

**INTENT**

**History Curriculum Year A: Planning, Progress and Long-Term Knowledge Growth**

YEAR 3/4	Substantive historical content	Recurring substantive themes, ideas and language (Key Concepts)	Subject rationale: Supporting pupils' wider history curriculum journey	Basic disciplinary training in history
<p><b>Autumn Term</b></p> <p><b>Stone Age to Iron Age</b></p>	Settlements: housing construction, community, hillforts and defence	<p>As well as helping to develop understanding of <b>chronology</b>, this unit helps secure knowledge of the Stone Age to Iron Age, ensuring pupils leave primary school with a strengthened understanding of the changes that have occurred in Britain that have shaped society as it is today. They will develop their knowledge of <b>religion, philosophy &amp; belief, art &amp; culture, home life, food &amp; farming, design and technology</b> and <b>communication</b>. Stories learned will ensure that words such as ‘ancient’, ‘symbol’, ‘belief’, ‘ritual’ and ‘settlement’ are embedded.</p>	<p>Taught in LKS2, this helps to offer some chronological sequence to our British Studies across KS2. Alongside the study of food and farming in Roman times, this unit helps pupils to understand that these people were not isolated but there were already widespread links when the Romans came. It prepares pupils for comparison with burials in Ancient Egypt in UKS2 and builds on vocabulary from KS1 studies on Changes in Living Memory.</p>	<p><b>Continuity &amp; Change:</b> What changed in Britain during Pre-History?</p> <p>Pupils consider <b>similarities &amp; differences</b> between life then and now.</p> <p>Pupils consider <b>evidence</b> through museum loans and visits and <b>interpretation</b> of oral history.</p>
	Skara Brae: Hunter Gatherers and Farming			
	Tools and technology: similarities and differences between then and now (e.g. spinning, weaving, grinding corn)			
	Stonehenge: religion, burial, technology and travel			
	The Druids			
Ancient Art as communication				
<p><b>Spring Term</b></p> <p><b>Ancient Greece</b></p>	Ancient Greek city states, particularly Sparta and Athens, democracy and politics	<p>As well as helping to develop understanding of <b>chronology</b>, secure knowledge of the Ancient Greeks ensures pupils leave primary school with a strengthened understanding of the richness and complexity of <b>law &amp; lawmakers, culture, sport, art &amp; entertainment, ancient religion, philosophy &amp; belief, communities</b> and <b>education</b>. Stories learned will ensure that words such as ‘ancient’, ‘belief’, ‘ritual’, ‘monarchy’ and ‘government’ are embedded.</p>	<p>As a result of becoming secure in Ancient Greek democracy and politics, pupils will be ready to start to make comparisons with contrasting forms of government that they will encounter in their study of Ancient Egypt in UKS2. They will also be able to draw comparisons with religion in Ancient Egypt. Development of an understanding of enquiry about the natural world, feeds into later work on The Victorians and Darwin &amp; Evolution.</p>	<p><b>Significance:</b> How did the Ancient Greeks influence Western society and what evidence remains today?</p> <p>Pupils consider <b>evidence</b> through museum loans and visits and <b>interpretation</b> of oral history.</p>
	Religion: Ancient Greek Gods and Goddesses, The Olympics			
	Ancient Greek art and architecture, inc. Pottery and the Parthenon. Links with Greek religion.			
	Ancient Greek Language & Literature: Poetry, Plays (tragedy and comedy), Myths and Legends.			
	Philosophy, education and enquiry about the natural world in Ancient Greece. Aristotle and Archimedes			

<b>Summer Term</b>  <b>Tudors and Castle Times</b>	How the role of the Monarch has changed from Tudor times to today	Focusing on the changing power of monarchs over time, using the case studies of Henry VIII and Elizabeth I, this unit compares Tudor monarchs to Modern Day monarchs, whilst introducing Tudors and the beginning of the British Empire. Pupils will build on prior knowledge of <b>law &amp; lawmakers</b> and <b>religion, philosophy and belief</b> , whilst developing an understanding of <b>war &amp; peace</b> . Stories learned will ensure that words such as 'monarchy', 'government', 'ruler', 'empire' and 'peasantry' are embedded.	This unit builds upon pupils' knowledge of monarchy and home life, developed in the KS1 unit 'Castles, Kings and Queens'. Learning specific examples of Monarchy in Britain since 1066, extends pupils' chronological knowledge and when combined with UKS2 study into the role of religion, empire and monarchy in Victorian Britain, ensures a secure and broad knowledge of Monarchy beyond 1066.	<b>Similarity &amp; Difference:</b> How similar and how different were the Tudor Monarchs to Modern Day British Monarchs?  Pupils consider <b>evidence</b> through museum loans and visits and <b>interpretation</b> of oral history.
	The Tudor Family Tree			
	Henry VIII			
	The Reformation: Monarchy & Religion			
	Elizabeth I			
	Art: The importance of portraits and what this tells us about them as rulers			
	Walter Raleigh (war & peace; power struggles in Europe, world exploration, race for gold and riches)			
	The beginning of British Empire			
Peasantry and Monarchs – everyday life for peasants (comparison with portraits)				