

Year 3/4 – Cycle A – History (Through the Ages)

National Curriculum Objectives	Sticky Knowledge	Vocabulary
<ul style="list-style-type: none"> Stone Age life is defined by the use of stone for making tools and weapons and the transition from the hunter-gatherer lifestyle to farming. Bronze Age life is defined by the use of metals, including bronze, to make tools, weapons and objects, and the creation of large settlements and social hierarchy. Iron Age life is defined by the use of metals, including iron, to make stronger, more effective tools and weapons and fine, decorative objects. Farming became more efficient and religion was an important part of life. <i>Describe the everyday lives of people from past historical periods.</i> Tribal communities appeared around 4000 years ago in Britain and supplanted the hunter-gatherer lifestyle. Communities created permanent settlements made up of a number of families, farmed to produce food, made and used pottery, developed tools and weapons and created burial mounds and monuments. <i>Describe the roles of tribal communities and explain how this influenced everyday life.</i> The lives of people in the Stone Age, Bronze Age and Iron Age changed and developed over time due to the discovery and use of the materials stone, bronze and iron. These developments made it easier for people to farm, create permanent settlements and protect their land. <i>Describe how past civilisations or lives of people in Britain developed during the Stone Age, Bronze Age and Iron Age.</i> Human invention and ingenuity have changed the living conditions, health, safety, quality of life and cultural experiences of people over time and throughout the world. Examples include the development of tools, the discovery of antibiotics, the writing of Shakespeare and the Industrial Revolution. <i>Describe ways in which human invention and ingenuity have changed how people live.</i> Historical information can be presented as a narrative, non-chronological report, fact 	<ul style="list-style-type: none"> Each period is named after the main material used to make tools at that time. End of the Stone Age – Beaker folk bringing knowledge of metalworking from Europe. End of Bronze Age – People stopped using metal during the Bronze Age collapse. End of the Iron Age – Romans invaded and conquered Britain 43AD, bringing written records. Prehistory is the time before written records were created. In Britain, prehistory ended in AD 43, when the Romans invaded. Prehistoric relates to any object, animal, person or place that existed before written records began. Archaeologists find out about prehistoric life by studying the artefacts and settlements left behind by prehistoric people (archaeological evidence). 	<p>Archaeologist, artefact, Beaker folk, bronze, Bronze Age collapse, Celts, circa, hillfort, stone circle, sacrifice, torc, votive offering</p> <p>I can statements:</p> <ul style="list-style-type: none"> I can explain that each period is named after the main material used to make tools at that time. I can describe what led to the end of each of the ages during prehistory. I can explain what prehistory means and why it ended. I can explain what is meant by anything prehistoric. I can describe the use of archaeological evidence.

file, timeline, description, reconstruction or presentation. *Make choices about the best ways to present historical accounts.*

- Historical terms to describe periods of time include decade, century, millennia, era, AD, CE, BC and BCE. *Use historical terms to describe different periods of time.*
- Well composed historical questions begin with statements, such as 'how', 'why' and 'to what extent' and should be based around a historical concept such as cause and effect, significant or continuity and change. *Ask well composed historical questions about aspects of everyday life in ancient periods.*
- Interviews, diaries, letters, journals, speeches, autobiographies, artefacts, photographs and witness statements are historical source materials. However, some historical source materials are more reliable than others. *Make deductions and draw conclusions about the reliability of a historical source or artefact.*
- Historical viewpoints demonstrate what a person thinks and feels about a historical event or person. Primary sources include documents or artefacts created by a witness to a historical event at the time it happened. Secondary sources were created by someone who did not experience or participate in the event. A secondary source interprets and analyses a primary source. *Identify and discuss different viewpoints in a range of historical materials and primary and secondary sources.*
- Throughout history, common areas of human concern include the need for food, survival, shelter and warmth; the accumulation of power and wealth and the development of technology. *Explain the similarities and differences between two periods of history.*
- The causes of a significant event are the things that make the event happen and directly lead up to the event. The consequences of a significant event happen after the event and can be short-term, such as people being killed in a

<p>battle, or long-term, such as the change in language and society after an invasion. <i>Explain the cause and effect of a significant historical event.</i></p> <ul style="list-style-type: none"> • Significant events or people in the past have caused great change over time. They have influenced how people live today because they have formed countries and boundaries; created building and objects that are still used today; helped to improve health, knowledge and understanding through scientific research and discovery and provided inspiration for the way people should live. <i>Describe how a significant event or person in British history changed or influenced how people live today.</i> • Aspects of history that can change over time include rule and government, jobs, health, art and culture, everyday life and technology. <i>Summarise how an aspect of British or world history has changed over time.</i> • Dates and events can be sequenced on a timeline using AD or BC. AD dates become larger the closer they get to the present day. BC dates become larger the further away they get from the present day. The year AD 1 marks the birth of Christ in the Georgian calendar. <i>Sequence dates and information from several historical periods on a timeline.</i> 		
<p style="text-align: center;">Prior Learning</p>	<p style="text-align: center;">Key Question(s):</p>	<p style="text-align: center;">Future Learning</p>
<ul style="list-style-type: none"> • Aspects of everyday life from the past, such as houses, jobs, shops, objects, transport and entertainment, may be similar or different to those used and enjoyed by people today. • Hierarchy is a way of organising people according to how important they are or were. Most past societies had a monarch or leader at the top of their hierarchy, nobles, lords or landowners in the middle and poor workers or slaves at the bottom. • Historical information can be presented in a variety of ways. For 	<ul style="list-style-type: none"> • What is the reason for the name of each period? • What is the reason for the collapse of each era (Stone Age, Bronze Age and Iron Age)? • What is meant by Prehistory? • What is meant by Prehistoric? • How do Archaeologists find out about prehistoric life? 	<ul style="list-style-type: none"> • The influences of Roman civilisation on Britain include the building of roads, houses and villas with technology, such as underfloor heating; the building of forts and fortified towns; the use of language and numbers in the form of Roman numerals and the spread of Christianity. • The materials and decoration used to make an artefact can tell us about the skill of the craftworker and the status of the owner. The form can tell us how it was used. Some artefacts can also show us what people believed, what was important to them and how they spent their time. • Hierarchy structures in ancient civilisations include (from most to least powerful) a ruler; officials, nobles or priests; merchants, workers and peasants and slaves.

example, in a non-chronological report, information about a historical topic is presented without organising it into chronological.

- A year is 365 days and a leap year is 366 days. A decade is ten years and a century is 100 years.
- Artefacts are objects and things made by people rather than natural objects. They provide evidence about the past. Examples include coins, buildings, written texts or ruins.
- A viewpoint is a person's own opinion or way of thinking about something.
- A historical period is an era or a passage of time that happened in the past. For example, Victorian Britain is a period in British history.
- Significant events affect the lives of many people over a long period of time and are sometimes commemorated. For example, Armistice Day is commemorated every year on 11th November to remember the end of the First World War.
- Life has changed over time due to changes in technology, inventions, society, use of materials, land use and new ideas about how things should be done.
- Important individual achievements include great discoveries and actions that have helped many people.
- A timeline is a display of events, people or objects in chronological order. A timeline can show different periods of time, from a few years to millions of years.

- The Viking invasion and Anglo-Saxon defence of England led to many conflicts. In AD 878, the Anglo-Saxon king, Alfred the Great, made peace with the Vikings, who settled in Danelaw in the east of England. Over time, the Anglo-Saxons defeated the remaining Viking rulers and the Vikings in England agreed to be ruled by an Anglo-Saxon king.
- The features and achievements of the earliest civilisations include cities, government, forms of writing, numerical systems, calendars, architecture, art, religion, inventions and social structures.
- Relevant historical information can be presented as written texts, tables, diagrams, captions and lists.
- Historical terms include abstract nouns, such as invasion and monarchy.
- Historical artefacts can reveal much about the object's use or owner. For example, highly decorated artefacts made of precious materials and created by highly skilled craftsmen suggest the owner was wealthy and important, whereas simple objects made of readily available materials suggest the owner was poor and unimportant.
- Bias is the act of supporting or opposing a person or thing in an unfair way.
- A primary source is a document or artefact, which provides direct, first-hand evidence of an event, person or time in the past. Primary sources contain the life experiences, thoughts, opinions and beliefs of their writers or creators, which can affect the information included and the way that people and events have been depicted.
- Characteristics of a civilisation include cities, government or leadership, forms of writing, numerical systems, calendars, architecture, art, religion, inventions and social structures. The form these characteristics take can be similar or contrasting across different civilisations.
- Every significant historical event has a cause or a number of causes, such as the need for power and wealth, retaliation for past wrongs, the need to improve quality of life or the occurrence of natural disasters, such as earthquakes. The consequences are the outcomes of an event, such as changes in power, people being killed or displaced during war, improvements in quality of life or damage and destruction from a natural disaster.
- Changes over time can happen rapidly or slowly and are affected by the desire for people to change, their beliefs,

		<p>the availability of resources and technology, and social and economic circumstances.</p> <ul style="list-style-type: none">• Anglo-Saxons and Scots from Ireland invaded Britain to fight and capture land and goods because the Romans had left. Anglo-Saxons also wanted to find farmland after flooding in Scandinavia. They wanted to make new homes and settlements and eventually settled in kingdoms, first across the south-east and eastern England and then across the whole country. These kingdoms later became the counties of Kent, Sussex, Wessex, Middlesex and East Anglia.• Individual events linked to themes, such as the rise and fall of the monarchy, uprisings and rebellions, great inventions and crime and punishment, all show changes in British life over time.• Key changes and events of historical periods can be placed on a timeline, such as the dates of changes in leadership, key battles and invasions, achievements, scientific developments and deaths.
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Teaching Ideas

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Year 3/4 – Cycle A – History (Emperors and Empires)

National Curriculum Objectives	Sticky Knowledge	Vocabulary
<ul style="list-style-type: none"> Aspects of everyday life in a Roman town include the use of the forum for decision-making; shops and market places for trade; family life, including the different roles and lifestyles of men and women; slavery and life in a Roman fort. <i>Describe everyday life in ancient Rome, including aspects, such as jobs, houses, buildings, food and schooling.</i> Romanisation occurred when Roman beliefs, technology and culture were adopted by Britons after the invasion of AD 43. Life became Romanised in, or near, newly built Roman towns and forts, especially in the south of England. The Romans introduced urban living and road networks, cleanliness in the form of running water and bath houses and new beliefs in Roman gods and goddesses, and later, Christianity. <i>Describe the 'Romanisation' of Britain, including the impact of technology, culture and beliefs.</i> Ancient Rome had a clear hierarchy. Over time, it was ruled by a king, a group of men called the senate and an emperor. Below the rulers in the hierarchy, Roman society was split into upper class patricians and equites who owned land and had powerful jobs. Lower class plebeians' and freemen were citizens of Rome who earned their own money. They had a variety of jobs and some were legionary soldiers in the Roman army. Slaves were at the bottom of the hierarchy. They were the property of their owners and had no freedom. Some were auxiliary soldiers in the Roman army. <i>Describe the hierarchy and different roles in past civilisations.</i> After the Roman's successful invasion of Britain in AD 43, there were many power struggles as the Romans tried to take control of Celtic lands and people. These struggles were significant because many tribes, such as the Picts in Caledonia, and 	<ul style="list-style-type: none"> Ancient Rome was ruled in three different ways – A Kingdom (753- 509BC), A Republic (509- 27BC) and an Empire (27BC to AD4760). An Emperor is the main ruler of an Empire and Roman emperors had absolute power. The Roman army conquered countries all around the Mediterranean Sea and it grew to its largest between AD 117 and AD 200. Invasion of Britain was led by Julius Caesar in 55 and 54 BC but both were unsuccessful – Britain was finally conquered in AD 43 by the emperor Claudius. Romans brought roads, aqueducts, hypocausts, public baths, toilets, money and the Latin language to Britain. 	<p>Absolute power, aqueduct, consul, empire, hierarchy, hypocaust, Roman citizen, Romanise, Romano-British culture</p> <p>I can statements:</p> <ul style="list-style-type: none"> I can set out how Ancient Rome was ruled across its lifespan. I can explain what an Emperor is. I can describe that the Roman army conquered countries all around the Mediterranean Sea and it grew to its largest between AD 117 and AD 200. I can explain the timeline of the Invasion of Britain, starting with the unsuccessful efforts. I can describe the inventions that were brought to Britain by the Romans.

key leaders, like Boudicca in England, refused to obey Roman rule. These power struggles caused conflict, death and destruction in the short term, and in the long term they changed the way of life of for the Celts who were defeated. *Describe the significance and impact of power struggles on Britain.*

- The growth of the Roman Empire spread the influence of Roman culture, technology and beliefs to North Africa, the Middle East and Europe. Their achievements include the development of trade, building towns, creating a road system, the use of the Latin language and the spread of Christianity. *Describe the achievements and influence of the ancient Romans on the wider world.*
- Human invention and ingenuity have changed the living conditions, health, safety, quality of life and cultural experiences of people over time and throughout the world. Examples include the development of tools, the discovery of antibiotics, the writing of Shakespeare and the Industrial Revolution. *Describe ways in which human invention and ingenuity have changed how people live.*
- Historical information can be presented as a narrative, non-chronological report, fact file, timeline, description, reconstruction or presentation. *Make choices about the best ways to present historical accounts.*
- Historical terms to describe periods of time include decade, century, millennia, era, AD, CE, BC and BCE. *Use historical terms to describe different periods of time.*
- Well composed historical questions begin with statements, such as 'how', 'why' and 'to what extent' and should be based around a historical concept such as cause and effect, significant or continuity and change. *Ask well composed historical questions about aspects of everyday life in ancient periods.*
- Interviews, diaries, letters, journals, speeches, autobiographies, artefacts, photographs and witness statements are historical source materials. However,

some historical source materials are more reliable than others. *Make deductions and draw conclusions about the reliability of a historical source or artefact.*

- Historical viewpoints demonstrate what a person thinks and feels about a historical event or person. Primary sources include documents or artefacts created by a witness to a historical event at the time it happened. Secondary sources were created by someone who did not experience or participate in the event. A secondary source interprets and analyses a primary source. *Identify and discuss different viewpoints in a range of historical materials and primary and secondary sources.*
- National and international historical events, such as wars, invasions, disease, the invention of new technologies and changes in leadership, can have a positive or negative impact on a locality. *Analyse a range of historical information to explain how a national or international event has impacted the locality.*
- The causes of a significant event are the things that make the event happen and directly lead up to the event. The consequences of a significant event happen after the event and can be short-term, such as people being killed in a battle, or long-term, such as the change in language and society after an invasion. *Explain the cause and effect of a significant historical event.*
- Historically valid questions relate to aspects, such as significance; time and chronology; continuity and change; comparing and contrasting or cause and consequence. *Devise or respond to historically valid questions about a significant historical figure and suggest or plan ways to answer them.*
- Aspects of history that can change over time include rule and government, jobs, health, art and culture, everyday life and technology. *Summarise how an aspect of British or world history has changed over time.*

<ul style="list-style-type: none"> • The cause of the Roman invasion of Britain was to gain land, slaves and precious metals, after conquering many other countries to the east of Rome. The consequence of invasion was conflict with the Celtic tribes that lived in Britain. Over time, many people became Romanised, living in Roman towns and taking on aspects of Roman culture, such as religion and language. However, people in the west of Britain retained their Celtic culture. <i>Explain the cause, consequence and impact of invasion and settlement in Britain.</i> • Significant events or people in the past have caused great change over time. They have influenced how people live today because they have formed countries and boundaries; created buildings and objects that are still used today; helped to improve health, knowledge and understanding through scientific research and discovery and provided inspiration for the way people should live. <i>Describe how a significant event or person in British history changed or influenced how people live today.</i> • Dates and events can be sequenced on a timeline using AD or BC. AD dates become larger the closer they get to the present day. BC dates become larger the further away they get from the present day. The year AD 1 marks the birth of Christ in the Georgian calendar. <i>Sequence dates and information from several historical periods on a timeline.</i> 		
Prior Learning	Key Question(s):	Future Learning
<ul style="list-style-type: none"> • Aspects of everyday life from the past, such as houses, jobs, shops, objects, transport and entertainment, may be similar or different to those used and enjoyed by people today. • Hierarchy is a way of organising people according to how important they are or were. Most past societies had a monarch or leader at the top of 	<ul style="list-style-type: none"> • What were the three different ways that Ancient Rome was ruled? Can you give dates? • What is an emperor? What type of power did they have? • How did the Roman Empire grow? • What was the timeline for Invasion of Britain? 	<ul style="list-style-type: none"> • The influences of Roman civilisation on Britain include the building of roads, houses and villas with technology, such as underfloor heating; the building of forts and fortified towns; the use of language and numbers in the form of Roman numerals and the spread of Christianity. • The materials and decoration used to make an artefact can tell us about the skill of the craftworker and the status of the owner. The form can tell us how it was used. Some artefacts can also show us what people

their hierarchy, nobles, lords or landowners in the middle and poor workers or slaves at the bottom.

- Historical information can be presented in a variety of ways. For example, in a non-chronological report, information about a historical topic is presented without organising it into chronological.
- A year is 365 days and a leap year is 366 days. A decade is ten years and a century is 100 years.
- Artefacts are objects and things made by people rather than natural objects. They provide evidence about the past. Examples include coins, buildings, written texts or ruins.
- A viewpoint is a person's own opinion or way of thinking about something.
- Commemorative buildings, monuments, newspapers and photographs tell us about significant people, events and places in our local community's history.
- Significant events affect the lives of many people over a long period of time and are sometimes commemorated. For example, Armistice Day is commemorated every year on 11th November to remember the end of the First World War.
- Historical models, such as Dawson's model and diamond ranking, help us to organise and sort historical information.
- Life has changed over time due to changes in technology, inventions, society, use of materials, land use and new ideas about how things should be done.
- Important individual achievements include great discoveries and actions that have helped many people.

- What inventions did the Romans bring to Britain?

believed, what was important to them and how they spent their time.

- Hierarchy structures in ancient civilisations include (from most to least powerful) a ruler; officials, nobles or priests; merchants, workers and peasants and slaves.
- The Viking invasion and Anglo-Saxon defence of England led to many conflicts. In AD 878, the Anglo-Saxon king, Alfred the Great, made peace with the Vikings, who settled in Danelaw in the east of England. Over time, the Anglo-Saxons defeated the remaining Viking rulers and the Vikings in England agreed to be ruled by an Anglo-Saxon king.
- The features and achievements of the earliest civilisations include cities, government, forms of writing, numerical systems, calendars, architecture, art, religion, inventions and social structures.
- Relevant historical information can be presented as written texts, tables, diagrams, captions and lists.
- Historical terms include abstract nouns, such as invasion and monarchy.
- Historical artefacts can reveal much about the object's use or owner. For example, highly decorated artefacts made of precious materials and created by highly skilled craftsmen suggest the owner was wealthy and important, whereas simple objects made of readily available materials suggest the owner was poor and unimportant.
- Bias is the act of supporting or opposing a person or thing in an unfair way.
- A primary source is a document or artefact, which provides direct, first-hand evidence of an event, person or time in the past. Primary sources contain the life experiences, thoughts, opinions and beliefs of their writers or creators, which can affect the information included and the way that people and events have been depicted.
- A past event or society can impact a local settlement in several ways, including the layout and use of land in the settlement; changes to the number of people who lived or worked there over time; the creation of human features, such as canals, castles or factories; place names and language.
- Every significant historical event has a cause or a number of causes, such as the need for power and wealth, retaliation for past wrongs, the need to improve quality of life or the occurrence of natural disasters, such as

- A timeline is a display of events, people or objects in chronological order. A timeline can show different periods of time, from a few years to millions of years.

earthquakes. The consequences are the outcomes of an event, such as changes in power, people being killed or displaced during war, improvements in quality of life or damage and destruction from a natural disaster.

- A profile of a leader can include their significant achievements, the events in which they played a part, the opinions of others about the person and the positive or negative consequences of their actions.
- Changes over time can happen rapidly or slowly and are affected by the desire for people to change, their beliefs, the availability of resources and technology, and social and economic circumstances.
- Anglo-Saxons and Scots from Ireland invaded Britain to fight and capture land and goods because the Romans had left. Anglo-Saxons also wanted to find farmland after flooding in Scandinavia. They wanted to make new homes and settlements and eventually settled in kingdoms, first across the south-east and eastern England and then across the whole country. These kingdoms later became the counties of Kent, Sussex, Wessex, Middlesex and East Anglia.
- Individual events linked to themes, such as the rise and fall of the monarchy, uprisings and rebellions, great inventions and crime and punishment, all show changes in British life over time.
- Key changes and events of historical periods can be placed on a timeline, such as the dates of changes in leadership, key battles and invasions, achievements, scientific developments and deaths.

Teaching Ideas

Year 3/4 – Cycle B – History (Invasion)

National Curriculum Objectives	Sticky Knowledge	Vocabulary
<ul style="list-style-type: none"> • The influences of Roman civilisation on Britain include the building of roads, houses and villas with technology, such as underfloor heating; the building of forts and fortified towns; the use of language and numbers in the form of Roman numerals and the spread of Christianity. Describe the 'Romanisation' of Britain, including the impact of technology, culture and beliefs. • The materials and decoration used to make an artefact can tell us about the skill of the craftworker and the status of the owner. The form can tell us how it was used. Some artefacts can also show us what people believed, what was important to them and how they spent their time. Explain how artefacts provide evidence of everyday life in the past. • The Viking invasion and Anglo-Saxon defence of England led to many conflicts. In AD 878, the Anglo-Saxon king, Alfred the Great, made peace with the Vikings, who settled in Danelaw in the east of England. Over time, the Anglo-Saxons defeated the remaining Viking rulers and the Vikings in England agreed to be ruled by an Anglo-Saxon king. <i>Describe the significance and impact of power struggles on Britain.</i> • The features and achievements of the earliest civilisations include cities, government, forms of writing, numerical systems, calendars, architecture, art, religion, inventions and social structures. <i>Construct a narrative, chronological or non-chronological account of a past</i> 	<ul style="list-style-type: none"> • After the Romans left Britannia in AD 410, many towns fell into disrepair and the country became vulnerable to attack. This marked the beginning of a period of invasions from different groups. • The Vikings first visited England in AD 789 when they first sailed from Norway, however the first major raid was on the monastery at Lindisfarne in AD 793. • Alfred the Great's grandson Athelstan became the first King of all England and it has been united ever since. • When the King of England Edward the Confessor died in 1066, Harold Godwinson (Harold Hadrada) was crowned. • During the Battle of Hastings William, Duke of Normandy won against Harold Godwinson and became known as William the Conqueror. 	<p>Christianity, conquer, Danegeld, invasion, monastery, monk, pagan, raid, reeve, Scandinavia, wattle and daub</p> <hr/> <ul style="list-style-type: none"> • I can explain why Britain became vulnerable to attack. • I can describe the Vikings first visiting England. • I can explain the importance of Athelstan. • I can describe the events which led to Harold Hadrada being crowned. • I can describe the key event which led to William the Conqueror being King.

civilisation, focusing on their features and achievements.

- Relevant historical information can be presented as written texts, tables, diagrams, captions and lists. *Present a thoughtful selection of relevant information in a historical report, fictional narrative, in-depth study or by answering a range of historical questions.*
- Historical terms include abstract nouns, such as invasion and monarchy. *Use more complex historical terms to explain and present historical information.*
- Historical artefacts can reveal much about the object's use or owner. For example, highly decorated artefacts made of precious materials and created by highly skilled craftsmen suggest the owner was wealthy and important, whereas simple objects made of readily available materials suggest the owner was poor and unimportant. *Explain how the design, decoration and materials used to make an artefact can provide evidence of the wealth, power and status of the object's owner.*
- Bias is the act of supporting or opposing a person or thing in an unfair way. *Identify bias in primary and secondary sources.*
- A primary source is a document or artefact, which provides direct, first-hand evidence of an event, person or time in the past. Primary sources contain the life experiences, thoughts, opinions and beliefs of their writers or creators, which can affect the information included and the way that people and events have been depicted. *Interpret a primary source and understand how the context in*

which it was written influences the writer's viewpoint.

- A past event or society can impact a local settlement in several ways, including the layout and use of land in the settlement; changes to the number of people who lived or worked there over time; the creation of human features, such as canals, castles or factories; place names and language. *Describe and explain the impact of a past society on a local settlement or community.*
- Characteristics of a civilisation include cities, government or leadership, forms of writing, numerical systems, calendars, architecture, art, religion, inventions and social structures. The form these characteristics take can be similar or contrasting across different civilisations. *Compare and contrast two civilisations.*
- Every significant historical event has a cause or a number of causes, such as the need for power and wealth, retaliation for past wrongs, the need to improve quality of life or the occurrence of natural disasters, such as earthquakes. The consequences are the outcomes of an event, such as changes in power, people being killed or displaced during war, improvements in quality of life or damage and destruction from a natural disaster. *Explain in detail the multiple causes and effects of significant events.*
- A profile of a leader can include their significant achievements, the events in which they played a part, the opinions of others about the person and the positive or negative consequences of their actions. *Construct a profile of a significant*

leader using a range of historical sources.

- Changes over time can happen rapidly or slowly and are affected by the desire for people to change, their beliefs, the availability of resources and technology, and social and economic circumstances. *Answer and ask historically valid questions about changes over time and suggest or plan ways to answer them.*
- Anglo-Saxons and Scots from Ireland invaded Britain to fight and capture land and goods because the Romans had left. Anglo-Saxons also wanted to find farmland after flooding in Scandinavia. They wanted to make new homes and settlements and eventually settled in kingdoms, first across the south-east and eastern England and then across the whole country. These kingdoms later became the counties of Kent, Sussex, Wessex, Middlesex and East Anglia. *Explain the cause, consequence and impact of invasion and settlement in Britain.*
- Individual events linked to themes, such as the rise and fall of the monarchy, uprisings and rebellions, great inventions and crime and punishment, all show changes in British life over time. *Describe a series of significant events, linked by a common theme, that show changes over time in Britain.*
- Key changes and events of historical periods can be placed on a timeline, such as the dates of changes in leadership, key battles and invasions, achievements, scientific developments and deaths. *Sequence significant dates about events within*

<p><i>a historical time period on historical timelines.</i></p>		
<p>Prior Learning</p>	<p>Key Question(s):</p>	<p>Future Learning</p>
<ul style="list-style-type: none"> • Stone Age life is defined by the use of stone for making tools and weapons and the transition from the hunter-gatherer lifestyle to farming. Bronze Age life is defined by the use of metals, including bronze, to make tools, weapons and objects, and the creation of large settlements and social hierarchy. Iron Age life is defined by the use of metals, including iron, to make stronger, more effective tools and weapons and fine, decorative objects. Farming became more efficient and religion was an important part of life. • Aspects of everyday life in a Roman town include the use of the forum for decision-making; shops and market places for trade; family life, including the different roles and lifestyles of men and women; slavery and life in a Roman fort. • when Roman beliefs, technology and culture were adopted by Britons after the invasion of AD 43. Life became Romanised in, or near, newly built Roman towns and forts, especially in the south of England. The Romans introduced urban living and road networks, cleanliness in the form of running water and bath houses and new beliefs in Roman gods and goddesses, and later, Christianity. • Tribal communities appeared around 4000 years ago in Britain and supplanted the hunter-gatherer lifestyle. Communities created permanent settlements made up of a number of families, farmed to produce food, made and used pottery, 	<ul style="list-style-type: none"> • Why did the period of Invasions start in Britain? • When did the Vikings first sail to Britain? • Why was Athelstan so important? • Who was Harold Hadrada? • How did William the Conqueror become King? 	<ul style="list-style-type: none"> • Everyday life, including culture, language, settlements, trade and belief systems could change during different periods due to invasion, natural disasters or changes in leadership. However, some aspects of everyday life could continue, for example, if invaders respected and adopted a country's culture and language. • The characteristics of ancient civilisations include cities, government, language, writing, customs, numerical systems, calendars, architecture, art, religion, inventions and social structures, all of which have influenced the world over the last 5000 years. • The achievements and influences of the ancient Greeks on the wider world include the English alphabet and language; democracy, including trial by jury; sport and the Olympic Games; the subjects of mathematics, science, philosophy, art, architecture and theatre. • The characteristics of past civilisations include cities, rule and government, forms of writing, numerical systems, calendars, architecture, art, religion, inventions and set social structures. • Sources of historical information can have varying degrees of accuracy, depending on who wrote them, when they were written and the perspective of the writer. • Historical terms include topic related vocabulary, which may include abstract nouns, such as peasantry, civilisation, treason, empire, rebellion and revolt. • Using a range of historical sources and artefacts can reveal clearer and more accurate picture about a historical event or person. • Bias is the act of supporting or opposing a person or thing in an unfair way. A balanced argument is a response to a question or statement where you consider both viewpoints about a historical event or person.

developed tools and weapons and created burial mounds and monuments.

- Ancient Rome had a clear hierarchy. Over time, it was ruled by a king, a group of men called the senate and an emperor. Below the rulers in the hierarchy, Roman society was split into upper class patricians and equites who owned land and had powerful jobs. Lower class plebeians' and freemen were citizens of Rome who earned their own money. They had a variety of jobs and some were legionary soldiers in the Roman army. Slaves were at the bottom of the hierarchy. They were the property of their owners and had no freedom. Some were auxiliary soldiers in the Roman army.
- After the Roman's successful invasion of Britain in AD 43, there were many power struggles as the Romans tried to take control of Celtic lands and people. These struggles were significant because many tribes, such as the Picts in Caledonia, and key leaders, like Boudicca in England, refused to obey Roman rule. These power struggles caused conflict, death and destruction in the short term, and in the long term they changed the way of life of for the Celts who were defeated.
- The lives of people in the Stone Age, Bronze Age and Iron Age changed and developed over time due to the discovery and use of the materials stone, bronze and iron. These developments made it easier for people to farm, create permanent settlements and protect their land.
- The growth of the Roman Empire spread the influence of Roman culture, technology and beliefs to North Africa, the Middle East and Europe. Their achievements include the development of trade, building towns, creating a road system, the use of the Latin language and the spread of Christianity.
- Human invention and ingenuity have changed the living conditions, health, safety, quality of life and cultural experiences of people over time and throughout the world. Examples include the development of tools, the discovery of

- Aspects of British history and related sites that may have local significance include, the Norman invasion (Norman castles and settlements), Black Death of 1346-1353 (plague pits), the Wars of the Roses (battlefields) and the Industrial Revolution (coal mines, factories, mill sites, railways and canals).
- Aspects of history that can be compared and contrasted to include rulers and monarchs, everyday life, homes and innovation.
- Aspects of history are significant because they had an impact on a vast number of people, are remembered and commemorated or influence the way we live today.
- Beliefs can prompt an individual to take action, such as to fight for change, fight wars, oppress or free individuals or groups of people, create temples and tombs or protest against injustice.
- Continuity is the concept that aspects of life, such as rule and government, everyday life, settlements and beliefs, stay the same over time. Change is the concept that these aspects either progress and become bigger, better or more important, or decline and become smaller, worse or less important.
- Different world history civilisations existed before, after and alongside others. For example, the ancient Sumer existed from c4500 BC to c1900 BC and the ancient Egyptians from c3100 BC to 30 BC.

antibiotics, the writing of Shakespeare and the Industrial Revolution.

- Historical information can be presented as a narrative, non-chronological report, fact file, timeline, description, reconstruction or presentation.
- Historical terms to describe periods of time include decade, century, millennia, era, AD, CE, BC and BCE.
- Well composed historical questions begin with statements, such as 'how', 'why' and 'to what extent' and should be based around a historical concept such as cause and effect, significant or continuity and change.
- National and international historical events, such as wars, invasions, disease, the invention of new technologies and changes in leadership, can have a positive or negative impact on a locality.
- Throughout history, common areas of human concern include the need for food, survival, shelter and warmth; the accumulation of power and wealth and the development of technology.
- The causes of a significant event are the things that make the event happen and directly lead up to the event. The consequences of a significant event happen after the event and can be short-term, such as people being killed in a battle, or long-term, such as the change in language and society after an invasion.
- Historically valid questions relate to aspects, such as significance; time and chronology; continuity and change; comparing and contrasting or cause and consequence.
- Aspects of history that can change over time include rule and government, jobs, health, art and culture, everyday life and technology.
- Dates and events can be sequenced on a timeline using AD or BC. AD dates become larger the closer they get to the present day. BC dates become larger the further away they get from the present day. The year AD 1 marks the birth of Christ in the Georgian calendar.

Teaching Ideas

Year 3/4 – Cycle B – History (Ancient Civilisations)

National Curriculum Objectives	Sticky Knowledge	Vocabulary
<ul style="list-style-type: none"> The influences of Roman civilisation on Britain include the building of roads, houses and villas with technology, such as underfloor heating; the building of forts and fortified towns; the use of language and numbers in the form of Roman numerals and the spread of Christianity. <i>Describe the 'Romanisation' of Britain, including the impact of technology, culture and beliefs.</i> The materials and decoration used to make an artefact can tell us about the skill of the craftworker and the status of the owner. The form can tell us how it was used. Some artefacts can also show us what people believed, what was important to them and how they spent their time. <i>Explain how artefacts provide evidence of everyday life in the past.</i> Hierarchy structures in ancient civilisations include (from most to least powerful) a ruler; officials, nobles or priests; merchants, workers and peasants and slaves. <i>Describe the hierarchy and different roles in ancient civilisations.</i> The Viking invasion and Anglo-Saxon defence of England led to many conflicts. In AD 878, the Anglo-Saxon king, Alfred the Great, made peace with the Vikings, who settled in Danelaw in the east of England. Over time, the Anglo-Saxons defeated the remaining Viking rulers and the Vikings in England agreed to be ruled by an Anglo-Saxon king. <i>Describe the significance and impact of power struggles on Britain.</i> The features and achievements of the earliest civilisations include cities, government, forms of writing, numerical systems, calendars, architecture, art, religion, inventions and social structures. 	<ul style="list-style-type: none"> A civilisation is a developed society. Civilisations share common features, including cities, inventions, language, writing, hierarchy, leadership, infrastructure, arts and culture, trade and religion. Ancient Sumer was the very first civilisation, they grew their food in fertile soil next to the rivers and population grew. The Ancient Egyptian civilisation began on the banks of the Nile, in the Fertile Crescent with easy access to water for crops and drinking. Pharaohs ruled over ancient Egypt with absolute power and were believed to be the earthly representations of the gods. Sumerians, Egyptians and Indus Valley civilisations all developed next to rivers, providing water, transport and irrigation systems. 	<p>Civilisation, Fertile Crescent, irrigation, nomadic, ziggurat</p> <hr/> <ul style="list-style-type: none"> I can describe what a civilisation is and what common features are shared I can outline where Ancient Sumer started I can outline where did Ancient Egyptian civilisation started I can explain who Pharaohs were and their importance. I can outline the similarities between all three civilisations.

Construct a narrative, chronological or non-chronological account of a past civilisation, focusing on their features and achievements.

- Relevant historical information can be presented as written texts, tables, diagrams, captions and lists. *Present a thoughtful selection of relevant information in a historical report, fictional narrative, in-depth study or by answering a range of historical questions.*
- Historical terms include abstract nouns, such as invasion and monarchy. *Use more complex historical terms to explain and present historical information.*
- Historical artefacts can reveal much about the object's use or owner. For example, highly decorated artefacts made of precious materials and created by highly skilled craftsmen suggest the owner was wealthy and important, whereas simple objects made of readily available materials suggest the owner was poor and unimportant. *Explain how the design, decoration and materials used to make an artefact can provide evidence of the wealth, power and status of the object's owner.*
- Bias is the act of supporting or opposing a person or thing in an unfair way. *Identify bias in primary and secondary sources.*
- A primary source is a document or artefact, which provides direct, first-hand evidence of an event, person or time in the past. Primary sources contain the life experiences, thoughts, opinions and beliefs of their writers or creators, which can affect the information included and the way that people and events have been depicted. *Interpret a primary source and understand how the context in which it was written influences the writer's viewpoint.*
- Characteristics of a civilisation include cities, government or leadership, forms of

<p>writing, numerical systems, calendars, architecture, art, religion, inventions and social structures. The form these characteristics take can be similar or contrasting across different civilisations. <i>Compare and contrast two civilisations.</i></p> <ul style="list-style-type: none"> • Every significant historical event has a cause or a number of causes, such as the need for power and wealth, retaliation for past wrongs, the need to improve quality of life or the occurrence of natural disasters, such as earthquakes. The consequences are the outcomes of an event, such as changes in power, people being killed or displaced during war, improvements in quality of life or damage and destruction from a natural disaster. <i>Explain in detail the multiple causes and effects of significant events.</i> • A profile of a leader can include their significant achievements, the events in which they played a part, the opinions of others about the person and the positive or negative consequences of their actions. <i>Construct a profile of a significant leader using a range of historical sources.</i> • Key changes and events of historical periods can be placed on a timeline, such as the dates of changes in leadership, key battles and invasions, achievements, scientific developments and deaths. <i>Sequence significant dates about events within a historical time period on historical timelines.</i> 		
Prior Learning	Key Question(s):	Future Learning
<ul style="list-style-type: none"> • Stone Age life is defined by the use of stone for making tools and weapons and the transition from the hunter-gatherer lifestyle to farming. Bronze Age life is defined by the use of metals, including bronze, to make tools, weapons and objects, and the creation of large settlements and social hierarchy. Iron Age life is defined by the use of metals, including iron, to make stronger, more effective tools and weapons and fine, decorative objects. Farming became more 	<ul style="list-style-type: none"> • What is a civilisation and what common features are shared? • Where did Ancient Sumer start? • Where did Ancient Egyptian civilisation start? • What are Pharaohs? • What are the similarities between all three civilisations? 	<ul style="list-style-type: none"> • Everyday life, including culture, language, settlements, trade and belief systems could change during different periods due to invasion, natural disasters or changes in leadership. However, some aspects of everyday life could continue, for example, if invaders respected and adopted a country's culture and language. • Power in ancient civilisations drove the growth of empires and the development of trade, wealth, arts

efficient and religion was an important part of life.

- Aspects of everyday life in a Roman town include the use of the forum for decision-making; shops and market places for trade; family life, including the different roles and lifestyles of men and women; slavery and life in a Roman fort.
- when Roman beliefs, technology and culture were adopted by Britons after the invasion of AD 43. Life became Romanised in, or near, newly built Roman towns and forts, especially in the south of England. The Romans introduced urban living and road networks, cleanliness in the form of running water and bath houses and new beliefs in Roman gods and goddesses, and later, Christianity.
- Tribal communities appeared around 4000 years ago in Britain and supplanted the hunter-gatherer lifestyle. Communities created permanent settlements made up of a number of families, farmed to produce food, made and used pottery, developed tools and weapons and created burial mounds and monuments.
- Ancient Rome had a clear hierarchy. Over time, it was ruled by a king, a group of men called the senate and an emperor. Below the rulers in the hierarchy, Roman society was split into upper class patricians and equites who owned land and had powerful jobs. Lower class plebeians' and freemen were citizens of Rome who earned their own money. They had a variety of jobs and some were legionary soldiers in the Roman army. Slaves were at the bottom of the hierarchy. They were the property of their owners and had no freedom. Some were auxiliary soldiers in the Roman army.
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and culture, society, technology and beliefs. Misuse of power and poor leadership caused these aspects of civilisation to decline.

- The characteristics of ancient civilisations include cities, government, language, writing, customs, numerical systems, calendars, architecture, art, religion, inventions and social structures, all of which have influenced the world over the last 5000 years.
- The achievements and influences of the ancient Greeks on the wider world include the English alphabet and language; democracy, including trial by jury; sport and the Olympic Games; the subjects of mathematics, science, philosophy, art, architecture and theatre.
- The characteristics of past civilisations include cities, rule and government, forms of writing, numerical systems, calendars, architecture, art, religion, inventions and set social structures.
- Sources of historical information can have varying degrees of accuracy, depending on who wrote them, when they were written and the perspective of the writer.
- Historical terms include topic related vocabulary, which may include abstract nouns, such as peasantry, civilisation, treason, empire, rebellion and revolt.
- Using a range of historical sources and artefacts can reveal clearer and more accurate picture about a historical event or person.
- Bias is the act of supporting or opposing a person or thing in an unfair way. A balanced argument is a response to a question or statement where you consider both viewpoints about a historical event or person.
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- Human invention and ingenuity have changed the living conditions, health, safety, quality of life and cultural experiences of people over time and throughout the world. Examples include the development of tools, the discovery of antibiotics, the writing of Shakespeare and the Industrial Revolution.
- Historical information can be presented as a narrative, non-chronological report, fact file, timeline, description, reconstruction or presentation.
- Historical terms to describe periods of time include decade, century, millennia, era, AD, CE, BC and BCE.
- Well composed historical questions begin with statements, such as 'how', 'why' and 'to what extent' and should be based around a historical concept such as cause and effect, significant or continuity and change.
- Interviews, diaries, letters, journals, speeches, autobiographies, artefacts, photographs and witness statements are historical source materials. However, some historical source materials are more reliable than others.
- Historical viewpoints demonstrate what a person thinks and feels about a historical event or person. Primary sources include documents or artefacts created by a witness to a historical event at the time it happened. Secondary sources were created by someone who did not experience or participate in the event. A secondary source interprets and analyses a primary source.
- Throughout history, common areas of human concern include the need for food, survival,

individuals or groups of people, create temples and tombs or protest against injustice.

- Continuity is the concept that aspects of life, such as rule and government, everyday life, settlements and beliefs, stay the same over time. Change is the concept that these aspects either progress and become bigger, better or more important, or decline and become smaller, worse or less important.
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