

INTENT

History Curriculum Year B: 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YEAR 3/4	Substantive historical content	Recurring substantive themes, ideas and language (Key Concepts)	Subject rationale: Supporting pupils' wider history curriculum journey	Basic disciplinary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>Autumn Term</p> <p>Anglo-Saxons & Vikings</p>	Invaders: Where they came from and why.	<p>As well as helping to develop understanding of chronology this unit helps to secure knowledge of Anglo Saxons and Vikings and how their invasions caused changes in British society. Pupils will develop their knowledge of trade, industry and money; war & peace; home life; transport; communication and design and technology. Myths and legends learnt will ensure that words such as 'invaders', 'settlement', 'belief', 'kingdom', 'tribes' and 'symbol' become embedded.</p>	<p>Taught in LKS2, this supports the chronological sequence of learning about historical changes in Britain across KS2. It builds on knowledge from KS1 learning about Castles and conflicts. This unit also looks deeper into, and prepares pupils in UKS2 as to why civilisations would invade, battle and settle. Not only does the unit identify significant developments of this period; it also addresses the validity of historical interpretations.</p>	<p>Continuity & Change: What impact was there on British society after an invasion?</p> <p>Pupils consider similarities & differences between life then and now.</p> <p>Pupils consider evidence through museum loans and visits and interpretation of oral history.</p>
	Trade, industry and money			
	Settlements: Hillforts, locations and names of places to identify Saxon and Viking settlements.			
	Houses and Home life: Construction, food and clothing.			
	Kingdoms and War and Peace: Weapons used.			
	Religion and beliefs			
	Runes used as a form of communication. The legacy of Anglo-Saxon and Viking language used in Britain today.			
Transport. Viking long boats				
<p>Spring Term</p> <p>A Local History Study</p>	Transport: Roads and railways and how they effected changes on the village.	<p>This unit gives a starting point and ties together chronological understanding of national and local British history. It broadens pupils understanding of religion, philosophy & beliefs; communities; education; transport and trade, industry and money. Archives and anecdotal stories will ensure words such as 'development', 'industry', 'religion' and 'community' are embedded.</p>	<p>This unit links with a KS1 local study of Wellington (Duke of Wellington) building a wider understanding of connections within the local community. It connects to learning in UKS2 about Victorians and the development of transport and industry. Reference is also made to a local connection with the Rosetta stone which links to learning about Ancient Egypt in UKS2.</p>	<p>Significance: How have changes in transport and trade have impacted on the village of Milverton?</p> <p>Pupils consider similarities & differences between life then and now.</p>
	Education: where children in Milverton were educated.			
	Religion and Communities: How people's beliefs effected the religions in the community (Anglican, Quaker and Methodist).			

	Trade, industry and money: Changes in shops and industry		There are also connection to the LKS2 studies about the Tudors through the famous Holbein portrait of Henry VIII.	Pupils consider evidence through museum loans and visits and interpretation of oral history.
Summer Term The Romans	War and Peace: Soldiers	Through studying the Romans, pupils will understand the terms BC and AD. This will support and enhance their knowledge of chronology of time as it crosses both eras. Through studying the Romans and their legacy on Britain today pupils will learn about empire; law and law-makers; trade, industry and money; war and peace; culture, sports, arts and entertainment; religion, philosophy & beliefs; home life; food & farming; communication; health and well-being and design & technology . Legends and stories from this period will ensure that the words such as 'empire', 'ritual', 'temple', 'invasion', 'society' and 'law' are embedded.	This unit places children's understanding of Britain on a timeline, building on their chronological knowledge. The core values of learning in this unit creates an understanding of a society built around empire, law and order which is further embedded in other KS2 historical areas of learning. This unit gives the children the opportunity to compare religious beliefs to those of other periods of time, such as the Ancient Greeks and Egyptians studied across KS2.	Continuity & Change: How did Roman invasion and settlement change the way of life in Britain? Pupils consider the significance of the Roman Invasion. Pupils consider evidence through museum loans and visits and interpretation of oral history.
	Health and well-being: The Roman Baths			
	Trade and money: Roman coins			
	Religion: Roman Gods			
	Home life: Food, farming and clothing			
	Design and technology of buildings, aqueducts, heating, layout of towns and roads			
	Culture, Sports, arts and entertainment: Mosaics			
	Empire, law and lawmakers: Slavery, Roman laws and society.			