Key Learning in History – Years 3 and 4

Year 3	Key Skills: Chronology Events, People and Changes Communication Enquiry, Interpretation and Using Sources
Autumn 1- The Romans	**The Roman Empire and its impact on Britain** Show their increasing knowledge and understanding of the past by using specialist dates and terms, and by placing topics studied into different periods (century, decade, Roman, Egyptian, BC, AD…). Be able to describe some of the main events, people and periods they have studied by describing how Britain has influenced and been influenced by the wider world. Be able to describe some of the main events, people and periods they have studied by understanding some significant aspects of history – nature of ancient civilisations; expansion of empires; characteristic features of non-European societies; achievements and follies of mankind. Produce structured work that makes some connections, draws some contrasts, frame historically-valid questions involving thoughtful selection and organisation of relevant historical information using appropriate dates and terms. Identify some of the different ways in which the past can be represented, and that different versions of the past such as an event may exist (artist's pictures, museum displays, written sources). Understand how our knowledge of the past is constructed from a range of different sources and that different versions of past events may exist, giving some possible reasons for this.
Black History Week	**Black History Week: Mansa Musa and Nelson Mandela** Show their increasing knowledge and understanding of the past by using specialist dates and terms, and by placing topics studied into different periods (century, decade, Roman, Egyptian, BC, AD…). Be able to describe some of the main events, people and periods they have studied by describing how Britain has influenced and been influenced by the wider world. Construct informed responses that involve thoughtful selection and organisation of relevant historical information. When doing this they should use specialist terms like settlement, invasion and vocabulary linked to chronology. Use *some* sources to start devising historically valid questions about change, cause, similarity and difference, and significance.
Autumn 2- The Anglo-Saxons	**Anglo- Saxons** Show their increasing knowledge and understanding of the past making some links between and across periods, such as the differences between clothes, food, buildings or transport. Identifying where some periods studied fit into a chronological framework by noting connections, trends and contrasts over time. Be able to describe some of the main events, people and periods they have studied by understanding some of the ways in which people's lives have shaped this nation. Construct informed responses that involve thoughtful selection and organisation of relevant historical information. When doing this they should use specialist terms like settlement, invasion and vocabulary linked to chronology. Use *some* sources to start devising historically valid questions about change, cause, similarity and difference, and significance. Understand some of the methods of historical enquiry, how evidence is used to make historical claims.
Spring 1 – The Stone Age	**Changes in Britain from the Stone Age to the Iron Age** Show their increasing knowledge and understanding of the past by using specialist dates and terms, and by placing topics studied into different periods (century, decade, Roman, Egyptian, BC, AD…).

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Spring 2- Hunted/Predators	
Summer 1- Water, Water!	**What can historical maps tell us?** Show their increasing knowledge and understanding of the past making some links between and across periods, such as the differences between clothes, food, buildings or transport. Construct informed responses that involve thoughtful selection and organisation of relevant historical information. Be able to describe some of the main events, people and periods they have studied by understanding some significant aspects of history – nature of ancient civilisations; expansion of empires; characteristic features of non-European societies. Understand some of the methods of historical enquiry, and how evidence is used to make detailed observations, finding answers to questions about the past. Use sources as a basis for research from which they will begin to use information as evidence to test hypotheses.
Summer 2 – Growth and Change	**Beatrix Potter** Show their increasing knowledge and understanding of the past by using specialist dates and terms, and by placing topics studied into different periods (century, decade, Roman, Egyptian, BC, AD…). Be able to describe some of the main events, people and periods they have studied by describing how Britain has influenced and been influenced by the wider world. Produce structured work that makes some connections, draws some contrasts, frame historically-valid questions involving thoughtful selection and organisation of relevant historical information using appropriate dates and terms. Use *some* sources to start devising historically valid questions about change, cause, similarity and difference, and significance.

Year 4	Key Skills: Chronology Events, People and Changes Communication Enquiry, Interpretation and Using Sources
Autumn 1 and 2– The Circus! Black History Week	**History of Blackpool seaside holidays** Show their increasing knowledge and understanding of the past by making some links between and across periods, such as the differences between clothes, food, buildings or transport. Show their increasing knowledge and understanding of the past by identifying where some periods studied fit into a chronological framework by noting connections, trends and contrasts over time. Be able to describe some of the main events, people and periods they have studied by understanding *some* of the ways in which people's lives have shaped this nation. Construct informed responses that involve thoughtful selection and organisation of relevant historical sources. Understand some of the methods of historical enquiry, how evidence is used to make historical claims Use *some* sources to start devising historically valid questions about change, cause, similarity and difference, and significance. Understand some methods of historical enquiry and how evidence is used to make detailed observations, finding answers to questions about the past. **Black History Week: Windrush** Show their increasing knowledge and understanding of the past by using specialist dates and terms, and by placing topics studied into different periods (century, decade, Roman, Egyptian, BC, AD…). Be able to describe some of the main events, people and periods they have studied by understanding some significant aspects of history – nature of ancient civilisations; expansion of empires; characteristic features of non-European societies; achievements and follies of mankind. Construct informed responses that involve thoughtful selection and organisation of relevant historical sources. Use *some* sources to start devising historically valid questions about change, cause, similarity and difference, and significance.
Spring 1- The Plague	**The Plague** Show their increasing knowledge and understanding of the past by identifying where some periods studied fit into a chronological framework by noting connections, trends and contrasts over time. Be able to describe some of the main events, people and periods they have studied by understanding some of the ways in which people's lives have shaped this nation. Be able to describe some of the main events, people and periods they have studied understanding some significant aspects of history – nature of ancient civilisations; expansion of empires; characteristic features of non-European societies; achievements and follies of mankind. Produce structured work that makes some connections, draws some contrasts, frame historically-valid questions involving thoughtful selection and organisation of relevant historical information using appropriate dates and terms. Understand some of the methods of historical enquiry, how evidence is used to make historical claims. Use sources as a basis for research from which they will begin to use information as evidence to test hypotheses.
Spring 2 – Fabulous Food	**Iron Age Farming** Show their increasing knowledge and understanding of the past by making some links between and across periods, such as the differences between clothes, food, buildings or transport. Show their increasing knowledge and understanding of the past identifying where some periods studied fit into a chronological framework by noting connections, trends and contrasts over time. Be able to describe some of the main events, people and periods they have studied by understanding some of the ways in which people's lives have shaped this nation.

	Produce structured work that makes some connections, draws some contrasts, frame historically-valid questions involving thoughtful selection and organisation of relevant historical information using appropriate dates and terms. Use *some* sources to start devising historically valid questions about change, cause, similarity and difference, and significance.
Summer 1 – Vikings	**Viking and Anglo-Saxon struggle for the kingdom** Show their increasing knowledge and understanding of the past by identifying where some periods studied fit into a chronological framework by noting connections, trends and contrasts over time. Be able to describe some of the main events, people and periods they have studied by describing how Britain has influenced and been influenced by the wider world. Construct informed responses that involve thoughtful selection and organisation of relevant historical information. When doing this they should use specialist terms like settlement, invasion and vocabulary linked to chronology. Understand how our knowledge of the past is constructed from a range of different sources and that different versions of the past may exist, giving some possible reasons for this. Identify some of the different ways in which the past can be represented, and that different versions of the past such as an event may exist (artist's pictures, museum displays, written sources).
Summer 2- Recycling/ Conservation	