Thomas Gray Primary History Scheme of Work (Key Learning) Years 3/4

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| Year 3/4 Cycle 2 | | | | |
|  | Topic 1 | | Topic 2 | Topic 3 |
|  | Stoneage – Ironage  (Rock and Roll) | The Great Plague  (The Great Plague) | | Ancient Egyptians  (Water Water Everywhere) |
| Chronology | Show their increasing knowledge and understanding of the past by:   * Making *some* links between and across periods, such as the similarities and differences between clothes, food, buildings or transport *(e.g. between hunter-gatherers and early farmers).* * Identifying where some periods studied fit into a chronological framework by noting connections, trends and contrasts over time *(such as placing the construction of Stonehenge into chronological order).* | Show their increasing knowledge and understanding of the past by:   * Making *some* links between and across periods, such as the differences between clothes, food, buildings or transport. * Identifying where some periods studied fit into a chronological framework by noting connections, trends and contrasts over time. | | Show their increasing knowledge and understanding of the past by:   * Using specialist dates and terms, and by placing topics studied into different periods (century, decade, Roman, Egyptian, BC, AD…). * Making *some* links between and across periods, such as the differences between clothes, food, buildings or medicine. * Identifying where some periods studied fit into a chronological framework by noting connections, trends and contrasts over time. |
| Events, People and Changes | Be able to describe some of the main events, people and periods they have studied by:   * Understanding some significant aspects of history *(such as the complexity of building Stonehenge).* | Be able to describe some of the main events, people and periods they have studied by:   * Understanding some significant aspects of history, e.g. *how the Great Plague of 1665 affected London and beyond.* | | Be able to describe some of the main events, people and periods they have studied by:   * Understanding some significant aspects of history including the nature civilisations *(e.g. how and why the River Nile was important to the Ancient Egyptians).* |
| Communication | * Construct informed responses that involve thoughtful selection and organisation of relevant historical information. * When doing this they should use specialist terms like Ancient Britain, settlement, and vocabulary linked to chronology. * Produce structured work that makes some connections, draws some contrasts, frame historically-valid questions involving thoughtful selection and organisation of relevant historical information *(e.g. comparing the Pyramids of Ancient Egypt with Stonehenge).* | * Construct informed responses that involve thoughtful selection and organisation of relevant historical information. * When doing this they should use specialist terms, e.g. *Bills of mortality, plague pits* and vocabulary linked to chronology. * Produce structured work that makes some connections, draws some contrasts, frame historically-valid questions involving thoughtful selection and organisation of relevant historical information using appropriate dates and terms. | | * Construct informed responses that involve thoughtful selection and organisation of relevant historical information. * When doing this they should use specialist terms (e.g. ancient, pyramid and pharaoh) and vocabulary linked to chronology. * Produce structured work that makes some connections; draws some contrasts; frames historically-valid questions involving thoughtful selection and organisation of relevant historical information using appropriate dates and terms. |
| Enquiry, Interpretation and Using Sources | * Understand some of the methods of historical enquiry, and how evidence is used to make detailed observations, finding answers to questions about the past *(such as about life in Ancient Britain).* * Use some sources to start devising historically valid questions about change and significance *(such as the development of farming and of settlement).* * Understand some of the methods of historical enquiry, *(such as maps)*, and how these can be used to make historical claims *(such as about the transportation of the Bluestones).* * Use sources as a basis for research from which they will begin to use information as evidence to test simple hypotheses. | * Understand some of the methods of historical enquiry, and how evidence is used sources to make detailed observations, finding answers to questions about the past. * Use some sources to start devising historically valid questions about change, cause and significance e.g. *of the Great Plague*. * Understand some of the methods of historical enquiry, how evidence is used to make historical claims. * Use sources as a basis for research from which they will begin to use information as evidence to test hypotheses e.g. *whether the uniform of a plague doctor would work as protection from the disease.* * Identify some of the different ways in which the past can be represented, and that different versions of the past such as an event *may* exist *(artist’s pictures, museum displays, written sources).* | | * Understand some of the methods of historical enquiry, and how evidence is used to make detailed observations, finding answers to questions about the past. * Use some sources to start devising historically valid questions about change, cause, similarity and difference, and significance *(e.g. the lifestyles and beliefs of the Ancient Egyptians).* * Understand some of the methods of historical enquiry, how evidence is used to make historical claims. * Use sources as a basis for research from which they will begin to use information as evidence to test hypotheses *(e.g. about the lives of the Ancient Egyptians).* * Identify some of the different ways in which the past can be represented, and that different versions of the past such as an event may exist *(artist’s pictures, tomb paintings, written sources)*. |
| Possible Trips/Visitors | * Link with Atkinson |  | | * Liverpool World Museum * Atkinson loan box |
| Year 3/4 Cycle 2 | | | | |
|  | Topic 1 | Topic 2 | | Topic 3 |
|  | The Anglo Saxons  (A Kingdom United) | Local History (Liverpool)  (No Place Like Home) | | The Romans  (What the Romans Did for Us) |
| Chronology | * Sequence events through the use of appropriate terms relating to the passing of time and identify where these events fit into a chronological framework during the Anglo-Saxon period. * In an in depth study of the Anglo-Saxon period, use appropriate vocabulary when describing the passing of time and historical concepts. * Analyse connections, trends and contrasts over the Anglo-Saxon period. | Show their increasing knowledge and understanding of the past by:   * making *some* links between and across periods, such as the differences between clothes, food, buildings or transport. * identifying where some periods studied fit into a chronological framework by noting connections, trends and contrasts over time by placing selected maps into chronological order. | | Show their increasing knowledge and understanding of the past by:   * Making *some* links between and across periods, such as the similarities and differences between clothes, food, buildings or transport *(e.g. between* *Roman Britain and other periods they have studied).* * Identifying where some periods studied fit into a chronological framework by noting connections, trends and contrasts over time. |
| Events, People and Changes | * Gain historical perspective by placing their growing knowledge into different contexts by studying aspects of Anglo-Saxon cultural, economic, military, political religious and social history. * Establish a narrative showing connections and trends within and across periods of study by making connections between the Anglo-Saxons and other history units they have already studied. * Begin to recognise and describe the nature and extent of diversity, change and continuity by understanding where the Anglo-Saxons settled and how they integrated into the indigenous populace. | * Gain historical perspective by placing their growing knowledge into different contexts by studying aspects of Anglo-Saxon cultural, economic, military, political religious and social history. * Establish a narrative showing connections and trends within and across periods of study by making connections between the Anglo-Saxons and other history units they have already studied. * Begin to recognise and describe the nature and extent of diversity, change and continuity by understanding where the Anglo-Saxons settled and how they integrated into the indigenous populace. | | Be able to describe some of the main events, people and periods they have studied by:   * Understanding *some* of the ways in which people's lives have shaped this nation. * Describing how Britain has influenced and been influenced by the wider world. * Understanding some significant aspects of history – nature of ancient civilisations; expansion of empires; characteristic features of non-European societies; achievements and follies of mankind. |
| Communication | * Produce structured work that makes connections, draws contrasts, analyses trends, frame historically-valid questions involving thoughtful selection and organisation of relevant historical information using appropriate dates and terms. | * Construct informed responses that involve thoughtful selection and organisation of relevant historical information. * When doing this they should use specialist terms like settlement, Ordnance Survey map (and date, log book, marriage certificate, census) and vocabulary linked to chronology. * Produce structured work that makes some connections, draws some contrasts, frame historically-valid questions involving thoughtful selection and organisation of relevant historical information using appropriate dates and terms. | | * Construct informed responses that involve thoughtful selection and organisation of relevant historical information. * When doing this they should use specialist terms like *Roman Britain, settlement*, and vocabulary linked to chronology. * Produce structured work that makes some connections, draws some contrasts, frame historically-valid questions involving thoughtful selection and organisation of relevant historical information using appropriate dates and terms. |
| Enquiry, Interpretation and Using Sources | * Understand methods of historical enquiry, how evidence is used to make historical claims about the Anglo-Saxons, and begin to discern how and why contrasting arguments and interpretations of the past have been constructed. * Use sources as a basis for research from which they will begin to use information as evidence to test hypotheses (examining the settlement patterns and reasons for the Anglo-Saxons and Scots).   Understand how our knowledge of the past is constructed from a range of different sources about the Anglo-Saxons and that different versions of past events often exist, giving some possible reasons for this (what evidence do we have, why was it created, and what does it tell us?) | * Understand some of the methods of historical enquiry, and how evidence is used sources to make detailed observations, finding answers to questions about the past. * Use some sources to start devising historically valid questions about change, cause, similarity and difference, and significance. * Understand some of the methods of historical enquiry, how evidence is used to make historical claims. * Use sources as a basis for research from which they will begin to use information as evidence to test hypotheses. * Identify some of the different ways in which the past can be represented, and that different versions of the past such as an event may exist (artist’s pictures, museum displays, written sources). * Understand how our knowledge of the past is constructed from a range of different sources and that different versions of past events may exist, giving some possible reasons for this. | | * Understand some of the methods of historical enquiry, and how evidence is used to make detailed observations, finding answers to questions about the past. * Use *some* sources to start devising historically valid questions about change, cause, similarity and difference, and significance *(e.g. the impact of Roman roads and foods).* * Understand some of the methods of historical enquiry and how these can be used to make historical claims *(e.g. about Roman place names).* * Use sources as a basis for research from which they will begin to use information as evidence to test simple hypotheses. * Identify some of the different ways in which the past can be represented, and that different versions of the past such as an event *may* exist *(artist's pictures, museum displays, written sources).* |
| Possible Trips/Visitors |  | * Liverpool /Maritime Museum | | * Chester / Visit from a roman soldier |