

### Year 3

- **Label** a timeline with dates from the Ancient Egyptian era. Add other historical events you know to the timeline.
  - **List** some significant Egyptian inventions.
  - **What** were the names of the Egyptian rulers?
  - **Who** conquered the Ancient Egyptians?
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- **List** some influential artefacts from the Ancient Egyptian era.
  - **What** does the Narmer Palette tell us about how the Kingdom of Egypt was created?
  - **What** is an obelisk? **What** purpose did it have for Ancient Egyptians?
  - **Describe** what an archaeologist does.
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- **Describe** how a body was prepared for burial. **Why** was it important to preserve the body in this way?
  - **List** the things needed in order to enter the afterlife.
  - **Describe** how ordinary people were buried.
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- **What** was the name of the last Ancient Egyptian ruler?
  - **Were** the builders of the pyramids slaves?

### Year 4

- **Explain** why the Ancient Egyptians were able to settle near the Nile.
  - **Explain** what irrigation is and why it was important to the Ancient Egyptians.
  - **Compare** and **contrast** Egyptian hieroglyphics to Sumerian cuneiform script.
  - **Explain** what makes the Ancient Egyptians significant.
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- **Compare** and **contrast** Egyptian buildings to those from another era.
  - **Create** a chronology of Ancient Egyptian times using photographs of significant artefacts.
  - **Why** is the Rosetta Stone such an important artefact? **Justify** your answer.
  - **Organise** information about Ancient Egyptian tomb paintings. **What** do they tell us about daily life in this time period?
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- **Suggest** reasons why the pyramids were built on such a scale.
  - **Compare** and **contrast** Ancient Egyptian burials with those of the Stone Age and the Bronze Age.
  - Provide an **overview** of the pyramids at Giza.
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- **Organise** information about famous Egyptian rulers.
  - **Compare** and **contrast** daily life for pharaohs and ordinary people.
  - **Explain** the Egyptian social pyramid.

### Year 4 - Deeper Level Tasks

- **Prove** that the Egyptians were skilled farmers and engineers.
  - **Do you agree?** The Ancient Egyptians were the most influential civilisation of ancient times. **Justify** your answer.
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- **Investigate** Hatshepsut's unfinished obelisk.
  - **Investigate** the Seven Wonders of the Ancient World.
  - **Suggest** reasons why most tombs and pyramids were robbed of all their treasures and artefacts.
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- **Investigate** Ancient Egyptian gods and their influence on Egyptian daily life.
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- **Plan** an historical enquiry that uses multiple sources of evidence to **explain** the social and cultural diversity of Ancient Egypt.

### Year 3

- **Describe** how people found food during the Stone Age.
- **What** is the name for people who have to move around to find food?
- **When** did the climate become warmer during this period?
- **When** did Stone Age humans start to use bows and arrows?
- **List** the foods Stone Age humans ate.

- **Describe** what is meant by the word 'communal'.
- **Name** a Stone Age settlement.
- **Describe** what is meant by the word 'nomadic'.
- **When** did settlements become more permanent during the Stone Age?
- **Describe** what is meant by the word 'migration'.

- **Describe** the Oldowan toolkit.
- **Who** was the archaeologist who identified the Oldowan toolkit.
- **What** artefacts were found at Skara Brae?
- **What** makes the Lascaux cave paintings a significant discovery?

- **Describe** the three different periods of the Stone Age.
- **Label** a timeline with the different periods of the Stone Age.
- **Describe** what is meant by the word 'ancestors'.

### Year 4

- **Explain** the changes that took place in how people found food during this period.
- **Organise** information about agriculture in the Stone Age.
- **Explain** the difference between scavenging and hunting.

- **Explain** the change from hunter-gatherer to permanent settlers.
- **Compare** and **contrast** the settlement at Skara Brae with early Mesolithic settlements.

- **Explain** what sources of evidence are available to tell us about the Stone Age.
- **Why** has so much of history gone unrecorded?
- **Explain** the difference between primary and secondary sources.

- Using a timeline and **historical language**, including the word 'chronology', describe the changes taking place in this era.
- **Organise** information about the Stone Age.

### Year 4 - Deeper Level Tasks

- **Investigate** the Oldowan toolkit. **Compare** and **contrast** this with the tools and weapons used in the Neolithic period.
- Thinking about food and farming, **investigate** the social, ethnic and cultural diversity of our early human ancestors.
- **What** have historians discovered about our early ancestors by examining their teeth?

- **Suggest** some reasons why the settlement at Skara Brae had communal areas. **Justify** your suggestions.
- **Investigate** Stonehenge.
- What **evidence** is there that climate change brought about the end of the Stone Age?

- **Investigate** Stone Age cave paintings.
- **Investigate** Homo erectus and Homo sapiens.

- **Why** do we use the word 'probably' when trying to explain what life was like during the Stone Age period?
- **True or false?** Conflict was rare in the Early Stone Age. **Justify** your answer.

### Year 3

- **List** some significant events during the Bronze Age.
  - **When** did the Bronze Age start in Britain?
  - **Label** a map with the dates when the Bronze Age started in other civilisations.
  - **Describe** what makes the Bronze Age significant.
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- **Describe** what is meant by the word 'hoard'.
  - **What** is a barrow?
  - **What** artefacts have been found in Bronze Age burial sites?
  - **Describe** what is meant by the word 'preserved'.
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- **Where** did Bronze Age people start trading during this time period?
  - **Where** is Must Farm Quarry? **Why** is it a significant site?
  - **When** did the construction of Stonehenge start?
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- **Who** were the first people to use bronze?
  - **Describe** what made the Sumerians famous.
  - **What** are ziggurats?
  - **Who** wore bronze jewellery?
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- **How** were ordinary people buried in the Bronze Age?
  - **Who** were the Beaker people? **Where** were they from?

### Year 4

- **Create** and **annotate** a timeline including Stone Age and Bronze Age dates. Use your timeline to compare the two time periods.
  - Using your timeline and some **historical language**, provide an **overview** of the changes taking place in this time period.
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- **Describe** how artefacts explain the past.
  - **Who** was the Amesbury Archer? **How** did he get his name?
  - **Suggest** some reasons why so many Bronze Age hoards have been discovered.
  - **What** do the artefacts at Amesbury tell us?
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- **Compare** and **contrast** Sumerian houses with homes in Bronze Age Britain.
  - **Organise** information about Stonehenge.
  - **Which** island became a centre for trade during the Bronze Age?
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- What **observations** can you make about society in the Bronze Age?
  - **Suggest** how jewellery and artwork was a sign of social status.
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- **Explain** how important Bronze Age people were buried.

### Year 4 - Deeper Level Tasks

- **Investigate** some famous Bronze Age artefacts.
  - **Do you agree?** The Bronze Age started at the same time across the world. **Justify** your answer.
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- **Investigate** Must Farm Quarry. **Why** is it called Britain's Pompeii?
  - **Give** evidence that the Beaker people brought Bronze metalworking skills to Britain.
  - **True or false?** Bronze Age metalworkers only used bronze to make jewellery.
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- **Investigate** the consequences of trade, travel and exploration during the Bronze Age in Britain.
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- **Prove** that the Beaker people had a significant impact on culture in Britain.
  - **Investigate** the Bronze Age in Mesopotamia. **Compare** and **contrast** the Bronze Age in Britain and Mesopotamia.
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- **True or false?** In the Bronze Age, people were buried in the same way as in the Stone Age. **Justify** your answer.

### Year 3

- **What** was significant about the Iron Age?
- **Name** the tribes who settled in Britain in this era.
- **Label** a timeline with important Iron Age dates.
- **Describe** a roundhouse.
- **Describe** the process by which iron is made.

- **Describe** what is meant by the word 'surplus'.
- **Why** is it significant that Iron Age communities were able to grow surplus food?
- **List** some of the ways in which the Celts farmed and preserved food.

- **Describe** what is meant by the word 'conquest'.
- **What** types of weapons did Iron Age warriors use?
- **Who** would shelter in hill forts during times of conflict?

- **What** were the lives of the rich and the poor like in Iron Age communities?
- **What** is a blacksmith? **Why** were they important in Iron Age societies?

### Year 4

- **Explain** why settlements need to be fortified. **Why** is a hill a good place for a fort?
- **Summarise** the key features of an Iron Age settlement.
- **Explain** where villagers usually lived.
- **Organise** information about Iron Age hill forts. Include some examples of significant sites.

- Give an **overview** of the key changes from the Stone Age to the Iron Age, focusing on food, farming and settlements.
- **Explain** how the seasons had an impact on Iron Age farming.

- Make **observations** about the Celtic tribes and their domination of Western Europe during the Iron Age.
- Using **historical sources**, including reports and accounts from Roman writers, **organise** information about Celtic warfare.
- **Why** did iron weapons make fighting between tribes more common?

- **Create** a timeline including Stone Age, Bronze Age and Iron Age dates. Use your timeline to **compare** and **contrast** society in the different time periods.
- **Explain** the effect Iron Age tools and weapons had on society.

### Year 4 - Deeper Level Tasks

- **Investigate** significant hill fort sites in Britain.
- **Explore** the nature of settlements during the Iron Age, using **historical language** including 'change' and 'continuity'.

- Using multiple sources of **evidence**, prove that Iron Age communities were able to farm more land with iron-made tools.

- **Do you agree?** Technology is the difference between winning and losing a conflict. **Justify** your answer using multiple sources of evidence.

- **Investigate** the Celts. What was their effect on the social, cultural and religious diversity of Britain at that time?
- **Recommend** some significant artefacts from Iron Age Britain that help us understand what life was like for different sections of society.

### Year 3

- **Label** a timeline with key dates in the history of the Roman Empire. Highlight the key dates of Roman Britain.
- **Name** the emperors who came to Britain.
- **When** was Britain conquered by the Romans?
- **When** was Julius Caesar assassinated?
- **What** was the name of the first emperor of Rome?

- **Describe** what is meant by the word 'territory'.
- **Where** did Hadrian build a wall? **Why**?
- **Who** led the Iceni tribe against the Romans?
- **What** was the name of the emperor who successfully invaded Britain?

- **Describe** what is meant by the word 'preservation'. **Why** is this important?
- **List** some sources of evidence that help historians understand Roman life.
- **What** is the difference between a primary and secondary source?

- **Who** were Romulus and Remus?
- **What** was the language of Ancient Rome?
- **Describe** what is meant by the word 'prosperous'.

- **Describe** what is meant by the word 'constitution'.
- **When** did Christianity become the official religion of the Roman Empire?

### Year 4

- **Explain**, using historical vocabulary, the impact and influence of the Romans on Britain.
- **Organise** information about the Roman Empire.

- **Organise** information about the Punic Wars.
- **Compare** and **contrast** the invasions of Britain in 55 BCE and 54 BCE with the invasion of 43 CE.
- **Explain** some of the reasons why the Romans left Britain.

- **Explain** what happened at Pompeii.
- **Explain** why Pompeii can tell us so much about Roman life.
- **Compare** and **contrast** Herculaneum and Pompeii.

- **Explain** the myth of the founding of Rome.
- **Why** did people enjoy watching violent events at the Colosseum?
- **Compare** and **contrast** the Colosseum to the Theatre of Dionysus in Athens.

- **Explain** the changes in how the Roman Empire was governed.
- **Compare** and **contrast** daily life in Rome with that in Roman Britain.

### Year 4 - Deeper Level Tasks

- **Investigate** how far the Roman Empire spread.
- **Investigate** the fall of the Roman Empire.
- **True or false?** Caesar was killed because he wanted too much power and control. **Justify** your answer using multiple **historical sources**.

- **Find out** how it was possible for only 1,200 Roman soldiers to beat almost 80,000 Iceni tribespeople. **What observations** can you make about accounts from the battle?
- **Investigate** the life of Queen Boudicca.

- **Do you agree?** The remains at Herculaneum are more important than those at Pompeii. **Justify** your answer.

- **Investigate** some famous Roman buildings like the Colosseum.

- **Investigate** the Ides of March.

### Year 3

- **List** some of the reasons why the Anglo-Saxons came to England.
- **Where** in the world were the Anglo-Saxons originally from?
- **Name** some Anglo-Saxon kingdoms.
- **Describe** what is meant by the word 'descendants'.
- **List** the four main Anglo-Saxon kingdoms in the ninth century.
- **Label** a timeline with events of this era.

- **List** the names of the tribes that settled in Britain after the Roman army left.
- **What** was the name of the king who fought back against the Vikings in the ninth century?
- **What** events brought Anglo-Saxon rule to an end?
- **Describe** what is meant by the word 'Bretwalda'.

- **List** the values in the Anglo-Saxon heroic code.
- **What** was the name of the famous poem written in the year 700?

- **Who** brought Christianity to England?
- **What** does the burial site at Sutton-Hoo tell us about Anglo-Saxon beliefs?
- **Where** had Saint Augustine of Canterbury travelled from?

### Year 4

- **Explain** some of the reasons why the Anglo-Saxons came to Britain.
- Give an **overview** of the changes in Britain from the Stone Age to Anglo-Saxon times.
- **Compare** and **contrast** the Anglo-Saxon invasions of Britain with the Roman ones.
- **Suggest** reasons why the Anglo-Saxons united their kingdoms into the Kingdom of England.

- **Explain** what happened after the Roman army left Britain.
- **Create** a map to show where the main kingdoms of Anglo-Saxon times were. Use key dates to show how these kingdoms changed over time.
- **Explain** how rule over England changed during Anglo-Saxon times.

- **Identify** the main characteristics of Anglo-Saxon Britain.
- **Explain** the Anglo-Saxon heroic code.
- **Why** do you think it became important for people to try and follow this code?

- **Compare** and **contrast** the beliefs of the Anglo-Saxons when they first arrived in Britain with their beliefs at the start of the tenth century.

### Year 4 - Deeper Level Tasks

- **Research** and then **compare** events in England at this time with those in other places around the world. Use a timeline and historical vocabulary to help you.
- **Summarise** the significant changes in the social, ethnic, cultural and religious diversity of Britain during Anglo-Saxon times.

- **Investigate** how many Anglo-Saxon kingdoms there were. What do you notice?
- **Investigate** the battles of Edington and Stamford Bridge. What made them so significant?

- **True or false?** The epic poem *Beowulf* was a story told just for entertainment. **Justify** your answer.

- **Investigate** the burial site at Sutton-Hoo.
- **True or false?** The Anglo-Saxons brought Christianity to England.

### Year 3

- **Describe** what made the Vikings good warriors.
- **What** was the other name the Vikings were known by?
- **Name** some of the places the Vikings raided.
- **Label** a timeline with important dates in Viking history.

- **Describe** what is meant by the word 'colonised'.
- **What** was the name of the Viking explorer who discovered North America?
- **Where** in the world did the Vikings come from?
- **List** some of the materials Vikings traded.

- **Describe** what is meant by the word 'Danegeld'.
- **What** did the word 'Vikings' mean in old Norse?
- **What** name did the Viking invaders give to their capital in England?
- **What** are the Vikings most remembered for?

- **Why** were churches and monasteries targeted by the Vikings?
- **When** was the Viking raid on the monastery at Lindisfarne?

### Year 4

- Using a timeline and historical vocabulary, give an **overview** of significant Viking and Anglo-Saxon events.
- **Organise** information about significant Viking artefacts. **What** do they tell us about this time period?
- **Compare** and **contrast** a famous Viking ruler with a famous Anglo-Saxon one.
- **Explain** what makes the Vikings so significant in British history.

- What **observations** can you make about Viking sailors?
- **Organise** information about Viking longboats.
- **Explain** how the Vikings navigated on their expeditions.
- **Explain** why Vikings were such good traders.

- **Compare** and **contrast** a raid and a conquest.
- **Organise** information about Viking raids on monasteries. What **observations** can you make about the accounts that were written by monks after the attacks?
- **Explain** what made the Viking longboat such an important feature of battle.

- **Organise** information about Viking beliefs.
- **Explain** how Viking beliefs were different from Christian beliefs.

### Year 4 - Deeper Level Tasks

- **Investigate** famous battles between the Vikings and the Anglo-Saxons. Use **historical language** to help present your information.

- **True or false?** Christopher Columbus was the first European to reach North America. **Prove** your answer is correct using multiple sources of evidence.
- **Do you agree?** William the Conqueror was a Viking.

- **Investigate** the Viking sunstone and other navigation tools used at the time.

- **Prove** that the Vikings were not just fierce warriors.
- **Investigate** the three rulers who laid claim to the English throne in 1066.

- **True or false?** The Vikings never adopted Christianity while they were in England.

