



**Year 3 and 4**

**History Unit Overviews**

<b>Questions to Develop Children's Spirituality in History:</b>	Is history always accurate? Does it depend on who tells the story? How important is it that we learn about the past? If history is in the past why do we need to know about it now? What difference does it make to know about history, is there a difference to how you are with other people? What would you like people to remember about you?
<b>Development of the child:</b>	Self-awareness, reasoning, open-mindedness, appreciation and questioning.

<p><b>Topic:</b> The Great Plague (Y3/4) <b>Subject:</b> History</p>	<p><b>Prior Knowledge/Links:</b> This unit builds on the unit 'Fire, Fire' taught in Y1/2. <b>Children should already know:</b> When and where the Great Fire of London occurred. What London was like in 1666. E.g. houses made from wood, close together, poor living conditions. Who Samuel Pepys was and why his diary was so important. That in 1666 London experienced a huge fire.</p>
<p><b>National Curriculum Objectives</b></p>	<p><b>Key Knowledge and Vocabulary</b></p>
<p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p>	<p>Know where London is located on a map of the UK. Know what London was like before the <b>Great Fire of London</b>- contrasts over time. Know why the <b>plague spread</b> so quickly identify <b>causation</b> e.g. lack of <b>sanitation</b>. Know when the plague <b>occurred</b> and how long it lasted-<b>1665-1666</b>. Understand how we know about the plague today and link this to using <b>primary sources of evidence</b>. E.g. <b>Samuel Pepys'</b> diary Know the <b>symptoms</b> of the plague and why it was a problem. Know what help was available to try and <b>cure</b> the plague. Understand that <b>medicine and medical technologies</b> in 1665 were not as advanced as the medicine we have today.</p>

<p><b>Topic:</b> There's No Place Like Home (Y3/4)</p> <p><b>Subject:</b> History</p>	<p><b>Prior Knowledge/Links:</b> This unit builds on the unit 'The Place Where I Live' taught in Y1/2.</p> <p><b>Children should already know:</b></p>
<p><b>National Curriculum Objectives</b></p>	<p><b>Key Knowledge and Vocabulary</b></p>
<p>A local history study: A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.</p>	<p>How has the village of Westhead <b>changed over time</b>?</p> <p>Looking at <b>historical sources</b> over time how has the village changed its use?</p> <p>How would life have been <b>different</b> for pupils at WLSJ in the past? <b>Sources-</b> school record books, pictures, speak to past pupils</p> <p>How is the school building <b>different</b> now to how it would have been in the <b>past</b>?</p> <p>Visits/Visitors- Visit to Lathom Park Chapel or visitor from the Lathom Park Trust.</p> <p>Know where national history is reflected in our locality – Romans, Tudors, WWI</p> <p>Know that archaeological work shows that the earliest people living in Lathom were prehistoric hunter gathers.</p> <p>Know that an Iron Age settlement was recently discovered in Lathom.</p> <p>Know that there is evidence of a Roman settlement as soldiers ventured away from Warrington and Ribchester.</p> <p>Know that Lady Margaret Beaufort was a major figure in the War of Roses. She was married to Sir Thomas Stanley, who set up Lathom House and she was the mother of Henry Tudor.</p> <p>Know that during the First World War, the hall was used for military purposes, mainly for the training of horses.</p>

<p><b>Topic:</b> Water, Water (Y3/4) <b>Subject:</b> History</p>	<p><b>Prior Knowledge/Links:</b> This unit will form the foundations of future learning in the topic 'Inventors and Inventions'. The pupils will learn about what a civilisation is and the advancements of different civilizations around the world at different periods. <b>Children should already know:</b></p>
<p><b>National Curriculum Objectives</b></p>	<p><b>Key Knowledge and Vocabulary</b></p>
<p>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.</p>	<p><i>In this theme, children will learn about the achievements of the earliest civilisations including those of the Ancient Sumer, the Indus Valley, The Shang Dynasty and Ancient Egypt, going on to study the latter in more depth.</i></p> <p>Know what a <b>civilisation</b> is and where they first appeared. <b>Compare</b> and <b>contrast</b> different civilisations. Know where Egypt is and identify the <b>climate</b> and <b>terrain</b>. Know how the <b>Ancient Egyptians</b> used the <b>River Nile</b>. Understand why the Ancient Egyptians settled by the Nile. Know some of the <b>inventions</b> created by the Ancient Egyptians and how this had an <b>impact</b> on their civilisation. Know why the <b>pyramids</b> were built and where they are located. Know the period in which the pyramids were built. Know that <b>Howard Carter</b> was an <b>archaeologist</b> and that he <b>discovered</b> the <b>tomb</b> of <b>Tutankhamun</b>. Know that the tomb of Tutankhamun was discovered in 1922. Know where the Valley of the Kings is located. Know which period the Valley of the Kings was built. Know that tomb of King Tutankhamun is in the <b>Valley of the Kings</b> in <b>Luxor</b>. Understand the <b>significance</b> of Howard Carter's discovery. Know the <b>timeline of events</b> leading to the discovery and what happened after the discovery. Understand the process of <b>mummification</b>.</p>

<p><b>Topic:</b> What the Romans did for us (Y3/4)</p> <p><b>Subject:</b> History</p>	<p><b>Prior Knowledge/Links:</b> This unit builds on the unit 'Rock and Roll' taught in Y3/4</p> <p><b>Children should already know:</b></p> <p>What life was like in Britain during the Stone, Bronze and Iron ages. They will know how life had changed throughout these periods and how the Celts (Iron age) were settlers. They will understand the difference between nomads and settlers. They will know when the Celts lived in Britain.</p>
<p><b>National Curriculum Objectives</b></p>	<p><b>Key Knowledge and Vocabulary</b></p>
<p>The Roman Empire and its impact on Britain. E.g. 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity.</p>	<p>Know that the <b>Celts</b> lived in <b>Britain</b> before the <b>Romans</b>.</p> <p>Know what life was like in <b>Britain</b> before the <b>Romans invaded</b>.</p> <p>Know why the Romans came to Britain.</p> <p>Know what the main <b>Roman settlements</b> were e.g. Cheshire, Cumbria, Durham, York, Winchester, Derbyshire, Norfolk</p> <p>Know how the Romans lived in Britain and how their towns were structured.</p> <p>Know how the Romans <b>changed</b> life in Britain.</p> <p>Know how the Romans <b>beliefs influenced</b> others.</p> <p>Know that Caesar attempted conquest in 55BC.</p> <p>Know that Boudicca tried to expel invaders.</p> <p>Know that Claudius successfully invaded Britain to secure his throne with military victory.</p> <p>Know that the Romans brought aqueducts, drainage, theatres, straight and paved roads to Britain.</p>

<p><b>Topic:</b> Rock and Roll (Y3/4)  <b>Subject:</b> History</p>	<p><b>Prior Knowledge/Links:</b> This unit will lead into further studies of invaders and settlers.  <b>Children should already know:</b></p>
<p><b>National Curriculum Objectives</b></p> <p>Changes in Britain from the Stone Age to the Iron Age.  Late Neolithic hunter-gatherers and early farmers. Bronze Age religion, technology and travel including, Stonehenge. Iron Age hill forts: tribal kingdoms, farming, art and culture.</p>	<p><b>Key Knowledge and Vocabulary</b></p> <p>Know what <b>prehistoric</b> means.  Know what <b>Britain</b> was like after the dinosaurs became <b>extinct</b>.  Know what life was like after the <b>ice age</b>.  Know that the Stone Age spanned from around 15000 BC – 2500 BC.  Know where Stonehenge is and when and how it was built.  Know that hunter-gatherers were part of a forager society where food was obtained from plants and animals.  Know what kind of animals would have been <b>hunted</b>.  Know what the first <b>farming settlements</b> looked like.  Know that the Bronze Age spanned from 3000 BC – 800 BC.  Know that the Iron Age spanned from 800 BC – AD 43.  Know how an Iron Age fort was built.  Know what life was like in an Iron Age tribal kingdom and the tools that were developed to help in daily work.  Know that the Iron Age ended with the Roman invasion in AD 43.</p>