

## Year 3 History

### Topics and End Points

#### Changes in Britain from the Stone Age to the Iron Age

- Know how life change during the Stone Age - Look at clothing, hunter gatherer, and introduction of animals in 4000BC - Investigate how we know?
- Which is better - Bronze or Iron and how they changed the lives of the people in time.
- Why did Julius Caesar invade Britain in 55AD? What did he know about Britain then?

Explore all of these similarities, differences and use them to make connections, draw contrasts to modern day. It is important for the children to understand how we know about this time period and that there is still lots to know about it.

#### Disciplinary Concepts

- Cause and consequence
- Sources and Evidence
- Historical significance
- Similarity and Difference

#### Substantive Concepts

- Trade
- Lifestyle

#### New Vocabulary

Settlement, Hunter gatherer, Skara brae, B.C, chronology, archaeologists, Neolithic, Sinews, Flint stones, Domesticate

#### Key Question – Independent piece of work for assessment

How was life different for the Stone Age to now? Think about how they ate, how they communicated and what they wore etc.

#### Knowledge Intentions

To know where the Stone Age to Iron Age fits in to history and demonstrate this on a timeline
To know what life was like during the Stone Age and know that the past is constructed from different sources of evidence.
To know how life changed for the people in the Bronze and Iron Age for the better.
To know why Julius Caesar invaded Britain in 55AD by investigating what life was like compared to our lives today.

#### The Roman Empire and its impact on Britain

- When did the Romans invade and why? Discuss how they were so successful. Discuss the Roman army. Discuss the places they decided to invade.

- What was the reaction to the Roman invasion? Research the local area tribes and find out if they welcomed the Romans – Link this to Ribchester and what was found and how we know. Who was Boudicca and why do we remember her in particular?

- What have the Romans left behind?

- Introduce to the children what happened after the fall of Roman Britain. Discuss the Anglo Saxons/Scots and how they invaded and had battles to take over what the Romans had left behind

Draw contrasts, cause and consequence, understanding the connections in local history.

### **New Vocabulary**

Centurion, emperor, aqueduct, gladiator, Londinium, conquer, invade, Romanisation, senate, Roman baths, settlements, empire

### **Disciplinary Knowledge**

- Cause and Consequence
- Sources and Evidence
- Historical significance

### **Substantive Concepts**

- Trade
- Invasion

### **Key Questions**

What legacy did the Romans leave behind that has impacted us today?

In Romans the children will add to their timelines.

Knowledge Intentions

To know where Romans fits in to the Great Fire of London and the moon landings and Victorian times and plot it on a timeline.
To know why the Romans invaded Britain by looking at different sources.
To know how the Romans were so successful in the invasion by examining evidence that is there
To know what the impact of the Romans was on the Local Area.
To know how Britain has been influenced by the wider world.
To make informed responses that involve thoughtful selection and organisation of relevant historical information and when doing this they should use specialist terms like settlement, invasion and vocabulary linked to chronology.

### **Local History Study – Nick Park**

## **Year 4 History Curriculum**

### **Topics and End Points**

**A study of an aspect or theme in British history that extends pupils' chronological**

## **knowledge beyond 1066**

- Know about Victorian schools and look into when the laws changed.
- Explore children's jobs and when working conditions changed for the better.
- Industrial revolution and the effect the railway had on the way this

Look at changes and what affect it has had on children today. Explore similarity, difference and significance. understanding the connections between national history; political issues and the long term effects.

## **New Vocabulary**

Victorians, reign, coronation, Victoria, Albert, Education Act, Work houses, mill, cotton, water power, servant, chimney sweep, maid, peasant

## **Disciplinary Knowledge**

- Cause and consequence
- Similarity and Difference
- Sources and Evidence

## **Substantive Knowledge**

- Lifestyle
- Monarchy
- Trade

## **Key Question**

How has life changed for children as a result of the Victorians?

## **Learning Intentions**

Learning Intention
To know where the Victorians fits in with the Romans and Stone Age to Iron Age.
To know what schools were like for Victorian children compared to today using different sources.
To know how the lives of children started to get better during the Victorian times by the introduction of different laws.
To know how the Industrial Revolution changed their lives and ours too by using different kinds of evidence.
To know relevant and appropriate historical terms and vocabulary linked to chronology.

## **Local History Study – Richard Arkwright**

## **Ancient Greece – a study of Greek life and achievements and their influence on the**

## **western world**

- How can we find out about life in Ancient Greece – Where is Greece? Locate Ancient Greece Athens and Sparta – similarities and differences between these. What do artefacts tell us about the Greeks – Including pottery and statues? What can archaeological sites tell us? Greek Myths and Legends – Can they tell us anything? What did Alexander the Great do?

- What legacies have been left behind from the Ancient Greeks? – Look at schools, language, buildings, Olympics, rulers.

Throughout understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed. Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind.

### **New Vocabulary**

philosophy • Athenians • Spartans • democracy • Olympics • plague • truce • Zeus • Ioincloth • Apollo • Sacred truce temple

### **Disciplinary Knowledge**

- Similarity and Difference
- Historical Significance
- Sources and Evidence

### **Substantive Knowledge**

- Lifestyle
- Empire/Civilisations
- Influences

### **Key Question**

What impact did Ancient Greece have on the wider world and now?

### **Knowledge Intentions**

To know where the Ancient Greeks fits with the Victorians, Romans and Stone Age to Iron Age.
To know the similarities and differences between Athens and Sparta which includes - how they were ruled, warfare, slaves, culture, religion by using different sources
To know that artefacts, archaeological sites and myths and legends can be used to find out about the life of the Ancient Greeks.
To know the achievements of Alexander the great and summarise which is the most important.
To know how language today was influenced by Ancient Greeks
To know how the Olympics has changed since the Ancient Greeks