

# Curriculum – 2 Year Cycle - Years 3 & 4 HISTORY



## Impact

Because learning is a change to long term memory it is impossible to see impact in the short term. However, we do use probabilistic assessment based on deliberate practise. This means that we look at the practices taking place to determine whether they are appropriate, related to our end of key stage goals. We use comparative judgements against Milestone statements, in the tasks we set (POP tasks) and in tracking students' work over time. We use lesson observations to see if the pedagogical style matches our depth expectations.

Impact is also measured through key questioning skills built into lessons, child-led assessment against the objective (WAGBA), and summative assessments aimed at targeting next steps in learning.

## Implementation

History is taught through the 'Threshold Concepts' of Understanding Chronology, World History, Investigate and Interpret the Past and Communicate Historically. Each threshold concept is split into knowledge categories that teachers will explore with the children. Deliberate practise of these, whereby knowledge will be revisited again and again, will enable a gradual deepening of their understanding. We believe that learning is most effective with this spaced repetition and the interleaving between topics and frequently revisiting them, aids long term retention.

Teachers will utilise artefacts, purposeful experiences through visits and visitors, and a range of teaching styles in order to develop their understanding of history so that it is in their long-term memory.

## Intent

Learning is a change to long term memory. Our aims are to ensure that our students experience a wide breadth of study based on the national curriculum and have, by the end of each key stage, long-term memory of curriculum knowledge.

We aim to inspire in pupils a curiosity and fascination to know more about the past. Teaching will equip children to ask perceptive questions, think critically and explore evidence.

Through the continued development of oracy skills, we will expand pupil's historical vocabulary which will deepen as they progress through school.

Through our history curriculum, we intend to inspire pupils to develop a love of history and see how it has shaped the world they live in.

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Year Group	Cycle	Autumn	Spring	Summer
3/4	<b>A</b>	<p><b>Local History Area</b></p> <p><b>Key Concepts</b> Build and overview of world history To communicate historically</p> <p><b>Knowledge Categories</b></p> <ul style="list-style-type: none"> <li>• <b>Settlements, location, society, food and farming, artefacts, main events, cultures and pastimes, beliefs, travel and exploration</b></li> </ul>	<p><b>Changes in Britain from Stone Age to Iron Age</b></p> <p><b>Key Concepts</b> Investigate and interpret the past Chronology Build and overview of world history Communicate historically</p> <p><b>Knowledge Categories</b></p> <ul style="list-style-type: none"> <li>• <b>Settlements, Culture &amp; Pastime, Food &amp; Farming, conflict, Society, artefacts, Travel &amp; Exploration, chronology, beliefs, main events, conflict</b></li> </ul>	<p><b>Ancient Egypt</b></p> <p><b>Key Concepts</b> Build and overview of world history Investigate and interpret the past Communicate historically</p> <p><b>Knowledge Categories</b></p> <ul style="list-style-type: none"> <li>• <b>Main events, society, culture &amp; pastimes, Artefacts, conflict, location, settlements, beliefs</b></li> </ul>
	<b>B</b>	<p><b>Roman Empire &amp; impact on Britain</b></p> <p><b>Key Concepts</b> Investigate and interpret the past Chronology</p>	<p><b>Britain's Settlements by Anglo-Saxons and Scots</b></p> <p><b>Key Concepts</b> Investigate and interpret the past Chronology Build and overview of world history Communicate historically</p>	<p><b>Vikings</b></p> <p><b>Key Concepts</b> Investigate and interpret the past Chronology Build and overview of world history Communicate historically</p> <p><b>Knowledge Categories</b></p>

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	<p>Build and overview of world history Communicate historically</p> <p><b>Knowledge Categories</b></p> <p>Main events, Conflict, Location, Artefacts, Culture &amp; Pastimes, Beliefs</p>	<p><b>Knowledge Categories</b></p>	<p>Society, Conflict, Main Events, Culture &amp; Pastimes, Travel &amp; Exploration, Location, Beliefs, Artefacts, Settlements, Artefacts</p>

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Years 3/4 Teaching Sequence for History (Milestone 2) CYCLE A			
Weeks	Autumn Term	Spring Term	Summer Term
<b>Topic Title:</b>	<b>Local History Area</b>	<b>Changes in Britain from Stone Age to Iron Age</b>	<b>Ancient Egypt</b>
<b>1</b>	<b>Build and overview of world history</b>  <b>Settlements, location, society, food and farming</b>  Describe changes in the locality of the school.	<b>Investigate &amp; interpret</b>  <b>Settlements, culture &amp; Pastime, Food &amp; Farming, conflict</b>  Use evidence to ask questions and find answers. Stone Age - weapons	<b>Build an overview of world history</b>  <b>Main events, society, culture &amp; pastimes</b>  Describe the social, ethnic, cultural or religious diversity of past society. Ancient Egypt
<b>2</b>			
<b>3</b>	<b>Build and overview of world history</b>  <b>Settlements, location, society</b>  Describe changes in the locality of the school. Wordsley Hospital (Workhouse to Military Hospital to NHS and present day)	<b>Investigate &amp; interpret</b>  <b>Society, artefacts, travel &amp; Exploration</b>  Stone Age- Hunter-Gatherers and clues from the past Use more than one source of evidence.	<b>Investigate &amp; interpret</b>  <b>Artefacts, conflict, main events, culture &amp; pastimes</b>  Suggest suitable sources for historical enquiries. Egyptian -Clues from the past
<b>4</b>			
<b>5</b>	<b>Build and overview of world history</b>  <b>Main events, Settlements, location, society, artefacts</b>  Describe the characteristic features of the past. Black Country	<b>Build an overview of world history</b> <b>Chronology</b> -use dates and times.  <b>Chronology, society, culture &amp; pastimes</b>  Bronze Age Around The world Describe the social, ethnic, cultural or religious diversity of past society.	<b>Investigate &amp; interpret- Use evidence to ask questions and find answers.</b> <b>Communicate historically-use appropriate vocabulary to describe</b>  <b>Artefacts, conflict, main events, culture &amp; pastimes</b>

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			Egyptian -Clues from the past
<b>6</b>			
<b>7</b>	<p><b>Build and overview of world history</b></p> <p><b>Main events, Settlements, location, society, artefacts</b></p> <p>Describe the characteristic features of the past. Experiences of men and women. Black Country</p>	<p><b>Communicate historically</b> <b>Investigate and interpret</b></p> <p><b>Chronology, artefacts, settlements, society, beliefs</b></p> <p>Bronze Age – Clues form the past Use historical vocabulary and literacy, numeracy and computing skills to communicate historically.</p>	<p><b>Build a world overview</b></p> <p><b>Beliefs, society, settlements, location</b></p> <p>Describe characteristic features of the past,including beliefs, attitudes and experiences of men, women and children. Egyptian pyramids and obelisks</p>
<b>8</b>			
<b>9</b>	<p><b>Build and overview of world history</b> <b>To communicate historically</b>-historical vocabulary</p> <p><b>Location, society, cultures and pastimes, beliefs</b></p> <p>Give a broad overview of life in Britain and Birmingham</p>	<p><b>Chronology</b> <b>Build and overview of world history</b></p> <p><b>Society, conflict, main events, food &amp; farming</b></p> <p>Understand the concept of change over time. Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. Iron Age- Tools &amp; Weapons</p>	<p><b>Build a world overview</b></p> <p><b>Beliefs, society,</b></p> <p>Describe characteristic features of the past, including beliefs, attitudes and experiences of men, women and children.  Egyptian beliefs and burials</p>
<b>10</b>			
<b>11</b>	<p><b>Build and overview of world history</b></p> <p><b>Location, travel &amp; exploration</b> Britain and local area. Suggest causes and consequences. Sources</p>	<p><b>Chronology</b> <b>Build and overview of world history</b></p> <p><b>Chronology, settlements, food &amp; farming, society, conflict</b></p> <p>Iron Age – Forts and Farming</p>	<p><b>Build a world overview</b></p> <p><b>Main events, society, culture &amp; pastimes</b></p> <p>Describe social, ethnic, cultural or religious diversity of past society.  Egyptian Life</p>

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		Understand the concept of change over time. Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.	<i>It's time to shine!</i>
12	<b>POP TASK</b>	<b>POP TASK</b>	<b>POP TASK</b>

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## Years 3/4 Teaching Sequence for History (Milestone 2) CYCLE B

Weeks	Autumn Term	Spring Term	Summer Term
<b>Topic Title:</b>	<b>Roman Empire &amp; impact on Britain</b>	<b>Anglo-Saxons</b>	<b>Vikings</b>
<b>1</b>	<b>Build an overview of world history</b>  <b>Conflict, Society, Main events, Culture &amp; Pastimes</b> Give a broad overview The Roman Empire	<b>Build an overview of world history</b>  <b>Location, Main events, Conflict</b>  Give a broad overview Anglo Saxons	<b>Build a world overview</b> <b>Communicate historically</b>  <b>Main events, Location, Travel &amp; Exploration</b>  The Vikings-describe and main events
<b>2</b>			
<b>3</b>	<b>Build an overview of world history</b> <b>Communicate historically</b>  <b>Travel &amp; Exploration, Location, Beliefs, Main events</b>  Describe social, ethnic, cultural or religious diversity. Use literacy, numeracy and computing skills to communicate historically. Romans Around the World	<b>Chronology</b>  <b>Location, Conflict, Main events</b>  Understand concepts of change over time Anglo Saxons – kingdoms and Conquests	<b>Build an overview of world history</b>  <b>Main events, Location, Travel &amp; Exploration</b>  Compare some of the times studies with those of other areas. The Vikings - location
<b>4</b>			
<b>5</b>	<b>Investigate and interpret</b>  <b>Settlements, Conflict, Location, Artefacts</b>	<b>Communicate</b>  <b>Location, Conflict, Main Events</b>	<b>Chronology</b>  <b>Travel &amp; exploration, Settlements, Conflict</b>

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	Use evidence to ask questions and find evidence Roman Britain	Use appropriate vocabulary Anglo Saxons – kingdoms and Conquests	Place event, artefacts and historical figures on a timeline Vikings – sailors and raiders
<b>6</b>			
<b>7</b>	<b>Chronology</b>  <b>Settlements, location, artefacts</b>  Place event, artefacts and historical figures on a timeline. Roman Britain	<b>Build an overview of world history</b>  <b>Beliefs, Culture &amp; Pastimes, Artefacts</b>  Describe social, ethnic, cultural or religious diversity. Anglo Saxons – Beliefs and Burials	<b>Investigate and interpret</b>  <b>Travel &amp; exploration, Settlements, Conflict</b>  Describe different accounts of historical event, explaining why they might differ Vikings – sailors and raiders
<b>8</b>			
<b>9</b>	<b>Investigate and interpret</b>  <b>Artefacts, Culture &amp; Pastimes, Society</b>  Suggest causes and consequences Romans – Clues from the past	<b>Investigate and interpret</b> <b>Build an overview of world history</b>  <b>Beliefs, Culture &amp; Pastimes, Artefacts</b>  Use more than one source of evidence to gain more accurate understanding. Describe the characteristic features: beliefs, attitudes and experiences. Anglo Saxons – Beliefs and Burials	<b>Investigate and interpret</b> <b>Build a world overview</b>  <b>Conflict, Beliefs, Main events</b>  Give a broad overview. Use more than one source of evidence. Vikings – kingdoms and conquests
<b>10</b>			
<b>11</b>	<b>Build and overview of world history</b>  <b>Society</b>  Describe the characteristic features, including experience of men, women and children. Roman society	<b>Investigate and interpret</b>  <b>Artefacts</b>  Describe different accounts of a historical event explaining some reasons why they differ. Anglo Saxons – artefacts/sources	<b>Investigate and interpret</b> <b>Build a world overview</b>  <b>Conflict, Beliefs, Main events</b>  Vikings – kingdoms and conquests
<b>12</b>	<b>POP TASK</b>	<b>POP TASK</b>	<b>POP TASK</b>



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