

Y3 & 4 History CURRICULUM



Year A

AUTUMN: "ARCHEOLOGY ROCKS!"	SPRING: "OUTLAWS!"	SUMMER: "LET YOUR LIGHT SHINE!"
<p>Knowledge and Understanding: Stone age to 1066 - Changes in Britain from the Stone Age to the Iron Age. Shows changes on a timeline. Describes similarities & differences between people, events and objects. Uses evidence to find out how things may have changed during a time period.</p> <p><i>The Neolithic age ranged from 9000 BC to 3000 BC. Skara Brae is a Neolithic stone built settlement which was occupied from 3180 BC to 2500 BC. It is situated in Orkney, Scotland. At the start of the Neolithic period, hunter gatherers made and used tools such as sickles and curved cutting knives made of flint. Hammers and axes were made of polished stone. Stonehenge was built during the Neolithic age and is located in Salisbury Plain and comprises of about 100 massive upright stones placed in a circular layout. Stonehenge was the end of an era to build circular ritual monuments and the Bronze Age religion began the ritual of placing metal items in rivers, lakes and bogs. Iron age hill forts were first built in 800 BC. Maiden Castle is an Iron age hill fort located in Dorset.</i></p> <p>Year 4 ext: Know about and compare some of the advanced societies that were in the world around 3000 years ago Names and places dates of significant events from the past on a timeline. Shows knowledge & understanding by describing features of past periods. Suggests sources of evidence from a selection to use to help answer questions.</p>	<p>Chronological understanding: Local history study - a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066) - NEWARK CASTLE Uses timelines to place events in order. Understands BC/AD. Uses words: BC, AD, after, before, during.</p> <p><i>Newark Castle was built by the Bishop of Lincoln around 1073 replacing an earlier Saxon fortified manor house. The castle was rebuilt in stone in the twelfth century as were the Newark Town Walls. At the bottom of the castle are the castle dungeons where people, including knights, were held for not paying taxes or worse crimes. The most famous even in the castle's long history came on 19 October 1216, when King John died here, after consuming the infamous 'surfeit of peaches'. The castle is now used as a historical heritage centre.</i></p> <p>Year 4 ext: Know about a period of history that has connections to their locality and understand and compare the issues associated with the period. Compare how the lives of wealthy people were different from the lives of poorer people during this time. Divides the present and recent history using 21st century, 20th and 19th centuries. Uses words: <i>century, decade,</i> Uses range of sources to collect information about the past. Asks questions such as 'How did people? What did people do for?'</p>	<p>Historical enquirer and interpretation - CHRONOLOGY (Stone age to 1066) - Key people / places / events in UK Christian conversion: Canterbury (Augustine 597), Iona (St Columba 563) and Lindisfarne (St Aidan 635) Looks at 2 versions of same event and identifies differences in the accounts. <i>Britain changed between the end of the Roman occupation and 1066 due to the creation of the English Church. Augustine of Canterbury was a monk who became the first Archbishop of Canterbury in the year 597. Columba was an Irish abbot and missionary evangelist credited with spreading Christianity in what is today Scotland. Aidan of Lindisfarne was an Irish monk and missionary credited with converting the Anglo-Saxons to Christianity in Northumbria. The Anglo-Saxons attempted to bring about law and order into the country. During the Anglo-Saxon period Britain was divided into many kingdoms.</i></p> <p>Year 4 ext: Know that the way the kingdoms were divided led to the creation of some of our county boundaries today Use a time line to compare when the Anglo-Saxons were in England Identifies some ideas, beliefs, attitudes and experiences of from the past. Describes how past events/people affect life today. Gives reasons why there may be different accounts of history. Understands difference between primary and secondary sources of evidence.</p>
KEY VOCABULARY	KEY VOCABULARY	KEY VOCABULARY
Prehistory, Hunter-gatherer, Nomad, Palaeolithic, Mesolithic, Neolithic, Tribe, Neanderthal, Hominids, Pelt, Beaker, Celt, bronze, Roundhouse, Hillfort, Quern, Smelting, Druid, Borer, Domesticated	Castle, Palace, turret, rampart, sword, moat, drawbridge, arrow loops, battlements, barbican, tower, portcullis, King John, dungeons, Robin Hood, outlaws, River Trent.	Angles, Saxons, Jutes, Mead, Rune, Thatch, Farmer-warrior, Lindisfarne, Monk, Illumination, manuscript, Weregeld, Athelstan, Christianity, Augustine

Year B

AUTUMN: "MOVERS & SHAKERS"	SPRING: "SPLASH & CRASH!"	SUMMER: "TO INFINITY AND BEYOND"
<p>Chronological understanding: CHRONOLOGY- (Stone age to 1066) <i>Britain's settlement by <u>Anglo-Saxons & Vikings</u></i> Uses timelines to place events in order. Understands BC/AD. Uses words: <i>BC, AD, after, before, during.</i> Uses evidence to find out how things may have changed during a time period.</p> <p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <p><i>The Anglo-Saxons were fierce people who fought many battles, including fighting each other.</i> <i>For a long time, England was not one country. Anglo-Saxon kings ruled lots of small kingdoms across the land.</i> <i>They came to Britain from across the North Sea in the middle of the 5th Century.</i> <i>The name 'Angles' eventually became 'English' and their land, 'Angle-land', became 'England'.</i> <i>The Anglo-Saxons were made up of three tribes: the Angles; Saxons; and Jutes.</i></p> <p>Year 4 ext: Know that the way the kingdoms were divided led to the creation of some of our county boundaries today. Use a time line to compare when the Anglo-Saxons were in England. <i>Names and places dates of significant events from the past on a timeline.</i> <i>Shows knowledge & understanding by describing features of past periods.</i> <i>The Anglo-Saxon period ended when the Normans conquered Britain in 1066.</i></p>	<p>Historical enquiry and Beyond 1066 - An aspect of theme that takes pupils beyond 1066 <i>Uses range of sources to collect information about the past.</i> <i>Asks questions such as 'How did people? What did people do for?' Shows changes on a timeline.</i> A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066:</p> <ul style="list-style-type: none"> • a significant turning point in British history: The Industrial Revolution • the history of energy/power (including modern eco examples – solar, wind, wave) <p><i>From 1750 factories sprung up all over the country creating more efficient ways to produce goods such as wool, cotton and coal. The increase in factories brought thousands of new jobs.</i> <i>Thomas Telford built roads and canals in the 1700s and George Stephenson and Isambard Kingdom Brunel oversaw the 'Railway Mania' of the 1800s. There had previously been no very fast way of transporting goods and people around the country.</i> <i>Richard Arkwright invented a machine, powered by water, to spin cotton into yarn, quickly and easily 1769.</i> <i>Thomas Newcomen invents the first steam engine, Which meant steam engines could replace water and horse power in a wide variety of industries, which in turn allowed factories to be built anywhere.</i> <i>In 1887 the first known wind turbine used to produce electricity is built in Scotland. The wind turbine is created by Prof James Blyth.</i> <i>Today there are roughly 8,600 onshore wind turbines and 2,300 offshore turbines in the UK</i></p> <p>Year 4 ext: compare this time with another in history, making links between the two. Use a timeline to show events in British history. <i>Describes how past events/people affect life today.</i> <i>Suggests sources of evidence from a selection to use to help answer questions.</i> <i>Identifies some ideas, beliefs, attitudes and experiences of from the past.</i></p>	<p>Knowledge and understanding / Historical interpretation Beyond 1066 - An aspect of theme that takes pupils beyond 1066 <i>Describes similarities & differences between people, events and objects.</i> <i>Looks at 2 versions of same event and identifies differences in the accounts.</i></p> <p>The fascination with Aliens: real life science and Sci-fi (e.g. Doctor Who from 1960s to present)</p> <p><i>The Space Race was a 20th-century competition between the Soviet Union (USSR) and the United States (US), to achieve superior spaceflight capability which lasted from 1957 to 1969.</i> <i>One part of the space race was the race to put a man into space. This first was won by the Soviet Union when Major Yuri Gagarin orbited the earth on 12 April 1961.</i> <i>Apollo 11 was the first spaceship to make men to the moon on 16th July 1969.</i> <i>Buzz Lightyear is named after Buzz Aldrin who was one of the astronaut to travel in Apollo 11.</i> <i>The first episode of Doctor Who was aired on 23 November 1963 as a Sci-fi BBC TV drama.</i> <i>Dr Who has now been on TV for over 55 years, with over 12 seasons.</i></p> <p>Year 4 ext: Compare this time with another in history, making links between the two. Use a timeline to show events in global history. <i>Divides the present and recent history using 21st century, 20th and 19th centuries.</i> <i>Uses words: century, decade,</i> <i>Gives reasons why there may be different accounts of history</i> <i>Understands difference between primary and secondary sources of evidence.</i></p>
KEY VOCABULARY	KEY VOCABULARY	KEY VOCABULARY
Longboat, Longhouse, Chieftain, Berserker, Danegeld, Thing, Feast, Raid, Trade, Yggdrasil, Runes, Farmer-warrior, Pagan, Danelaw, Asgard, Jarl, Karl, Figurehead, Chainmail, Valhalla	Solar power, wind power, wind turbines, Prof James Blyth, wave power, solar panels, Industrial revolution, steam engine, factories, poverty, mines, inventions.	UFO, space, Buzz Aldrin, orbit, solar system, astronomical, planet, rotation, spherical, crescent moon, gibbous moon, eclipse, lunar