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|  | **Year 3 / 4 History intent Cycle B** |
|  | **Autumn 1**  | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| **Topic Name:** | **Through the ages** | **Rocks, relics and rumbles** | **Mighty metals**  | **Road trip USA** | **Scrumdiddlyumptious** | **Emperors and empires** |
| Lesson name and skills:Knowledge: | Knowledge * Learn about changes in Britain from the Stone Age to the Iron Age.
* 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.
* Historical terms to describe periods of time include decade, century, millennia, era, AD, CE, BC and BCE
* 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.

Skills* Describe the everyday lives of people from past historical periods
* Use historical terms to describe different periods of time
* Sequence dates and information from several historical periods on a timeline.
* Describe ways in which human invention and ingenuity have changed how people live.
 |  |  |  |   | Knowledge* Learn about the Roman Empire and its impact on Britain.
* 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.
* 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.
* 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

Skills* Describe everyday life in ancient Rome, including aspects, such as jobs, houses, buildings, food and schooling.
* Sequence dates and information from several historical periods on a timeline. Ask well composed historical questions about aspects of everyday life in ancient period.
* Make deductions and draw conclusions about the reliability of a historical source or artefact. View progression
* Identify and discuss different viewpoints in a range of historical materials and primary and secondary
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| **Covered** | **Covered** | **Covered** | **Covered** | **Covered** | **Covered** | **Covered** | **Covered** | **Covered** |
| changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life | events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries] | the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell] | significant historical events, people and places in their own locality. | develop an awareness of the past, using common words and phrases relating to the passing of time | know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods | use a wide vocabulary of everyday historical terms. | ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. |  understand some of the ways in which we find out about the past and identify different ways in which it is represented. |