





Key Vocabulary	<b>Reception, Year 1&amp;2 Vocabulary</b> Past, old, modern, new, change, future, before, long time ago, born, little, family, friends, history, year, month, dates, day, weeks, celebrations, festival, next, now, currently, present, difference, same, similar, before, after, past, present, then and now; before I was born, when I was younger  Ancient, timeline, living memory, decade, modern, date order, century, long ago, artefact, source, chronological order, Parliament, traitor, research, historians, evidence, impact, treason, era/period, class structure (upper, middle, lower).  <b>Year 3&amp;4 Vocabulary</b> B.C.E (before common Era) A.D. (Anno Domini), B.C (Before Christ), C.E (Common Era), Nomad/Nomadic, Neanderthal, Palaeolithic, Neolithic, Mesolithic, round house, domesticated, quern, smelting ancient civilization, culture, economic, social history, Kingdom, Empire, Emperor, toga, aqueduct, centurion, coliseum, amphitheatre, gladiator, republic, legionary, chariot, senate, mosaic, hypercaust, tunic, aquilla, colony, archaeologist / archaeology, first hand/second hand evidence, invasion, millennium, democracy settlements, cause, infer, cultural, economic and social history; and between short- and long-term timescales, peasantry, ancient and century, democracy, Parthenon, Alphabet, philosopher, Pharaoh, papyrus, amulet, canopic jar, tomb, after-life, hieroglyphics, irrigation, preserved, shaduf, sphinx, pyramid, barter,		
Year group	Year 3		Year 4
	Chronological understanding	Knowledge and interpretation	Historical enquiry
	Describe events and periods using the words: BC, AD and decade. Plot recent history on a timeline using centuries. Use their mathematical knowledge to work out how long-ago events would have happened. Place periods of history on a timeline showing periods of time. Use their mathematical skills to round up time differences into centuries and decades.	Appreciate that the early Brits would not have communicated as we do or have eaten as we do. Begin to picture what life would have been like for the early settlers. Recognise that Britain has been invaded by several different groups over time Realise that invaders in the past would have fought fiercely, using hand to hand combat. Suggest why certain events happened as they did in history. Suggest why certain people acted as they did in history.	Recognise the part that archaeologists have had in helping us understand more about what happened in the past. Use various sources of evidence to answer questions piece together information about a period in history. Identify similarities and differences between given periods in history. Research two versions of an event and say how they differ. Research what it was like for a child in a given period from the past and use photographs and illustrations to present their findings. Give more than one reason to support an historical argument. Give point of view based on evidence.
Areas of study	<b>Events beyond living memory that are significant Nationally or globally –</b> <b>Significant historical events, people and places –</b>   <b>Stone age through to the Iron age</b> <b>A local history study:</b> Castle Hill Iron age fort (Visit to Castle Hill) Impact on modern Britain. Cause and consequence – Do you think you could survive the Stone age? What did they invent to survive? What was the best invention? How could you communicate without words?  <b>Ancient Egypt –</b> What would Ancient Egypt be like without the Nile? Howard Carter – Tomb raider or treasure hunter? Mummification – perfect preservation or pointless?  <b>Ancient Egypt and Iron age -</b> Compare the two civilizations from the same period, similarity and difference. Farming, tribal kingdoms/communities and culture, inventions and burial sites. Who were the greatest inventors of this period?		<b>Events beyond living memory that are significant Nationally or globally –</b> <b>Significant historical events, people and places –</b>   <b>Romans</b> Why did they invade Britain? Cause and consequence of the Roman invasion of Britain (impact on Britain). Why was the Roman Army successful? What is the difference between a civilization and an Empire (link to Egypt)? Which is better?   <b>Significant historical events, people and places –</b> Boudicca Cause and consequence of her rebellion and life. What people thought of her. Impact on Britain – Legacy using historical sources. 

	<p><b>Armistice day – What is the British Legion and what work do they do?</b></p>	<p><b>Ancient Greece</b> – A study of Greek life and achievements and their influence on western world.  How did the Greeks change the world?  Who was the greatest Ancient Greek?  Who was better the Roman army, Spartan army or Athenian army?</p> <p><b>Art/History – Talking Textiles</b> visit to the Piece Hall – Chronology of textiles.</p> <p><b>Armistice day – What can we learn from the past from local war memorials?</b></p>
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