

History – Year 3 & 4

Glossary:

Linking concepts:

- Similarities & differences - To find what is the same and what is different about two places.
 - Cause & consequence - To find the reason why certain things happen and how this affects people/places.
 - Change & continuity - To look at what has and has not changed over time.
 - Significance - To look at the importance of information, data, maps and geographical features.
 - Interpretation - To understand a range of data/information in order to make predictions and come up with own conclusions based on evidence.
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Historical Skills

What skills do we want our historians to have?

How will these skills build on what went before and help prepare our children for what is coming next?

Have developed/developing:

- Chronology – an understanding that the past is divided into different time periods and can order events and people on a timeline.
 - Concepts – can find similarities and differences between different time periods covered, begin to make connections and contrasts between change, cause and significance.
 - Interpretation – an understanding of how the past can be represented and/or interpreted in different ways.
 - Enquiry – can answer and devise historically valid questions and use sources to help answer question about the past.
 - Communication – use of historical terms and vocabulary to recall selected information to describe main events, people and changes through written narratives.
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Substantive Knowledge - Year 3

How did humankind move from surviving to thriving?

Stone Age

- Describe features of life in Stone Age time. Diet (hunter gatherers), day to day life, homes (moveable tent like structures), communication (noises, music, painting, fire/smoke). (**Similarity and difference**)
- Understand that the stone age lasted approx. 2.5 million years. (**Continuity and change**)

Essential knowledge

- Know that the stone age was a long period of time and was split into three eras.
- Human ancestors developed language during the stone age.
- Farming was developed during the stone age.
- People started to live in larger groups.

Key Vocabulary:

-archaeologist	-hunter	-prey
-artefact	-gatherers	-chronology
-BCE	-shelter	
-tribe	-settlement	

How do civilisations rise and fall?

Ancient Egypt

- Mini study of three of the earliest civilisations; Ancient Sumer; The Indus Valley; The Shang Dynasty of Ancient China (location, time and notable achievements). (**Continuity and change**)
- In depth study of Ancient Egyptians.
- Egyptians believed in Gods and an afterlife.
- Hatshepsut was a female Pharaoh and was erased from history.
- Howard Carter was an archaeologist. (**Continuity and change**)
- The River Nile was important, it provided nutrients and resources to the community.
- (**Cause and consequence**)

Essential knowledge

- Pharaohs were monarchs.
- The River Nile was important, it provided nutrients and resources to the community.
- Describe an aspect of life in Ancient Egypt (housing, trade, hierarchy, traditions).

Key Vocabulary:

-River Nile	-monarchy	-papyrus
-pharaohs	-sarcophagus	-after life
-tombs	-hieroglyphics	-crop

Substantive Knowledge - Year 4

How do civilisations rise and fall?

Ancient Greece

- Related Unit: Year 3- Ancient Egyptians.
- Civilisations end from natural disasters (Case study Minoans/Thera) (**Cause and consequence**).
- Use artefacts to describe the lives of the Ancient Greeks. (**Similarity and difference**)
- Compare the view of women over time in Ancient Greece. (**Cause and consequence**)
- Describe the lasting impact of Athenians on the modern world. (**Cause and consequence**)

Essential knowledge

- Greek society changed over time.
- Ancient Rome caused the downfall of Greeks.
- The Mycenaeans created Ancient Greek myths.
- Alexander the Great was a famous Ancient Greek General.

Key Vocabulary:

-Greek	-democracy	- secondary source
-civilisation	-migration	-invasion
-society	-general	-conflict
-myth	- primary source	

How do civilisations rise and fall?

Ancient Rome

- Related Unit: Year 3 Ancient Egyptians and Ancient Greece.
- Civilisations expand through push and pull factors (migrations, natural disasters, colonisation, immigration). (**Cause and consequence**)
- Invasions caused dilemmas for the native populations (Boudicca/ Pompeii/ Hadrian's Wall case studies). (**Cause and consequence**)
- Identify key dates in the Roman Empire (Claudius invasion – 43BCC, Boudica and Iceni rebellion – 60 BCC, Pompeii 79 BCC, Fall of Rome in Britain – 410 BCC). (**Continuity and change**)
- Understand what an empire is and how they recruit from other territories. (**Cause and consequence**)

Essential knowledge

- The Romans tried to conquer Britain multiple times before they were successful.
- Ancient Rome caused the downfall of Ancient Egypt and Ancient Greece.
- Septimius Severus was an African Roman Emperor.
- Romans created different buildings and roads in Britain that still exist today.

Key Vocabulary:

-conquer	-territory	-colonisation
-mosaic	-empire	-immigration
-emperor	-tribe	
-rebellion	-Celt	