

Concept: Historical enquiry; Chronological understanding; Change and Continuity; Cause and Consequence; Significance

Topic Y3/4: Who first lived in Britain? (Stone Age to Iron Age)

Previously, I have learnt ...

To ask and answer questions by using a specific source

Ways to find out about the past

That some objects belong to the past

To give a plausible explanation about what an object was used for in the past

To sequence events on a timeline and put objects from recent history in chronological order



Archaeologist
archaeology



In Y3/4, I am learning...

To devise my own questions about the Stone Age

To use a variety of sources to collect information about the past

To use a timeline to sequence the Stone Age, Bronze Age and Iron Age

The changes in Britain from the Stone Age to the Iron Age

What an object was used for in the past and how it was made

To put artefacts or information in chronological order from a long time ago

To use appropriate dates and chronological conventions, e.g., BC, BCE, AD and CE

The similarities and differences between the Paleolithic and Mesolithic periods of the Stone Age

How weapons and tools changed during the Bronze Age

That people started to live in settlements and grow crops in the Neolithic period

What a hill fort is and why people lived in them during the Iron Age

That significant discoveries or inventions create much change to the lives of people - iron ore

Stone age Prehistory prehistoric , Paleolithic	Mesolithic Neolithic artefact, flint forage, evidence	settlement, community hunter- gatherer, domesticated	reconstruction drawing, decay, Bronze Age, Iron Age, hill fort
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In the future, I will learn ...

To understand that different versions of the past exist, giving some reasons for this

Why Rome invaded Britain and how life in Britain changed during the Roman occupation



Romans,
invade, settle,
empire,
civilization,
citizen,
conquer,
Caesar, soldier,
centurion,

aqueduct, villa,
colosseum,
amphitheatre,
bath house.
Mosaic,
temple, toga,
Boudicca

My Future

Teacher
Historian
Anthropologist
Archaeologist



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Change and Continuity; Cause and Consequence;
Significance

Topic Y3/4: Why were the Romans so powerful and what did we learn from them?

Previously, I have learnt ...

To ask and answer questions

To answer questions by using a specific source, such as an information book

About the ways we find out about the past

What an object was used for in the past and how it was made

To use appropriate dates and chronological conventions, e.g., BC, BCE, AD and CE

To sequence events on a timeline

The changes in Britain from the Stone Age to the Iron Age

To give a plausible explanation about what an object was used for in the past

Archeologist
archaeology
Stone age
Paleolithic
Mesolithic
Neolithic
BC, BCE, AD
and CE

artefact
domesticated
reconstruction
drawing
evidence
settlement
community

In Y3/4, I am learning...

To explain the terms invade and settle

Why Rome invaded Britain

To 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

What life was like in the Roman army and why the Roman army was so successful

The similarities and differences between the Celtic and Roman way of life

To use evidence to describe the culture and leisure activities of the Romans

The religious beliefs the Romans had and know about some of the gods and goddesses that they worshipped

Who Boudicca is and why she is significant

That different versions of the past may exist, giving some reasons for this - Boudicca

How life in Britain changed during the Roman occupation

Romans invade settle empire civilization	citizen conquer Caesar soldier shield	centurion Celts, villa aqueduct colosseum amphitheater	bathhouse Mosaic temple toga Boudicca
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In the future, I will learn ...

To devise historically valid questions about similarity and difference, and significance

To define the word legacy and I name some legacies of Ancient Greece.

The religious beliefs of the ancient Greeks and I know how this influenced Roman culture

To use primary sources to answer historical questions

My Future

Historian
Teacher
Researcher
Librarian
Curator



Ancient
Greece
Legacy
Primary source
Olympics

Concept: Historical enquiry; Chronological understanding; Change and Continuity; Significance

Topic Y3/4: What legacies did the ancient Greeks leave? (Greeks)

Previously, I have learnt ...

To ask and answer questions

To give a plausible explanation about what an object was used for in the past

To use appropriate dates and chronological conventions, e.g., BC, BCE, AD and CE

To sequence events on a timeline

The changes in Britain from the Stone Age to the Iron Age

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 understand what religious beliefs the Romans had and know about some of the gods and goddesses that they worshipped

Archeologist, archaeology, Stone age, Prehistory, Paleolithic, Mesolithic, Neolithic, artefact, evidence, settlement,	conquer, community, BC, BCE, AD and CE, invade, settle, Romans, empire, civilization, citizen, gods, goddesses
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In Y3/4, I am learning...

To define the word legacy and I can name some legacies of Ancient Greece.

To place the ancient Greeks on a timeline

To use appropriate dates and chronological conventions, e.g., BC, BCE, AD and CE

To use primary sources to research the Olympics in ancient Greek times

The similarities and differences between the Olympic Games in ancient Greek times and the modern Olympic Games.

To investigate Greek architecture and identify where it has been imitated in buildings in Sheffield

The religious beliefs of the ancient Greeks and I know how this influenced Roman culture

Name and describe some of the ancient Greek gods and goddesses

Devise historically valid questions about similarity and difference, and significance

Ancient Greeks legacy, modern, Olympics Mount Olympus Zeus

wreath architecture primary source Column Doric ionic

Corinthian capital frieze pediment sculpture vase

In the future, I will learn ...

To devise, ask and answer more complex questions about the past, considering key concepts in history

To evaluate different sources of information

To find out about the past using a range of evidence.

To evaluate sources and identify those that are useful to the task

To identify if a source is primary or secondary

My Future

Teacher
Historian
Researcher
Investigator
Curator



Secondary source, World war II, propaganda, evacuation; persecution, Blitz, Battle of Britain, holocaust, Industrial revolution, Atlantic slave trade



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Topic Y3/4: Who were the Ancient Egyptians?

Previously, I have learnt ...

To ask and answer questions

To understand and use phrases and words like: 'before', 'after', 'past', 'present', 'then' and 'now'.

To use a simple timeline to show when events happened from most recent to furthest in the past

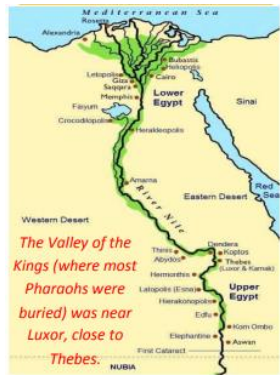
To understand that some objects belong to the past and can begin to explain why

To give an explanation about what an object was used for in the past

About the different ways we find out about the past

To put objects in chronological order (recent history).

discrimination
inequality
present; then;
now timeline;
sequence;
recent; artefact
tempire;
archaeologist



In Y3/4, I am learning...

To place the Ancient Egyptians on a timeline and understand that the Bronze and Iron Age run alongside the Ancient Egyptian era on a timeline

To 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

How knowledge of the past is gained from a range of sources and that historians are gaining knowledge about Egypt all the time due to finding new evidence

What life was like for ordinary people in Ancient Egypt and that it was a hierarchical society

The role of the pharaoh in Ancient Egypt and that Ancient Egyptians believed that the pharaoh was a living god

That the Ancient Egyptians worshiped many gods and goddesses

Why the Ancient Egyptians buried their pharaohs in pyramids and tombs and why the pharaohs stopped building pyramids and chose to build tombs in the valley of the Kings

Some of the beliefs the Ancient Egyptians had about life after death and how this meant that mummification was important to them

That most of what we know about Ancient Egypt has been discovered in the past 250 years and why finding Tutankhamen's tomb was significant

Deciphering of hieroglyphs was an important part of being able to learn about Ancient Egypt

How Egypt was repeatedly invaded and how eventually Christianity took over Ancient Egyptian beliefs

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

In the future, I will learn ...

To devise my own questions to make an enquiry into a historical time period To devise my own questions to make an enquiry into a historical time period

To locate key periods on a timeline, showing how they overlap.

To understand methods of historical enquiry, including how evidence is used and how and why contrasting arguments and interpretations of the past have been constructed

To compare and contrast my knowledge of religious beliefs from previous historical learning

I can use evidence to compare and reflect on how advanced the Maya were to other civilisations at the same time

My Future

Teacher
Historian
Researcher
Curator
Restorer



Anglo-Saxon; Angles;
barbarian; bretwalds; Britons;
burh; Celts; hoard;
illuminated text; Jutes; pagan;
Picts; Saxons; Scots;