

## St. Mark's CE Primary School

## History Road Map

## Invasion



Invasion - The term invasion means when one group of people forcefully enter another's land. At St Mark's, we provide examples of familiar situations, like sharing toys without permission, to help the pupils grasp the concept of invasion in a relatable way. We also discuss peaceful ways of resolving conflicts and promoting cooperation.

Know where the Vikings originated from and show this on a map.

Know that the Vikings often in conflict.

Know Why the Vikings frequently won battles with the Anglo-Saxons. studied.

To say where a period of history fits on a timeline. To place a specific event on a timeline by

To summarise the main events from a specific period in history, explaining the order in which key events happened.

and Anglo-Saxons were  $\frac{1}{\text{To summarise what Britain may have learnt from}}$ other countries and civilizations through time gone by and more recently.

> To describe features of historical events and people from past societies and periods they have

To recognise and describe differences and similarities/ changes and continuity between different periods of history.

To appreciate that some ancient

civilizations showed greater advancements than people who lived centuries after ther To suggest relationships between causes in history.

To suggest why there may be different interpretations of events.

To suggest why certain events, people and changes might be seen as more significant

A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

How did Great Britain succeed against adversity during world

The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor

Were the Vikings always victorious and vicious?

war 1 and 2?

Know how Britain has had framework a major influence on the

Know how to place features of historical events and people from the past societies in a chronological framework. To say where a period of history fits on a timeline. To place features of historical events and people from past societies and periods in a chronological

To summarise the main events from a specific period in history, explaining the order in which key events happened

To summarise what Britain may have learnt from other countries and civilizations through time gone by and more recently. To summarise how Britain has had a major influence on world history.

To describe features of historical events and people from past societies and periods they have studied. To describe a key event from Britain's past using a range of evidence from different sources.

To pose and answer their own historical questions

Know how Britain changed between the beginning of the Stone Age and the

Iron Age.

Know the main the stone, bronze and did in history.

Know what is meant by 'hunter-gatherers.

To describe events and periods using the words: BC. AD and decade.

To describe events from the past using dates when things happened.

To use a timeline within a specific time in history to set out the order things may have happened. To use their mathematical knowledge to work out how long-ago events would have happened. differences between To suggest why certain events happened as they

> To begin to picture what life would have been like for the early settlers.

To use their 'information finding' skills in writing to help them write about historical information. To use research to identify similarities and differences between given periods in history.

A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066

Who were Romans, and why were they so powerful?

Changes in Britain from the Stone Age to the Iron Age Who first lived in Britain?

from the Iron Age to the end of the Roman occupation.

Know how Britain changed

Know how the Roman occupation of Britain helped to advance British society.

Know how there was resistance to the Roman occupation and know about Boudica.

Know about at least one famous Roman emperor.

To plot recent history on a timeline using centuries. To place periods of history on a timeline showing periods of time. To give more than one reason to support an historical argument. To appreciate that wars have happened from a very long time ago and it is often associated with invasion, conquering or religious differences. To know that people who lived in the past cooked and travelled differently and used different

To recognise that people's way of life in the past was dictated by the work they did.

To appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past.

Year 3/4 Ancient invasions

invasions of the Roman Empire. Highlight the reasons behind these invasions, such as territorial expansion or access to resources. Discuss the impact of these invasions on the invaded societies and how they shaped history.

Introduce pupils to the famous ancient invasions, such as the

Medieval and early modern invasions

Explore invasions during the medieval period, such as the Viking invasion.

Discuss the motives behind these invasions, including religious, economic and political factors. Examine the consequences of these invasions on both the invaders and the invaded regions.

Year 6 Modern invasion and global conflicts

Study invasions and conflicts of the 19th and 20th centuries, such as World Wars

Encourage critical thinking about the consequences of these conflicts and importance of peaceful resolutions.