

History Overview Y3/4

Cycle A

<p>National Curriculum: Pupils gain a coherent knowledge and understanding of Britain’s past and that of the wider world. It should inspire pupils’ curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people’s lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.</p> <p>The national curriculum for history aims to ensure that all pupils:</p> <ul style="list-style-type: none"> ▪ know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world ▪ know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind ▪ gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’ ▪ understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses ▪ understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed ▪ gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales. 	<p>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.</p> <p>In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.</p> <p>Pupils should be taught about:</p> <ul style="list-style-type: none"> ▪ changes in Britain from the Stone Age to the Iron Age ▪ the Roman Empire and its impact on Britain ▪ the achievements of the earliest civilizations –Ancient Egypt ▪ Ancient Greece – a study of Greek life and achievements and their influence on the western world
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Topic	Key Skills	Key Knowledge	Key Vocabulary
Stone Age (1/2 term)	<ul style="list-style-type: none"> • I can devise my own questions about the stone age • I can use a variety of sources to collect information about the past • I can use a timeline to sequence the stone age, bronze age and iron age • I can put artefacts or information in chronological order from a long time ago • I can use appropriate dates and chronological conventions, e.g., BC, BCE, AD and CE 	<ul style="list-style-type: none"> • I can explain the changes in Britain from the Stone Age to the Iron Age • I can explain what an object was used for in the past and how it was made • I know the similarities and differences between the Palaeolithic and Mesolithic periods of the stone age • I know how weapons and tools changed during the Bronze Age • I know that people started to live in settlements and grow crops in the Neolithic period • I know what a hill fort is and why people lived in them during the Iron Age • I understand and can explain that significant discoveries or inventions create much change to the lives of people, e.g. the wheel or iron ore 	<p>Stone age, Prehistory, prehistoric, Paleolithic, Mesolithic, Neolithic, artefact, flint, forage, hunter-gatherer, domesticated, reconstruction drawing, decay, evidence, settlement, community, Bronze Age, Iron Age,</p>
Romans (1/2 term)	<ul style="list-style-type: none"> • I can put the Roman invasion of Britain on a timeline and understand where this period fits in relation to other periods of time I have studied • I can use appropriate dates and chronological conventions, e.g., BC, BCE, AD and CE 	<ul style="list-style-type: none"> • I understand that different versions of the past may exist, giving some reasons for this - Boudicca • I understand what religious beliefs the Romans had and know about some of the gods and goddesses that they worshipped • I can explain how life in Britain changed during the Roman occupation • I know the similarities and differences between the Celtic and Roman way of life • I can explain why the Romans invaded Britain • I can explain why the Roman army was successful • I know who Boudicca is and why she is significant 	
Ancient Greece (1/2 term)	<ul style="list-style-type: none"> • I can use primary sources to research the Olympics in ancient Greek times • I can devise historically valid questions about similarity and difference, and significance • I can place the Ancient Greeks on a timeline • I can use appropriate dates and chronological conventions, e.g., BC, BCE, AD and CE 	<ul style="list-style-type: none"> • I understand how knowledge of the past is constructed from a range of sources • I understand the religious beliefs of the ancient Greeks and I know how this influenced the Roman culture • I can name and describe some of the ancient Greek gods and goddesses • I can explain the similarities and differences between the Olympic Games in ancient Greek times and the modern Olympic Games. • I can define the word legacy and I can name some legacies of Ancient Greece. 	

- I can investigate Greek architecture and identify where it has been imitated in buildings in Sheffield

History Overview Y1/2 Cycle B

National Curriculum:

Topic	Key Skills	Key Knowledge	Topic
Ancient Egypt (1 term)	<ul style="list-style-type: none"> • I can locate the Nile on a world map and make deductions about what life would have been like 5,000 years ago based on map evidence • I can explain how knowledge of the past is gained from a range of sources • I can place the Ancient Egyptians on a timeline 	<ul style="list-style-type: none"> • I understand that the Bronze and Iron Age run alongside the Ancient Egyptian era on a timeline • I understand that the Ancient Egyptians lived in a very hierarchical society • I know that Ancient Egyptians believed that the pharaoh was a living god • I understand that the Ancient Egyptians worshiped many gods and goddesses • I can explain some of the beliefs the Ancient Egyptians had about life after death and how this meant that mummification was important to them • I can explain why the Ancient Egyptians buried their pharaohs in pyramids and tombs • I can explain the role of the pharaoh in Ancient Egypt • I can explain what life was like for ordinary people in Ancient Egypt • I understand why the pharaohs stopped building pyramids and chose to build tombs in the valley of the Kings • I can explain how Egypt was repeatedly invaded and how eventually Christianity took over Ancient Egyptian beliefs • I understand that the deciphering of hieroglyphs was an important part of being able to learn about Ancient Egypt • I understand that most of what we know about Ancient Egypt has been discovered in the past 250 years • I understand that historians are gaining knowledge about Ancient Egypt all the time due to finding new evidence • I can explain why the finding of Tutankhamen's tomb was significant 	<p>Ancient, Egypt, Egyptian, Nile, irrigation, Pharaoh, scribe, Vizier, pyramid, tomb, mummy, mummification, scarab beetle, Canopic jars, sarcophagus, Ra, Ma'at, Isis, Osiris, Amun, Hathor, Horus, Anubis, Thoth, Sekhmet, hieroglyphs, Tutankhamun,</p>