



BECOMING REFLECTIVE, INDEPENDENT & ASPIRATIONAL LEARNERS FOR LIFE

Immersion Curriculum: History Y3/4

Cycle A

At Amberley, each unit of history contains the key elements of: investigating and interpreting the past; build an overview of world history; understand chronology and communicate historically.



Intent:

For all learners to have...

- • An excellent knowledge and understanding of people, events, and contexts from a range of historical periods
 - The ability to think critically about history and communicate ideas confidently
- The ability to think, reflect, debate, discuss and develop a sense of curiosity, ask questions and take opportunities to undertake high-quality research across a range of history topics.
 - A passion for history and an enthusiastic engagement in learning

Focus		Milestone for end of Lower Key Stage 2 (Year 3/4)	National Curriculum Objectives: By the end of the Key stage 2
Roman Britain		<ul style="list-style-type: none">• Use evidence to ask questions and find answers to questions about the past.• Describe the social, ethnic, cultural or religious diversity of past society.• Give a broad overview of life in Britain from ancient until medieval times.• Compare some of the time studied with those of other areas of interest around the world.• Use dates and terms to describe events.	<p>Pupils should be taught about:</p> <ul style="list-style-type: none">• the Roman Empire and its impact on Britain
Duration	Cycle		
2 weeks	A Term 1		
Making it Real		<p>Ongoing Milestones:</p> <ul style="list-style-type: none">• Use appropriate historical vocabulary to communicate, including: dates, time period, era, change, chronology.• Place events, artefacts and historical figures on a time line using dates.• Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past	<p>Key Vocabulary:</p> <p>Chronological, era/ period, BC (before Christ) /AD(Anno Domini), BCE (before the Common Era)/ CE (Common era), timeline, historical significance, archaeologist, artefact, evidence, source, empire, aqueduct, amphitheatre, slave, invasion, mosaic.</p>
Links to local Roman sites (Woodchester, Cirencester, Gloucester); identify on maps of local area; visit to Caerleon/ Chedworth Villa; visit from local archaeologist; handle and investigate historical artefacts/ replicas			

Focus:		Milestone for end of Lower Key Stage 2 (Year 3/4)	National Curriculum Objectives: By the end of the Key stage 2
World War II		<ul style="list-style-type: none"> Suggest suitable sources of evidence for historical enquiries. Describe different accounts of historical event, explaining some of the reasons why the accounts may differ. Suggest causes and consequences of some of the main events and changes in history. Describe changes that have happened in the locality of the school throughout history. 	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
Duration	Cycle		
1 week	A Term 2		
Making it Real		Ongoing Milestones:	Key Vocabulary:
<p>War memorial, local evacuees/ host families, photos of local area during war (bomb damage in Stroud, Cheltenham, Bristol) local historical records and photos, ration books, gas masks – real artefacts, lists of local families remembered.</p> <p>Coincide with Remembrance day</p>		<ul style="list-style-type: none"> Use appropriate historical vocabulary to communicate, including: dates, time period, era, change, chronology. Place events, artefacts and historical figures on a time line using dates. Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past 	<p>Chronological, era/ period, BC (before Christ) /AD (Anno Domini), BCE (before the Common Era)/ CE (Common era), timeline, historical significance, archaeologist, artefact, evidence, source, evacuation, evacuee, ration, air raid, shelter, gas mask, bomb, Blitz, Hitler, Nazi, Germany, allies, Europe.</p>

Focus:		Milestone for end of Lower Key Stage 2 (Year 3/4)	National Curriculum Objectives: By the end of the Key stage 2
Local History		<ul style="list-style-type: none"> Understand the concept of change over time, representing this, along with evidence, on a time line. Suggest suitable sources of evidence for historical enquiries Describe changes that have happened in the locality of the school throughout history. Place events, artefacts and historical figures on a time line using dates 	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> A local history study
Duration	Cycle		
2	A Term 6		
Making it Real		Ongoing Milestones:	Key Vocabulary:
<p>What has changed in our local area? What impact has it had on local people/ settlements etc?</p> <p>Look at real photos, records, accounts etc from the area.</p>		<ul style="list-style-type: none"> Use appropriate historical vocabulary to communicate, including: dates, time period, era, change, chronology. Place events, artefacts and historical figures on a time line using dates. Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past 	<p>Chronological, era/ period, BC (before Christ) /AD (Anno Domini), BCE (before the Common Era)/ CE (Common era), timeline, historical significance, archaeologist, artefact, evidence, source.</p>



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Cycle B

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- • An excellent knowledge and understanding of people, events, and contexts from a range of historical periods
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 - A passion for history and an enthusiastic engagement in learning

Focus		Milestone for end of Lower Key Stage 2 (Year 3/4)	National Curriculum Objectives: By the end of the Key stage 2
Stone to Iron age		<ul style="list-style-type: none"> • Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history • Give a broad overview of life in Britain from ancient until medieval times • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. • Understand the concept of change over time, representing this, along with evidence, on a time line 	Pupils should be taught about: Changes in Britain from the Stone Age to the Iron Age.
Duration	Cycle		
2 weeks	B		
Making it Real		Ongoing Milestones:	Key Vocabulary:
Visit from archaeologist Look at news reports of archaeological finds Virtual museum visits		<ul style="list-style-type: none"> • Use appropriate historical vocabulary to communicate, including: dates, time period, era, change, chronology. • Place events, artefacts and historical figures on a time line using dates. 	Chronological, era/ period, BC (before Christ) /AD(Anno Domini), BCE (before the Common Era)/ CE (Common era), timeline, historical significance, archaeologist, artefact, evidence, source, tribe, settlement.

Focus		Milestone for end of Lower Key Stage 2 (Year 3/4)	National Curriculum Objectives: By the end of the Key stage 2
Ancient Egypt		<ul style="list-style-type: none">• Use evidence to ask questions and find answers to questions about the past.• Compare some of the time studied with those of other areas of interest around the world.• Use dates and terms to describe events.• Describe the social, ethnic, cultural or religious diversity of past society.	Pupils should be taught about: 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.
Duration	Cycle		
2 weeks	B		
Making it Real		Ongoing Milestones: <ul style="list-style-type: none">• Use computing skills to a good standard in order to communicate information about the past.• Place events, artefacts and historical figures on a time line using dates.• Use appropriate historical vocabulary to communicate, including: dates, time period, era, change, chronology.	Key Vocabulary: Chronological, era/ period, BC (before Christ) /AD(Anno Domini), BCE (before the Common Era)/ CE (Common era), timeline, historical significance, archaeologist, artefact, evidence, source, pyramid, Egypt.
Link to novels such as Secrets of a Sun King by Emma Carroll Look at news reports of archaeological finds Virtual museum visits			

Focus		Milestone for end of Lower Key Stage 2 (Year 3/4)	National Curriculum Objectives: By the end of the Key stage 2
WW1		<ul style="list-style-type: none"> Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. Suggest causes and consequences of some of the main events and changes in history. Use more than one source evidence for historical enquiry in order to gain a more accurate understanding of history. Describe different accounts of historical event, explaining some of the reasons why the accounts may differ. 	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> a local history study a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
Duration	Cycle		
2 weeks	B		
Making it Real		Ongoing Milestones:	Key Vocabulary:
<p>Look at the impact of WW1 on the local community and in nearby towns and cities.</p> <p>Use real accounts</p>		<ul style="list-style-type: none"> Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past. Place events, artefacts and historical figures on a time line using dates. Use appropriate historical vocabulary to communicate, including: dates, time period, era, change, chronology. 	<p>Chronological, era/ period, BC (before Christ) /AD (Anno Domini), BCE (before the Common Era)/ CE (Common era), timeline, historical significance, archaeologist, artefact, evidence, source, ration, gas mask, bomb, Nazi, Germany, allies, Europe.</p>