUITY
LKS2		
YEAR 3		
TOPIC	LINKS TO PRIOR AND FUTURE LEARNING	CONCEPTS
Stone Age to Iron Age	<p>Given that this is the start of all human history and is a KS2-specific topic, it makes sense to study this in Y3 as their first historical topic. This allows children to understand the progression of chronology easier as they start at the beginning.</p> <p>Also, it allows children to understand how human life started, human's first achievements and the growth of civilisation as</p>	<ul style="list-style-type: none"> ● SETTLEMENT ● TRADE ● CHRONOLOGY ● CHANGE AND

	<p>a whole. This can then be referred back to throughout other historical topics which have similar starting points or existed at similar times such as the Egyptians, Greeks, and Romans. This then leads well into starting the topic of the Romans. Children have learnt about the idea of significance and understanding why it is important that we remember certain people and events. This will serve them well for understanding why we remember certain periods. They have looked at significant individuals and events in KS1, but this will be the first time that they will have looked at a 'period' of history as a whole. Children have learnt that artefacts and sources can be split into primary and secondary, what those mean and how they both have their uses.</p> <p>They have placed the lives of individuals and some periods into chronological context but not yet had the opportunity to formally compare periods against each other.</p> <p>Children have learnt about achievements and the impacts that they had on people in the past and now. This can be carried over into this topic by understanding how the achievements of the 3 ages impacted the people of the past and today.</p>	<p>CONTINUITY</p> <ul style="list-style-type: none"> ● SIMILARITY AND DIFFERENCE ● INTERPRETATION
Clarice Cliff (Pottery Week)		
Romans and Romans in Britain	<p>Following on from studying the Stone Age, this topic will now give children the opportunity to formally compare periods against each other. They will deepen their understanding of timelines by knowing where the Romans fit in History and they will learn what historical periods came before and after the Romans to further their understanding of chronology.</p> <p>Children have learnt about achievements and the impacts that they had on people in the past and now. This can be carried over into this topic by understanding how the actions/ achievements of the Romans impacted the people of the past and today. For example through trade, economy and government.</p> <p>The topic will support the children going forward into year 4, vikings topic when references will be made to the Romans to contextualise their understanding and to see how, in many ways, Britain actually regressed.</p>	<ul style="list-style-type: none"> ● SETTLEMENT ● TRADE ● INVASION ● MONARCHY/ GOVERNMENT ● CHRONOLOGY ● CHANGE AND CONTINUITY ● SIMILARITY AND DIFFERENCE ● INTERPRETATION
YEAR 4		
TOPIC	LINKS TO PRIOR AND FUTURE LEARNING	CONCEPTS
Anglo Saxons, Vikings and	<p>This chronologically follows on from the Roman topic studied in Y3 and allows children to see the development of British history in chronological order. Whilst most lessons will centre around comparing Anglo-Saxons with Vikings, references to</p>	<ul style="list-style-type: none"> ● TRADE ● SETTLEMENT

<p>Scots</p>	<p>the Romans will be made to contextualise their understanding and to see how, in many ways, Britain actually regressed. The topic will combine the study of Anglo-Saxons and Vikings, but will begin with a few lessons on the Anglo-Saxons, their settlement in Britain and their struggles against the Picts and Scots. This is due to the Anglo-Saxons' arrival to Britain before the Vikings. The Vikings will then be introduced and continual references to both Anglo-Saxons and Vikings will be made in lessons to depict their similar/varying natures when living with each other and fighting for control over Britain. Chn have investigated the achievements of the Romans, made judgements about these achievements as to which they feel is more impressive, significant and given reasoning for these. Comparing the achievements of the Anglo-Saxons and Vikings with those of the Romans helps to contextualise both sets of learning and give the chn some perspective. Taking a focus on the national and international differences between the Anglo-Saxons and Vikings shows how much impact each one had. Contrasting this with the Roman achievements, chn can begin to see how the advancement of Britain ebbed and flowed in various ways and the reasons for that. Anglo-Saxons are largely credited with helping to create the Great Britain that we know today, whereas the Vikings are credited more with innovative exploration and ship-building. Comparing both of these ideas with Roman influence is interesting because of the idea of 'empire'. The Roman Empire allowed for the spread of knowledge and advancements across most of their lands fairly quickly, but neither the Anglo-Saxons nor Vikings had their own 'empires', so how did they manage to influence so many people over such a vast amount of land? Does this idea make Anglo-Saxon and Viking achievements more or less impressive? This will then provide a basis for comparison in Year 5 when studying the concurrent time period of Golden Age of Baghdad.</p>	<ul style="list-style-type: none"> ● INVASION ● CHRONOLOGY ● CHANGE AND CONTINUITY ● SIMILARITY AND DIFFERENCE ● INTERPRETATION
<p>Moorcroft (Pottery Week)</p>		
<p>Ancient Egypt</p>	<p>This unit starts by providing an overview of the following Ancient Civilisations – Egypt, Sumer, Indus Valley and Shang, showing where they developed, when they developed, the similarities between them and how they relate to a broadly based chronological understanding of the past. It will continue into an in depth study of Ancient Egypt. During this unit, children will consider what was happening in Britain during the same period, using their prior knowledge from studying the Stone Age to Iron Age in Year 3. They will then be able to compare the achievements from both time periods.</p>	<ul style="list-style-type: none"> ● TRADE ● SETTLEMENT ● MONARCHY/ GOVERNMENT ● SOCIAL STATUS (class) ● CHRONOLOGY ● CHANGE AND CONTINUITY ● SIMILARITY AND DIFFERENCE

		<ul style="list-style-type: none"> ● INTERPRETATION
<p>Immigration</p>	<p>This unit is designed as a thematic course looking at the big picture of migration to Britain over time. This is relevant for our local community and our school, due to our diversity, and allows a personal sharing of experiences and feelings within the classroom. It challenges the idea that immigration is a new concept, and highlights that ‘being British’ does not mean just one thing. The unit provides an overview of British historical eras, some of which have been previously studied and therefore allowing a recap (Romans, AngloSaxons, Vikings) whilst also preempting future teaching (Industrial Revolution, early 20th Century), and showing the impact migration over time on our ‘British’ culture.</p> <p>N.B. Some activities may need to be handled sensitively particularly if some pupils have come from countries affected by wars, natural disasters etc. , teachers need to be aware of the specific context of their class to ensure this is done effectively and create the right learning environment that is secure and welcoming.</p>	<ul style="list-style-type: none"> ● INVASION ● TRADE ● SOCIAL STATUS (religion, ethnicity) ● EMPIRE ● CHRONOLOGY ● CHANGE AND CONTINUITY ● CAUSE AND CONSEQUENCE ● SIMILARITY AND DIFFERENCE ● SIGNIFICANCE ● INTERPRETATION
<p>Apartheid</p>		<ul style="list-style-type: none"> ● EMPIRE ● SOCIAL STATUS (ethnicity) ● INVASION ● MONARCHY/ GOVERNMENT ● CAUSE AND CONSEQUENCE ● SIMILARITY AND DIFFERENCE ● SIGNIFICANCE ● INTERPRETATION

UKS2		
YEAR 5		
TOPIC	LINKS TO PRIOR AND FUTURE LEARNING	CONCEPTS
Industrial Revolution	<p>Children have learnt about a variety of achievements, and the impacts that they had on people in the past and now. They have identified how those impacts can be seen today and how certain achievements, advancements or ideas have been built on since the original conception.</p> <p>This topic builds on this learning by looking at the significant individuals of Josiah Wedgwood and James Brindley and their achievements. Once children have learnt about the achievements of Josiah Wedgwood and the international influence that his company had, they can begin to compare these with previously studied individuals such as Amy Johnson. Is it more impressive for a PERSON to travel the world (like Johnson, Ibn Battuta or Amelia Earhart) or for a product (like Wedgwood pottery)?</p> <p>Spode, Dudson, Doulton, Minton, Potteries</p>	<ul style="list-style-type: none"> ● TRADE ● EMPIRE ● SETTLEMENT ● SOCIAL STATUS ● MONARCHY/ GOVERNMENT ● SIGNIFICANCE ● CAUSE AND CONSEQUENCE ● INTERPRETATION
Middleport and Burleigh (Pottery Week)		●
Golden Age of Baghdad	<p>This study of a non-European society has been chosen from the options given in the National Curriculum due to the connections with our local community: it allows many of our pupils to see themselves within history and to learn about the magnificent society in the Golden Age of Islam, A thousand years ago Islamic civilization bestrode the world. For Arab Muslims at that time, the overwhelming sense was one of pride in occupying the very summit of the global pecking order. It also allows consideration and learning how much the modern day West has in common with early Islam and how much we owe to each other.</p> <p>This topic links back to Year 2, where children studied Explorers and the Significant Individual of Ibn Battuta, an Islamic explorer.</p> <p>This topic also builds on from the study of the AngloSaxons and Vikings in Year 4, allowing a comparison of the two concurrent time periods in a 'Meanwhile, Elsewhere' style. This helps to correct the misconception of periods of world history being chronological whilst the rest of the world 'stops', and reinforces the understanding that different parts of the world developed, or even regressed, at different rates. Pupils will investigate the achievements of Baghdad, making judgements and giving reasons about which they feel are most significant.</p>	<ul style="list-style-type: none"> ● EMPIRE ● TRADE ● MONARCHY/ GOVERNMENT ● SETTLEMENT ● SOCIAL STATUS? (Caliphate/ Women) ● CHRONOLOGY ● CHANGE AND CONTINUITY ● SIMILARITY AND DIFFERENCE ● SIGNIFICANCE

		● INTERPRETATION
YEAR 6		
TOPIC	LINKS TO PRIOR AND FUTURE LEARNING	CONCEPTS
WW1	<p>This unit builds on the study in Year 5 of Britain's industrialisation and development as a major industrial power in the Victorian era, and the growth of the British Empire.</p> <p>World War 1 is a significant turning point in history due to the impact it had on life in a multitude of areas: technology, medicine, transport, roles of women and world politics to name a few. After learning about the rate of change during the Industrial Revolution, children will be able to recognise and build on this knowledge to understand how significant change can be made in a short amount of time. They will build on their skills of enquiry using a wide variety of source material, and their understanding of bias when assessing their reliability.</p>	<ul style="list-style-type: none"> ● EMPIRE ● INVASION ● TRADE ● GOVERNMENT/ MONARCHY ● SOCIAL STATUS (women, class) ● CHRONOLOGY ● CHANGE AND CONTINUITY ● CAUSE AND CONSEQUENCE ● SIGNIFICANCE ● INTERPRETATION
Royal Stafford (Pottery Week)		●
Ancient Greece	<p>The impact of the Ancient Greeks upon the Western world is an overview study. This has been placed here so as to make comparisons with the Ancient Romans as they existed at similar periods and had a very close relationship with them. It also offers opportunities to compare the impacts of Rome with those of the Greeks on Britain and the Western world. Due to the nature of the topic, as set out by the National Curriculum, some elements of the comparative structure will be either lost or combined so as to make room for a deeper understanding of the impact of Greek achievements on the western world. Themes such as democracy and philosophy work well in Y6 due to the maturity of the children and more explicit links to PSHE and Citizenship can be made with more meaningful impact. This topic also allows for primary source work to question validity, bias and perspective, allowing the children to understand that sources can be biased and change depending on viewpoint.</p>	<ul style="list-style-type: none"> ● TRADE ● INVASION ● GOVERNMENT ● EMPIRE ● SOCIAL STATUS (women, social class) ● SETTLEMENT ● CHRONOLOGY ● CHANGE AND CONTINUITY

		<ul style="list-style-type: none"> ● SIMILARITY AND DIFFERENCE ● SIGNIFICANCE ● INTERPRETATION
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Substantive Concept	Where studied
Trade	Year 1 - Year 2 - Evolution of the High Street, Wedgwood Pottery and Josiah Wedgwood, Explorers Year 3 - Stone Age to Iron Age, Romans Year 4 - Anglo Saxons and Vikings, Ancient Egypt, Immigration Year 5 - Industrial Revolution, Golden Age of Baghdad (Silk Route) Year 6 - WW1, Ancient Greece
Invasion	Year 1 - Year 2 - Year 3 - Romans Year 4 - Anglo Saxons and Vikings, Immigration, Apartheid Year 5 - Year 6 - WW1, Ancient Greece
Monarchy/Government	Year 1 - Gunpowder Plot Year 2 - Year 3 - Romans (Emperors/Tribal chiefs) Year 4 - Ancient Egypt (Pharoahs), Immigration (role in Windrush), Apartheid, Year 5 - Industrial Revolution, Golden Age of Baghdad (Calihate) Year 6 - WW1, Ancient Greece
Settlement	Year 1 - GFOL - changes to buildings/streets Year 2 - Evolution of the High Street Year 3 - Stone Age to Iron Age, Romans Year 4 - Anglo Saxons and Vikings, Ancient Egypt Year 5 - Industrial Revolution, Golden Age of Baghdad

	Year 6 - Ancient Greece
Empire	Year 1 - Year 2 - Explorers (travels of Ibn Battuta/ Islamic Empire) Year 3 - Year 4 - Immigration, Apartheid Year 5 - Industrial Revolution, Golden Age of Baghdad Year 6 - WW1, Ancient Greece
Social Status	Year 1 - Gunpowder Plot (Religion), Amy Johnson (women) Year 2 - Year 3 - Year 4 - Ancient Egypt (class system, slaves), Immigration (religion, ethnicity), Apartheid (ethnicity) Year 5 - Industrial Revolution, Golden Age of Baghdad (caliphate/ women) Year 6 - WW1 (women/ class), Ancient Greece (women, class)

Disciplinary Concept	Where studied
Chronology	Start of every topic – where does this fit in with what we have learned before? Where does this fit on our timeline - before/after/concurrent? Revisit throughout. Also build topic timeline (big picture/small picture - zoom in)
Significance (Events and People)	Year 1 - Great Fire of London, Samuel Pepys, Amy Johnson/Amelia Earhart, Emma Bridgewater Year 2 - Ibn Battuta, Josiah Wedgwood, National Garden Festival (local) Year 3 - Clarice Cliff, Julius Cesar, Boudicca Year 4 - Apartheid, Nelson Mandela, Howard Carter, Tutankhamun, Cleopatra Year 5 - Josiah Wedgwood, James Brindley, Industrial Revolution Year 6 - WW1
Change and Continuity	Year 1 - GFOL, transport Year 2 - Explorers, shopping Year 3 - Stone age/Iron Age/Bronze Age, Roman legacy Year 4 - Ancient Egyptian legacy



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	<p>Year 5 - Industrial Revolution, legacy of Islamic Golden Age</p> <p>Year 6 - Ancient Greek – democracy, philosophers</p>
Cause and Consequence	<p>Year 1 - GFOL – what caused the fire, what changed as a result.</p> <p>Year 2 -</p> <p>Year 3 - Fall of Roman Empire</p> <p>Year 4 - Fall of Egyptian Empire, Apartheid/segregation</p> <p>Year 5 - Josiah Wedgwood and canals,</p> <p>Year 6 - Assassination of Archduke Franz Ferdinand, Treaty of Versailles</p>
Similarity and Difference	<p>All compared to modern day - what is the same, what is different? Why?</p> <p>Year 1 - My family vs other people's families. GFOL - housing, fire brigade. Transport.</p> <p>Year 2 - Explorers through time, Festival Park - shopping</p> <p>Year 3 - Stone Age/Iron Age/Bronze Age</p> <p>Year 4 - Anglo Saxons vs Romans, Egyptians vs Stone Age</p> <p>Year 5 - Golden Age of Islam vs Vikings</p> <p>Year 6 - Different areas of society - men vs women etc.</p>
Interpretation	<p>Any source work - what does this tell us about the period being studied? What was life like in...?</p>