

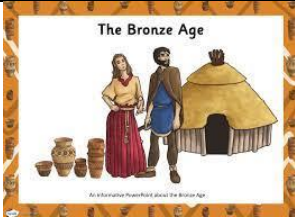
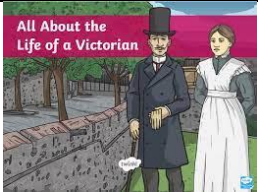


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| <p>Year 3 and 4</p> |  <p>The Romans</p> |  <p>Vikings and Anglo-Saxons</p> |  <p>The Bronze Age</p> |  <p>All About the Life of a Victorian</p> |
| <p>Substantive concepts</p> | <p>Building, city, civilisation, conquest, culture, economy (tax), empire, enslavement, entertainment, farming, occupation (of territory), power, religion, ruler (emperor), settlement, trade, transport, tribe, war (invasion).</p> | <p>Building, the church, conquest, culture, farming, kingdom, migration, religion, ruler (king, monarchy), settlement, trade, tribe, war (invasion, conflict).</p> | <p>Building, economy (money), farming, migration, settlement, technology, tribe.</p> | <p>Queen Victoria's reign, industrial revolution, workhouses. .</p> |
| <p>Key Vocabulary</p> | <p>Citizen, Celts, conquest, emperor, empire, legion, rebellion, Roman Empire, tribe.</p> | <p>Danegeld, exile, kingdom, outlawed, Pagan, pillaged, raid.</p> | <p>Agriculture, archaeologist, hunter-gatherer, migration, monument, prehistoric, settlement, technology, tribe.</p> | <p>arithmetic, industry, industrial revolution, invention, livestock, migrate, reign, rural, revolution, typhoid.</p> |
| <p>Substantive Knowledge</p> | <ul style="list-style-type: none"> - The city of Rome was founded in 753 BC. The Romans built a large empire in Europe. They invaded Britain for the first time in 55 BC. - They built new roads and towns in Britain. This increased trade from the rest of the empire and increased diversity in towns. Some of these roads and towns survive today. - In Britain, there were many Roman villas in the countryside (often decorated with mosaics) and they included a heating system called a | <ul style="list-style-type: none"> - The Vikings came from the area where Scandinavian countries are today. They explored, traded and raided other lands. They raided parts of Britain – including monasteries for their valuable possessions – and also traded in Britain. - The Vikings invaded and settled in Scotland. They eventually invaded and settled in England too. - King Alfred was the first Anglo-Saxon ruler to successfully protect his kingdom from the Vikings. Eventually, he kept the west of England and the | <ul style="list-style-type: none"> - Stonehenge is a historic site that developed throughout this period. Lots of people added to it over many years. - During the Iron Age, people began to make tools and weapons from iron. - Hillforts developed during the Iron Age. Communities lived on hills for protection. - During the Bronze Age, people developed the technology to make bronze. This was used to make bronze tools, containers and jewellery. There was a lot of | <ul style="list-style-type: none"> - The period of time between 1837 to 1901 when Queen Victoria reigned over Britain. During her 63 year reign, there was a huge contrast between how the rich and poor Victorians lived. Queen Victoria led the expansion of the British empire and saw major changes to all aspects of Britain due to exciting discoveries and inventions - A period of huge change in Britain between 1750 and 1900. |

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| | <p>hypocaust.</p> <ul style="list-style-type: none"> - The Celtic Queen Boudicca led a revolt against the Romans in AD 60/61. - In AD 122, Emperor Hadrian decided that a northern border wall should be built to help the Romans control and protect their territory in Britain. It was manned by troops from across the Empire and became known as Hadrian's Wall. - The Romans' legacy can be seen in many places around Britain today. | <p>Vikings were given the east, known as Danelaw.</p> <ul style="list-style-type: none"> - Anglo-Saxon kings made continuous attempts to regain land from the Vikings. | <p>migration to Britain during this period. Some of the people who arrived in Britain were from Central Europe and were called the 'Beaker People'. They are known for the distinctive bell-shaped pottery they made, mainly used for drinking from. It is likely, but not certain, that the Beaker People brought their knowledge of making bronze to Britain and that is how the Bronze Age in Britain started.</p> <ul style="list-style-type: none"> - During the Iron Age, technology developed further across many aspects of life. People began to make tools and weapons from iron. Again, many of the new ideas came with the migration of people. People who lived at this time are now often called 'Celts'. Celts were farmers and lived as part of a tribe. Hillforts developed during the Iron Age. Communities lived on hills for protection from when other tribes attacked. | <ul style="list-style-type: none"> - Before the Industrial Revolution, Britain was a rural country, most people lived off the land with livestock. - People began to realise that coal and steam could be used to power factories, large machines, flour and cotton mills. This reduced the time it took to make something and increased the amount that could be made and so the Industrial Revolution began. - Huge factories were built and towns expanded. - People would migrate to the towns attracted by reliable work and pay from the factories. - Houses for workers were built closer to the factories. - Better transport links helped boost trade by transporting people and goods quickly and cheaply all across the country. - That workhouses were common place in Victorian Britain. Poor people lived and worked in there. - Workhouses were not shut until 1930 with the invention of the NHS. |
| <p>Disciplinary Concepts</p> | <p>Continuity and Change</p> <ul style="list-style-type: none"> - Start to explain the impact of some changes that have happened throughout different periods of time. | <p>Continuity and Change</p> <ul style="list-style-type: none"> - Identify why some changes between different periods of time have had more significant consequences than others. | <p>Continuity and Change</p> <ul style="list-style-type: none"> - Identify key things that stayed the same between periods. - Identify key things that changed between periods. | <p>Continuity and Change</p> <ul style="list-style-type: none"> - start to understand that there are times in history when change happens suddenly. |

- Identify that there are reasons for continuities and changes across periods of time and explain some of these.
- Start to understand that there are times in history when change happens suddenly.

Cause and Consequence

- Understand that a cause is something directly linked to an event and not just something that happened before it.
- Begin to understand that historical events create changes that have consequences.
- Explain a series of directly related events that happened in the lead up to a historical event.
- Understand that historical events have consequences that sometimes last long after the event is over.

Similarities and Differences

- Identify and give some examples of how life was different for different people in the same and different periods of time, such as different rights, different religious beliefs.
- Identify and give some examples of how life was similar in the past.

Historical Significance

- Understand that historical significance can be related to specific events, people, locations and ideas that are seen as being particularly

- Understand that there are times in history when change happens suddenly and these moments of change can be referred to as 'turning points' in history.
- Understand and describe in some detail the main changes to an aspect of a period in history.

Cause and Consequence

- Examine in more detail the short and long term causes of an event being studied.
- Understand that the consequences of one historical event can sometimes become the causes of another, e.g. the consequences at the end of the First World War being cited as one cause of the Second World War.

Similarities and Differences

- Explain and give varied examples of how life was similar and different in the past.
- Explain and give examples to show that things may have been different from place to place at the same time.
- Start to give reasons for these similarities and differences.

Historical Significance

- Understand that what we consider to be significant can change throughout different periods.
- Start to explain the importance of an event using the following criteria: significant individually, regionally, nationally or globally.

- Identify that there are reasons for continuities and changes across periods of time and explain some of these.

Cause and Consequence

- Understand that a cause is something directly linked to an event and not just something that happened before it.
- Begin to understand that historical events create changes that have consequences.

Similarities and Differences

- Identify and give some examples of how life was similar in the past.

Historical Significance

- Identify historically significant people and events from a period of history and give some detail about what they did or what happened.

- identify key things that stayed the same between periods;
- identify key things that changed between periods;

Cause and Consequence

- start to understand that there are short and long-term causes of events;
- comment on the importance of the different causes for some key events;

Similarities and differences

- identify and give some examples of how life was similar in the past.

Historical Enquiry

- identify historically significant people and events from a period of history and give some more detail about what they did or what happened.

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| | <p>important to us.</p> <ul style="list-style-type: none"> - Identify historically significant people and events from a period of history and give some detail about what they did or what happened. | <ul style="list-style-type: none"> - Identify a range of historically significant people and events from different periods of history and explain why they were significant. - Identify historically significant people and events from a period of history and give some detail about what they did/what happened and what impact it had. | | |
| Historical Enquiry | <p>Should people be made to fight? Democracy, Freedom, Power, Belonging, Bravery, courage</p> | | | <p>Is going to school a privilege or a chore? Diversity, Equality, Discrimination, Friendship.</p> |
| Authentic Outcomes | Roman Baths trip | <p>Viking visitor experience Salisbury museum</p> | <p>Salisbury museum Old Sarum</p> | Milestones museum |