




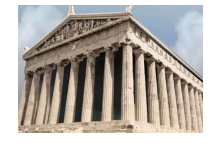


Year 3&4 History Long-Term Plan Year A	Autumn Term 2020 Stone Age – Iron Age – When was it better to live? 	Spring Term 2021 Romans – Why did the Romans invade so many countries? 	Summer Term 2021 Anglo Saxons and Vikings – How did they change Britain? 
Key Skills	<ul style="list-style-type: none"> • Show an understanding of chronology and order of events, people and objects. • Place events, artefacts and historical figures on a time line using dates. • Understand the concept of change over time, representing this, along with evidence, on a time line. • know that the past can be divided into different periods of time. • use a range of historical words to explain the passing of time. • pick out similarities and differences between different periods of time and know some significant dates. • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. • Suggest causes and consequences of some of the main events and changes in history. • know and understand the historical events, people and changes of the period that I am studying. • Give some reasons for the main events and changes for the period that I am studying. • pick out and understand different ways that the past is shown. • devise historically valid questions. • use sources of information in ways that go beyond simple observations to help me answer questions about the past. • show how features of the past have been retold and interpreted in different ways. • Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. 	<ul style="list-style-type: none"> • Show an understanding of chronology and order of events, people and objects. • Place events, artefacts and historical figures on a time line using dates. • Understand the concept of change over time, representing this, along with evidence, on a time line. • know that the past can be divided into different periods of time. • use a range of historical words to explain the passing of time. • pick out similarities and differences between different periods of time and know some significant dates. • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. • Suggest causes and consequences of some of the main events and changes in history. • know and understand the historical events, people and changes of the period that I am studying. • Give some reasons for the main events and changes for the period that I am studying. • pick out and understand different ways that the past is shown. • devise historically valid questions. • use sources of information in ways that go beyond simple observations to help me answer questions about the past. • show how features of the past have been retold and interpreted in different ways. • Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. 	<ul style="list-style-type: none"> • Give a broad overview of life in Britain from ancient until medieval times. • Show an understanding of chronology and order of events, people and objects. • Place events, artefacts and historical figures on a time line using dates. • Understand the concept of change over time, representing this, along with evidence, on a time line. • know that the past can be divided into different periods of time. • use a range of historical words to explain the passing of time. • pick out similarities and differences between different periods of time and know some significant dates. • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. • Suggest causes and consequences of some of the main events and changes in history. • know and understand the historical events, people and changes of the period that I am studying. • Give some reasons for the main events and changes for the period that I am studying. • pick out and understand different ways that the past is shown. • devise historically valid questions. • use sources of information in ways that go beyond simple observations to help me answer questions about the past.

	<ul style="list-style-type: none"> • understand how evidence is used to make historical claims. • pick out and put together information for the period that I am studying. • construct simple informed responses. 	<ul style="list-style-type: none"> • understand how evidence is used to make historical claims. • pick out and put together information for the period that I am studying. • construct simple informed responses. 	<ul style="list-style-type: none"> • show how features of the past have been retold and interpreted in different ways. • Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. • understand how evidence is used to make historical claims. • pick out and put together information for the period that I am studying. • construct simple informed responses.
Key Themes	Settlements, Society, Conflict, Exploration and Migration, Culture and lifestyle, Beliefs, Diversity		
Activities	<p>What was new about the Stone Age? How did people live? How did things change in 4000BC? Who were the first farmers and why is that important? CC PP Migration, diversity, lifestyle and settlements.</p> <p>How do our ideas about life in the Stone Age keep changing? Explore the sources we use and how things change when new sources are discovered. Look at most recent discoveries. Roles of men and women. EE CC Culture and Lifestyle, Diversity</p> <p>Which was better bronze or iron? Find out about how iron and bronze were discovered and what they were used for. Explore the impact of these metals on everyday life. II EE Culture and Lifestyle</p> <p>How did life change in the bronze and iron age? Explore how people lived and compare to the stone age. Use a range of sources. CC PP Culture and Lifestyle, Settlements, society, beliefs</p> <p>If you were Julius Caesar, would you have invaded Britain in 55BC? Use sources to explore what the Romans knew of Britain at the time. MM EE II Conflict, Exploration and Migration</p> <p>When do you think it was better to live? Stone Age, Bronze Age or Iron Age? Discussion. EE II MM</p>	<p>When did the Romans invade Britain? Explore the three attempts to invade and look at why they were successful/unsuccessful. Look at the Roman Empire at the time and the other parts of the world they had invaded. PP EE Conflict, Exploration and Migration, Beliefs, Diversity.</p> <p>Why was the Roman Army so successful? Look at who could join the army and how they fought. Read accounts of invasions from other countries. PP CC II Culture and Lifestyle, Conflict, Exploration and Migration</p> <p>Did the native Britons welcome or resist the Romans? Why? Investigate the story of Boudicca using a sources with differing descriptions/accounts. Compare to those who welcomed the Romans. What would they have thought? Explore the concept of slavery. PP CC MM Conflict, Society, Culture and Lifestyle, Beliefs.</p> <p>Visit Lunt Roman Fort</p> <p>How did the Romans influence the culture of the countries they invaded? Learn about Roman life and the ways they changed countries. Look at how different groups of people were treated. Explore the diversity of the Roman Empire. EE CC MM Diversity, Culture and Lifestyle, Society, Settlements.</p>	<p>Who were the Anglo Saxons? Explore where they came from. PP Society, Exploration and Migration.</p> <p>How did the Anglo Saxons live? Use sources to find out about Anglo Saxon life. EE CC Society, Culture and lifestyle, Settlements</p> <p>What did we find at Sutton Hoo? Explore artefacts and what they tell us. Look at the Garnet Inlay from Sri Lanka. Links to the Romans. EE Beliefs, Settlements, Culture and Lifestyle</p> <p>Who were the Vikings? Explore where they came from. Look at where else they explored/settled. PP II Society, Exploration and Migration.</p> <p>How did the Vikings live? Use sources to find out about Viking life. EE CC Society, Culture and lifestyle, Settlements</p> <p>Were rich and poor people treated equally? Explore some of the differences for rich and poor people and why they occurred. CC II MM Society, beliefs, diversity</p>

	Visit Flag Fen	Why did the Romans leave? Find out about the end of the Roman empire and why it happened. EE II	<p>Were men and women treated equally? Explore some of the ways men and women were treated and why. CC II MM Society, beliefs, diversity</p> <p>What was it like to be a child at this time? Use sources to find out what children did and how they lived. EE CC Society, beliefs, diversity</p>
Stanion Super Powers	<p>Perseverance Parker – Understand how changes/inventions/settlements came about from perseverance and significant individuals taking risks.</p> <p>Engagement Eric – Ask questions and be a critical thinker. Question information and evaluate sources.</p> <p>Community Cam – Understand what makes and what changes a society. Tolerance for others and explore diversity. Find out where we came from and why societies are the way they are.</p> <p>Independent India – Form opinions and make judgements for themselves.</p> <p>Mindful Mo – Show empathy for others. Think deeply about events from the past and their impact.</p>		
Key Vocabulary	Social, class, hierarchy, nobility, peasantry, slaves, ethnicity, diversity, culture, religion, aristocracy, Christianity, court, continuity, emperor, empress, empire, Connections, trends, contrasts, cause, effect, primary sources, secondary sources, impact, invasion, heresy, interpretation, archaeology, Bronze age, Iron age, Stone age, gods, goddesses, nomad, oral history, prehistory, metal working,	Social, class, hierarchy, nobility, peasantry, slaves, ethnicity, diversity, culture, religion, aristocracy, Christianity, court, continuity, emperor, empress, empire, Connections, trends, contrasts, cause, effect, primary sources, secondary sources, impact, invasion, heresy, interpretation, gods, goddesses, legacy, republic, rebellion, revolt, conquest, myths and legends,	Social, class, hierarchy, nobility, peasantry, slaves, ethnicity, diversity, culture, religion, aristocracy, Christianity, court, continuity, emperor, empress, empire, Connections, trends, contrasts, cause, effect, primary sources, secondary sources, impact, invasion, heresy, interpretation, monastery

Year 3&4 History Long-Term Plan Year B	Autumn Term 2021 How did the industrial revolution change Northamptonshire? 	Spring Term 2022 Castles 	Summer Term 2022 Ancient Greeks. 
Key Skills	<ul style="list-style-type: none"> Describe changes that have happened in the locality of the school throughout history. Show an understanding of chronology and order of events, people and objects. Place events, artefacts and historical figures on a time line using dates. Understand the concept of change over time, representing this, along with evidence, on a time line. know that the past can be divided into different periods of time. use a range of historical words to explain the passing of time. pick out similarities and differences between different periods of time and know some significant dates. Describe the social, ethnic, cultural or religious diversity of past society. Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. Suggest causes and consequences of some of the main events and changes in history. know and understand the historical events, people and changes of the period that I am studying. Give some reasons for the main events and changes for the period that I am studying. pick out and understand different ways that the past is shown. devise historically valid questions use sources of information in ways that go beyond simple observations to help me answer questions about the past. show how features of the past have been retold and interpreted in different ways. 	<ul style="list-style-type: none"> Describe changes that have happened in the locality of the school throughout history. Show an understanding of chronology and order of events, people and objects. Place events, artefacts and historical figures on a time line using dates. Understand the concept of change over time, representing this, along with evidence, on a time line. know that the past can be divided into different periods of time. use a range of historical words to explain the passing of time. pick out similarities and differences between different periods of time and know some significant dates. Describe the social, ethnic, cultural or religious diversity of past society. Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. Suggest causes and consequences of some of the main events and changes in history. know and understand the historical events, people and changes of the period that I am studying. Give some reasons for the main events and changes for the period that I am studying. pick out and understand different ways that the past is shown. devise historically valid questions use sources of information in ways that go beyond simple observations to help me answer questions about the past. show how features of the past have been retold and interpreted in different ways. 	<ul style="list-style-type: none"> Show an understanding of chronology and order of events, people and objects. Place events, artefacts and historical figures on a time line using dates. Understand the concept of change over time, representing this, along with evidence, on a time line. know that the past can be divided into different periods of time. use a range of historical words to explain the passing of time. pick out similarities and differences between different periods of time and know some significant dates. Describe the social, ethnic, cultural or religious diversity of past society. Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. Suggest causes and consequences of some of the main events and changes in history. know and understand the historical events, people and changes of the period that I am studying. Give some reasons for the main events and changes for the period that I am studying. pick out and understand different ways that the past is shown. devise historically valid questions. use sources of information in ways that go beyond simple observations to help me answer questions about the past.

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Activities + Evidence	<p>When did the industrial revolution happen? Where in history does it sit. Society</p> <p>Why did the industrial revolution happen? Key inventions and figures. PP Society, Culture and Lifestyle</p> <p>How did the industrial revolution affect Britain and the rest of the World? British Empire. Why did we expand and invade? The impact of slavery on our region. William Knibb. Explore Gandhi visit to Britain. Duleep Singh and his family. PP CC MM Society, Settlements, Diversity, Exploration and Migration, Conflict.</p> <p>How did the industrial revolution affect Northamptonshire? The shoe industry – sewing machines. Discovery of Iron ore in Corby in 1800s. The Grand Union Canal. PP CC Society, Culture and lifestyle, Settlements</p> <p>How did the industrial revolution affect rich and poor people? The great reform act, Barnados. EE CC MM Diversity, Society, Cultural and lifestyle</p> <p>Trip to Black Country Museum/Northants museum.</p>	<p>Who should have been kings in 1066? Explore the candidates and why this led to war. II Society, Beliefs, Culture and lifestyle</p> <p>What happened in the Battle of Hastings? Read accounts of the Battle from the Normans. Extract information and discuss whether it may be biased. Conflict</p> <p>How useful is the Bayeux Tapestry as a source? Explore the images of the Bayeux Tapestry. Discuss how it would change had it been made by the Anglo Saxons. EE Conflict, Beliefs</p> <p>Why did the Normans build castles? Look at the social Hierarchy of the Norman times and what life was like for boys and girls. CC Society, Culture and Lifestyle, Diversity, Exploration and Migration.</p> <p>How did the Norman conquest affect the local area? Explore the Domesday book and Rockingham Castle. CC Culture and lifestyle</p> <p>Visit Rockingham Castle to explore its heritage.</p>	<p>Who were the Ancient Greeks? Explore the when and where of Ancient Greece. Settlements</p> <p>What do artefacts tell us about life in Ancient Greece? Explore artefacts as sources. Evaluate the effectiveness of the sources. EE Culture and Lifestyle, Beliefs, Diversity, Society</p> <p>What do archaeological sites tell us about life in Ancient Greece? Explore images of Ancient Greek remains. EE Culture and Lifestyle, Beliefs, Diversity, Society</p> <p>Can we learn anything from Greek myths and legends? Explore some myths and legends and pick out clues about Greek life. II Beliefs, Culture and Lifestyle</p> <p>Who was Alexander the Great? Explore the story of Alexander the Great and the impact he had. Look at differing accounts. PP Exploration and Migration, Conflict</p>

		<p>How has Rockingham Castle changed over time? Explore the change from wood to stone, the tudor additions, the use during the civil war, as a modern tourist attraction. PP Culture and Lifestyle, Society</p> <p>Why are Castles so important in Northamptonshire's history? Explore the time line of Northampton and the number of battles and events held at castles in the region. Look at the reasons why so many events happened here. EE II Conflict, Society</p>	<p>What are the similarities between our schools and Greek schools? Find out about Greek education. CC Society, Culture and Lifestyle</p> <p>How did the Greek language influence our language? Explore the Greek alphabet and modern prefixes and suffixes with Greek origin. Society, Culture and Lifestyle</p> <p>How were the Greeks governed? Explore the origins of democracy and look at similarities to today. CC Society, Culture and Lifestyle, Diversity, Beliefs</p> <p>Was everyone treated fairly in Ancient Greece? Investigate the lives of the rich, poor, men and women, disabled. Look at Athens and Sparta to show differences across the country. CC II MM Society, Culture and Lifestyle, Diversity, Beliefs</p> <p>How have the Olympic games changed since they were first held? Compare the modern and ancient Olympics. Society, Culture and Lifestyle,</p> <p>What is the most important legacy of the Ancient Greeks? Discussion. EE II</p>
Key Vocabulary	Social, class, hierarchy, nobility, peasantry, slaves, ethnicity, diversity, culture, religion, aristocracy, Christianity, court, continuity, emperor, empress, empire, Connections, trends, contrasts, cause, effect, primary sources, secondary sources, impact, invasion, heresy, interpretation, industrial, colony, missionary, emigrant,	Social, class, hierarchy, nobility, peasantry, slaves, ethnicity, diversity, culture, religion, aristocracy, Christianity, court, continuity, emperor, empress, empire, Connections, trends, contrasts, cause, effect, primary sources, secondary sources, impact, invasion, heresy, interpretation,	Social, class, hierarchy, nobility, peasantry, slaves, ethnicity, diversity, culture, religion, aristocracy, Christianity, court, continuity, emperor, empress, empire, Connections, trends, contrasts, cause, effect, primary sources, secondary sources, impact, invasion, heresy, interpretation, myths and legends, legacy

Previous vocabulary	Past, present, older, newer, a long time ago, recently, years, decades, centuries, memory, similarities, differences, significant, famous, influence, nation, national, international, global, A.D, monarchy, war, conflict, peace, time period, chronology, evidence, compare, ancestor, historical, King, Queen, heir, inherit, leader, parliament, democracy, plot, law, Millennium, BC, epoch, era, discovery, invention, old fashioned, innovative, historical, ancient, civilisation, agriculture, hunter-gatherer, peasant, settlers, immigrants, migration.		
Cross Curricular Links			