

Year 3/4 History Overview (B) 26-27

History						
	Autumn		Spring		Summer	
Year 4			Leicester – A military Fort!		Let battle commence?	
	Term 1	Term 2	Term 1	Term 2	Term 1	Term 2
National Curriculum			Using sources to ask questions about the Romans and understanding their impact on Britain - the Roman Empire and its impact on Britain	Roman – Leicester connection (influence on city and focus on Jewry Wall Museum/Legacy – a local study)	Anglo Saxon settlements and kingdoms – investigate and interpret evidence to gain a more accurate understanding - Anglo-Saxon invasions, settlements and kingdoms: place names and village life	Viking raids and invasion – causes and consequences - The Viking and Anglo-Saxon struggle for the Kingdom of England
knowledge			-the introduction to Britain of; towns, roads, plumbing and Latin -why Hadrian's wall was built and understand key events of the roman invasion and occupation	-recognise the Jewry Wall as surviving piece of roman masonry(baths)/ also 2017 discovery near Great Central Street and Highcross Street -recognise key roads in Leicester paved by the romans	-timeline of invasion of Romans, A. Saxons (recognise where they came from) -kingdoms established by the A. Saxons and where they are on map of Britain -what made King Alfred-'Great'; governance(Witan), laws, education, forts and army – link to current	-what made Viking raids effective and the reason behind their success (unexpected attack on the monastery of Lindisfarne) -relevance of boat technology and development of sea transport supported trade and progress
skills			-discuss and argue the <u>legacy</u> of the Romans- focus on towns -identify specific locations on a map of Britain- H.W all(military), Bath(hygiene/leisure), and Cirencester(art) using the artefacts available to make historical enquiries	Traders and other settlers gathered near the fort -compare maps of roman Leicester/current Leicester	-identify chronological sequence of key historical periods covered (previous year groups)	-explain cause for Viking expansion and factors that supported their success
Discipline Focus			Ask questions What was life in before and after Romans invaded Britain and their impact using artefacts and secondary sources.	Identify similarities and differences in Leicester before and after roman invasion	Seek out and analyse evidence in order to justify why king Alfred was called the great	Explain the historical significance of the attack on the monastery of Lindisfarne by the Vikings
Subject Builder			What did the Romans introduce to Britain? Why was Hadrian's Wall built? Who was living in Britain when the Romans invaded?	Which famous wall survives from the Roman period in Leicester? Where in the country will you find the famous Roman Baths?	The Anglo-Saxons were a mix of tribes from which different countries? Which part of the country was known as Mercia? Which Viking leader did Alfred the Great defeat?	What name was given to Viking ships? As well as being good warriors, Vikings were also good at? What did the Vikings use to navigate the seas?

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Key Concepts			<table border="1"> <tr> <td>Technological Advancement</td> <td>Invasion</td> </tr> <tr> <td>Empire</td> <td>Exploration</td> </tr> <tr> <td>Revolution and Change</td> <td>Cultural Change</td> </tr> </table>	Technological Advancement	Invasion	Empire	Exploration	Revolution and Change	Cultural Change	<table border="1"> <tr> <td>Technological Advancement</td> <td>Invasion</td> </tr> <tr> <td>Empire</td> <td>Exploration</td> </tr> <tr> <td>Revolution and Change</td> <td>Cultural Change</td> </tr> </table>	Technological Advancement	Invasion	Empire	Exploration	Revolution and Change	Cultural Change
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Second order Concepts			<p>1. cause and consequence 2. change and continuity 3. similarity and difference 4. historical significance</p>	<p>1. cause and consequence 2. change and continuity 3. similarity and difference 4. historical significance</p>												
Progression			Year 3	Year 4												
	Chronology	<p>I can place the time studied on a time line I can sequence events or artefacts I can use dates related to the passing of time</p>	<p>I can place events from period studied on a time line I can use terms related to the period and begin to date events I can understand more complex terms e.g. BC/AD</p>													
	Knowledge	<p>I can find out about everyday lives of people in time studied I can compare with our life today I can identify reasons for and results of people's actions I understand why people may have had to do something I can study change through the lives of significant individuals</p>	<p>I can use evidence to reconstruct life in time studied I can identify key features and events I can look for links and effects in time studied I can offer a reasonable explanation for some events I can develop a broad understanding of ancient civilisations</p>													
	Interpretation	<p>I can identify and give reasons for different ways in which the past is represented I can distinguish between different sources and evaluate their usefulness I can look at representations of the period</p>	<p>I can look at the evidence available I can begin to evaluate the usefulness of different sources I can use text books and historical knowledge</p>													
	Enquiry	<p>I can use a range of sources to find out about a period I can observe small details – artefacts, pictures I can select and record information relevant to the study I can begin to use the library, e-learning for research I can ask and answer questions</p>	<p>I can use evidence to build up a picture of a past event I can choose relevant material to present a picture of one aspect of life in time past I can ask a variety of questions I can use the library, e-learning for research</p>													
	Organisation and Communication	<p>I can communicate knowledge and understanding in a variety of ways – discussions, pictures, writing, annotations, drama</p>	<p>I can select data and organise it into a data file to answer historical questions I know the period in which the study is set I can display findings in a variety of ways I can work independently and in groups to discuss and record historical information</p>													
Key Vocabulary			<p>Invasion, conquer, empire, emperor, centurion, fort, legion, Julius Caesar, legionary, architecture, legacy</p>	<p>Invasion, archaeologist, chronicle, conversion, monastery, interpretation, monarchy, settlement,</p>	<p>Raid, monk, monastery, migrate, runes, longhouses, saga, Lindisfarne</p>											