


Key Knowledge and Progression in History – Year 3/4

		Key Stage Two - Subject Content			
		Pupils should be taught about: <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 Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. • A local history study – The Village of Warton • A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 • The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China • Ancient Greece – a study of Greek life and achievements and their influence on the western world • A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300. 			
		National Curriculum Programmes of Study			
		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.			
Year Group	Topic Heading	We are all History Detectives	A Step into the Past	Fantastic Firsts	Time Travellers
Year 3/4		Village Life -Warton Local Study – focus on the history of Warton– use of archives/census/family trees/ graveyard/local people	Pyramids, Gods and Pharaohs Study of Ancient Egypt	Straight Roads and Long Walls - The Romans are coming! Roman Empire's impact on Britain	What Ancient Greek job would you like? A study of Greek life and their influence
	Key Knowledge	<ul style="list-style-type: none"> • To know the history of specific landmarks in and around Warton such as St Oswald's church, the Rectory and Main Street • To be able to identify the key changes that have taken place in and around Warton and justify with reasons • To know the impact of significant individuals on the history of Warton, such as George Washington • George Washington's direct ancestors left the village for Oxfordshire, and in 1659 for Virginia 	<ul style="list-style-type: none"> • The ancient Egyptian empire lasted for about 3000 years (30 centuries) from its unification around 3100BC to its conquest by Alexander the Great in 332BC • Egypt is in North Africa and that 90% is a desert area. • The ancient Egyptians lived along the banks of the River Nile which they depended on for fresh water. • The annual flooding of the Nile enabled the Egyptians to grow crops around the banks as the ancient Egyptians developed 	<ul style="list-style-type: none"> • The Roman invasion coincided with the Iron Age • To know the extent of which the Roman empire had spread by AD55 and the state of its army, as a context to the invasions of Celtic Britain • To know how some of the pre-existing laws, living conditions and architecture of Celtic Britain differed from those that followed the Roman invasion. • That the British invasion was resisted by Celtic tribes and that one of the most 	<ul style="list-style-type: none"> • The ancient Greek empire coincides with the end of Ancient Egypt (which was conquered by the Ancient Greeks) • Ancient Greece had a warm, dry climate, as it does today. • Greece was divided into city-states that each had their own laws and way of life, but all spoke the same language. Two of the best-known city states are Athens and Sparta. • In Athens, Greek styles of art, architecture, philosophy

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		<ul style="list-style-type: none"> Warton Old Rectory is a rare surviving example of a large medieval stone dwelling-house. It was not only a home for the rector of the local church, which was founded in the 12th century or earlier, but was also a manor where courts were held. It became one of the wealthiest rectories in the diocese of York The present church is probably built on the site of a church in existence prior to the 12th century. It was largely rebuilt in the 15th century Family trees can be used to discover more about family ancestry The present school was built in 1971 and maintains its name as a link to more than four hundred years of education in Warton. 	<p>irrigation systems to sustain their crops.</p> <ul style="list-style-type: none"> Ancient Egyptians used hieroglyphics to communicate. The Pharaoh was an Egyptian king who owned all the land, made laws, collected taxes and defended Egypt. A Pharaoh represented the Gods on earth and performed rituals and built temples to honour the gods. Ancient Egyptians believed in an afterlife and preserved the body after death using mummification, storing internal organs in 'canopic jars. Tutankhamun's tomb was discovered by Howard Carter in 1922 and that subsequent events led to the widespread belief that the tomb was cursed 	<p>significant of these was the Iceni tribe, led by Boudicca.</p> <ul style="list-style-type: none"> To know about the relationship between Celts and Romans after each invasion (ie relative peace and trade links) ** That the Roman invasion had a lasting influence on Britain, including new towns, roads, plants, animals, food, language and that this has an impact on lifestyle (for example, religion, public order, food, 	<p>and theatre were developed.</p> <ul style="list-style-type: none"> Athens had a democratic government – people who lived there made decisions by voting. In Sparta, there was a strong emphasis on military warfare. In 490bc, Persians invasion led to the Battle of Marathon; The Athenians sent a hoplite (greek foot soldier) named Pheidippides to ask Sparta for help but won the battle without them. The first Olympic games were held in 776 in the city-state Olympia. The Greeks used different kinds of columns in the stone buildings they made – Doric, Ionic and Corinthian. Religion was very important in Ancient Greece. The Greeks believed there were different gods and goddesses that were in charge of different parts of their lives, such as a god of the sea and a goddess of wisdom. Temples were built in their honour. Some of our alphabet came from the one that the Ancient Greeks used. Greece eventually became a part of the Roman Empire. The Romans conquered Athens in 146 BC.
	<p>Procedural knowledge</p>	<ul style="list-style-type: none"> To use some dates and historical terms when ordering events and objects Demonstrate awareness that the past can be divided into different periods of time 	<ul style="list-style-type: none"> Developing the concept of civilizations and empire Find out and draw conclusions about Egyptian life by looking at artefacts Use different resources, including keys, and 	<ul style="list-style-type: none"> Making comparisons to the development of the Egyptian civilisation Carry out historical enquiry from a range of sources - written accounts of invasions, original artefacts, 	<ul style="list-style-type: none"> Use secondary sources to draw comparison between the organisation of ancient Athens and current society (e.g. democracy), and link aspects of life from Athens and Sparta (competitive

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		<ul style="list-style-type: none"> Explore trends and changes over time Describe and compare some of the characteristic features and achievements of significant individuals in our local community Demonstrate knowledge of aspects of history significant in our locality Examine the local census to identify homes, places of interest and individuals who lived here in the past Understand what buildings in Warton tell us about history of the village and ask questions about why changes have been made. Use primary and secondary sources to find out about changes in our locality Use sources, such as family trees to research history. Observe a range of artefacts over time to interpret how Warton's village school has changed over time. Use various sources to piece together information about what people did for jobs in Warton. 	<p>knowledge of other languages to decode hieroglyphics into English</p> <ul style="list-style-type: none"> Use role-play to deepen understanding of the life of pharaoh Use creative writing skills to describe historical event Use pictures to create a hypothesis and then investigate which evidence could support this Use primary and secondary sources, such as newspaper reports, to find out about the discovery of Tutankhamun's tomb and subsequent events 	<p>guided school trip, immersive 'Roman Day' experience.</p> <ul style="list-style-type: none"> Compare Britain and Rome in the same era using a comparative table following class discussion. Research Roman life and Armies - using primary and secondary sources, as well as cross-curricular approach in Hackney Loves Reading and literacy. Undertake critical thinking by asking questions about a historical era and making and conveying value judgements Comparative thinking: Relate what life in ancient Britain was like in comparison to modern Britain, understanding aspects of similarity and difference. Organisation and selection of relevant historical information, including artefacts, primary and secondary sources. Develop understanding of how our knowledge of the past is constructed from a range of sources. Sequence key events from Roman History and relate the era to other ancient eras to develop a chronologically secure knowledge and understanding of Roman History. 	<p>sport, culture etc) to modern life. Deepen this understanding by devising historically valid questions.</p> <ul style="list-style-type: none"> Use a range of sources to be able to convey, through creative writing, what life was like for a hoplite soldier (primary: images of body armour, sculptures and art depictions; secondary: text books, the internet and narration from a historian via documentaries) Use maps to study how the Ancient Greeks planned their journeys to trade and compare these with the trade routes of different eras. Note connections and contrasts between modern worldwide religions and knowledge of who the Ancient Greeks worshiped, supported by own research and enquiry. Gather, record and present key information from Ancient Greek life at home. Pupils will draw on their skills from previous years to create hypotheses of what life was like for children (in Athens and Sparta) using their research skills to develop and explore their reasoning.
	<p>Key Vocabulary</p>	<p>AD, Alms house, archaeologist, artefact, BC, century, chronological order, census, decade, hoard, local, modern, monarch, monastery, rectory, replica.</p>	<p>Civilisation, Pharaoh, Scarab, Amulet canopic jar, Sarcophagus, Tomb, Afterlife, Hieroglyphics, Mummification Ankh, Rosetta Stone</p>	<p>Empire, Aqueduct, Centurion, Emperor, Boudicca, Chariot, Invasion, Fort, Claudius, Hadrian, Celts</p>	<p>Democracy, Acropolis, Parthenon, Marathon, Olympics, Citizen, Column, Aristotle, Sophocles, Archimedes, Socrates, Plato, Homer, Athens, Government, Gods and Goddesses, Architecture</p>
<p>LKS2 Overarching Historical Vocabulary</p>					

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/ period	Ad (Anno Domini)	Consequences	Timeline	Artefact	Change
BCE (Before Common Era)	Archaeology	Chronology	Events	Society	Significant
BC (Before Christ)	Biased	Continuity	Cause	Similarity / difference	Stone Age
CE (Common Era)	Impact	Monarchy	Emperor	Dark Ages	Roman
Ancient	Christianity	Religious	Monastery	Normans	Conquest
Medieval	Middle ages	Peasant	Victorians	Civilisation	Empire
government	Parliament	Greek	Century	Millennium	Democracy
Migration	Era	Industry	Egyptian	Education	justice
Leisure	Invention	Settlement	Progress	Trade	Farming