

National Curriculum Objectives

History

Continue to develop a chronologically secure knowledge and understanding of Britain, local and world history, establishing clear narratives within and across the periods they study.

Note connections, contrasts and trends over time and develop appropriate use of historical terms.

Sometimes devise historically valid questions about change, cause, similarity, difference and significance. Construct informed responses that involve thoughtful selection and organisation of relevant historical information. Understand how knowledge of the past is constructed from a range of sources.

Study an aspect or theme in British history that extends pupil's chronological knowledge beyond 1066.

Geography

Describe and understand key aspects of human geography including: types of settlement and land use.

Design and Technology

Use research and develop design criteria to inform the design of functional products that are fit for purpose, aimed at particular individuals or groups.

Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work

Skills

Chronology

Identify that history is split into periods and identify main periods linked to learning

Understand where the period studied fits into a larger chronological overview (concurrent and subsequent periods) in relation to what has and will be taught

Enquiry and Sources of Evidence

Know what a primary and secondary source can be and identify some sources of evidence used as primary and secondary

Use different sources of evidence to formulate questions

Use evidence to answer questions about the past

Similarities and Differences

Draw out independently some similarities and differences within aspects of the period studied

Identify some similarities and differences between certain aspects of the period studied

With support, start to make links between different periods of the past

Cause, consequence, change, continuity and significance

Identify different causes and consequences of events and say why consequences can be different

Identify the lasting consequences of certain periods/events linking to the the legacy that certain periods of history/events have on society today

Be able to identify ways that something has stayed the same(continuity) and changed within the topic/period and identify why things change or stay the same

Interpretations

Use some chosen sources of evidence and learning to interpret what that period was like

Understand evidence of a period can change when new evidence is found.

From Stone to Rome

Years 3 and 4

Key Questions (Knowledge)

1. What was 'new' about the New Stone Age? (Civilisation, progress)
2. Which was better, bronze or iron? (Civilisation, Progress)
3. Where were the best places to build Iron Age settlements and why? (Civilisation, Progress)
4. If you were Julius Caesar, would you have invaded Britain in 55BC?(Power, Civilisation).
5. When do you think it was better to live – Stone Age, Bronze Age or Iron Age? (Civilisation, progress)

Key Vocabulary

Power

Kings, Queens, **Government, monarchy, parliament, conquer, invasion, emperor, empire, slavery, revolution, treaty, warfare, civil war, ally, surrender, democracy, tyranny, dictator.**

Progress

Challenge, achievements, explorers, **discovery, voyage, mission, disaster, explorers, technology, pioneer, disaster, advancements, industrial revolution.**

Civilisation

Heroes

Religion: equality, slavery, sacrifice, Gods, sacrifice, deities, mortals, sacrifice, temple.

Culture: architecture, law, peace, **conflict**, language, tribal, **philosophy.**

+ specific technical language appropriate to the topic.