



History learning sequence Year 3 and 4

Term	A	B	C	D	E	F
Enquiry question	How did life change from the Stone Age to the Iron Age?	What do we know about the Ancient Egyptians and how do they compare to other early civilisations?	How did the Romans become so powerful in Britain and what is their legacy today?	Who were the Anglo-Saxons and how did they change life in Britain?	How are the Vikings remembered?	Who was the greatest Tudor monarch and why?
Curriculum Links	<i>Changes in Britain from the Stone Age to the Iron Age</i>	<i>The achievements of the earliest civilizations – Ancient Egypt</i>	<i>The Roman Empire and its impact on Britain</i>	<i>Britain's settlement by Anglo-Saxons and Scots</i>	<i>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</i>	<i>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</i>
Outcome	Children can use historical evidence to explain the main changes to the way of life during the Stone Age to Iron Age period.	Children will build a picture of what Ancient Egyptian society was like. Using surviving evidence and historical sources, they will make comparisons with other ancient civilisations.	Children can explain why the Romans invaded Britain and how they became so powerful. They can use historical sources to explore the legacy of the Romans on British life.	Children can talk about the rule of the Anglo-Saxons and the main changes they brought to Britain.	Children can use conflicting historical sources to explain how the Vikings are remembered.	Children can discuss the key achievements and lasting legacy of two Tudor monarchs; making comparisons and coming to conclusions.
Sequence of Learning	<ul style="list-style-type: none"> - I can locate the Stone Age to Iron Age period on a world map and a chronological timeline. - I can use historical sources to find out what life was like for early Stone Age people. - I can explain the changes farming brought to Stone Age people. - I can use evidence from Skara Brae to make conclusions about Stone Age life. - I can explain the key features of Bronze Age life. - I can use historical evidence to explain what life was like in the Iron Age. <p>Assessment lesson: How did life change from the Stone Age to the Iron Age?</p>	<ul style="list-style-type: none"> - I can locate Ancient Egypt on a world map and a chronological timeline, identifying iconic features of this civilisation. - I can explore the evidence that exists to find out about life in Ancient Egypt. - I can use historical evidence to explain what life was like for different levels of Ancient Egyptian society. - I can explain the Ancient Egyptian belief of the afterlife. - I can make comparisons between Ancient Egypt and other civilisations from the same time. <p>Assessment lesson: What do we know about the Ancient Egyptians and how do they compare to other early civilisations?</p>	<ul style="list-style-type: none"> - I can locate the Roman Empire on a world map and a chronological timeline. - I can explain the reasons why the Romans invaded Britain. - I can explore who Boudicca was and why she is portrayed differently in different sources. - I can explain how the power of the army helped the Romans keep control in Britain. - I can use historical evidence to explain the main changes the Romans brought to Britain. - I can suggest reasons why the powerful Roman Empire came to an end. - I can explain the legacy the Romans left on Britain and how they have impacted our lives today. <p>-Assessment lesson: How did the Romans become so powerful in Britain and what is their legacy today?</p>	<ul style="list-style-type: none"> - I can locate the Anglo-Saxons settlement on a world map and a chronological timeline. - I can explain the reasons why the Anglo-Saxons invaded Britain. - I can use historical evidence to draw conclusions about an Anglo-Saxon figure. - I can explain how the Saxons held off the Viking threat. - I can explore the effectiveness of the Anglo-Saxon justice system. - I can explain the main changes to life in Britain during the Anglo-Saxon rule. <p>- Assessment lesson: Who were the Anglo-Saxons and how did they change life in Britain?</p>	<ul style="list-style-type: none"> - I can locate the Vikings on a world map and a chronological timeline. - I can use sources to explore contrasting modern day interpretations of the Vikings. - I can understand why a certain reputation has been developed surrounding the Vikings. - I can use historical evidence to make deductions about the Vikings. - I can explain what the legacy of place names tell us about the Vikings. - I can present a balanced view of how the Vikings have been remembered. <p>- Assessment lesson: How are the Vikings remembered?</p>	<ul style="list-style-type: none"> - I can locate the Tudor reign on a chronological timeline. - I can use historical sources to make deductions about Henry VIII. - I can explain the reasons behind Henry VIII's Break from Rome. - I can use historical sources to make deductions about Elizabeth I. - I can explain the reasons why the Spanish Armada was defeated. - I can make comparisons between the rules of Henry VIII and Elizabeth I. <p>- Assessment lesson: Who was the greatest Tudor monarch and why?</p>
Vocabulary	Palaeolithic, Mesolithic, Neolithic, prehistoric, hunter, gatherer, tools, Star Carr, livestock, crops, plough, Skara Brae, metalwork, roundhouses, burials, pottery, hillforts, tribes	Egyptians, civilisation, River Nile, pyramids, hieroglyphics, papyrus, rolls, tombs, Tutankhamun, hierarchy, afterlife, mummification, Sumer, Indus Valley, Shang Dynasty	Roman Empire, emperor, Caesar, Claudius, invasion, expansion, Boudicca, Celts, rebellion, legions, tactics, discipline, villas, baths, forums, amphitheatre, aqueducts, taxation, barbarians, Latin, roads, calendar, money	chronology, Angles, Saxons, Jutes, settlement, invasion, farming, climate, Sutton Hoo, evidence, burial, Christianity, churches, St Augustine, monasteries, Danelaw, Vikings, raids, King Alfred the Great, trial by cold water, trial by hot water, trial by Blessed bread,	Vikings, settlement, stereotypes, raiders, longboat, monks, Anglo-Saxons, excavations, primary and secondary sources, traders, Jorvik, Danelaw, impartial, evidence	Tudors, monarchy, Henry VIII, reputation, portraits, Catholic, Protestant, English Reformation, Church of England, Anne Boleyn, Elizabeth I, Spanish Armada, Anglo-Spanish War, religion, conflict, society, laws

				hue and cry, Wergild, Tithings, Blood feud, religion, conflict, justice system, culture		
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