



History Medium Term Plan - Year 3/4 - Cycle A

	Autumn 1 - Stone Age to Iron Age	Spring 1 - Ancient Egyptians	Summer 1 - The Romans
Big Concepts	  	  	  
History concepts	Significance Evidential Enquiry	Interpretations	Cause and Consequence Continuity and Change
Big question	Is change always positive?	What mattered most to the Egyptians?	Why were the Romans so powerful and what did we learn from them?
Substantive knowledge	Changes in Britain from the Stone Age to the Iron Age	The achievements of the earliest civilizations - Ancient Egypt	The Roman Empire and its impact on Britain
Chronological understanding	12,000 BC - 43 AD	3100 BC - 332 BC	27 BC - 450 AD
Vision and rationale	Children will develop their chronological skills to explore the changes that occurred over a time span of 10,000 years during the three main periods in prehistory: the Stone Age, Bronze Age and Iron Age. During the Stone Age, the Neolithic Revolution changed the way people lived from hunter-gatherers to farmers. In the Iron Age, the Celts built hill forts for protection from their enemies, some of which contained entire villages within their imposing walls. Copper, then bronze and finally iron started to be used to make weapons and tools.	Children will explore using their historical skills to investigate what life was like during the earliest civilizations - Ancient Egyptians. Children will understand the importance of the River Nile to this civilization and make links to the River Mersey. They will develop how to ask historical questions and think critically while looking at different sources.	Children will learn about the Roman Empire and its impact on Britain at the time and the legacy it left us. Children begin this topic by recapping prior learning about the Celts and the hill forts they built to protect themselves from invaders. They will learn that during the same period, in Italy, the Roman Empire had started to flourish. The children will investigate what had angered the Roman Emperor Julius Cesar enough for him to invade Britain in BC 55 and why his attempts failed. They will then follow the development of the Roman army to AD 42 when it had become the most efficient and effective army the ancient world had ever seen.



Prior learning	- Use common words to link to the passing of time such as: before, later, when I was.... - A timeline shows events that happened in order. I have used these to show: The great fire of London, The Space race, Nursing in the past, Tudor life, important people from the past and the history of Port Sunlight. - There are significant people in history that are well known as they have had great achievements and made an impact such as Rosa Parks. - Asking why, what, who, how and where questions will help me to learn more about the past. - Equipment and technology are some of the reasons why our lives are different to that of the past.	- Use common words to link to the passing of time such as: before, later, when I was.... - A timeline shows events that happened in order. I have used these to show: The great fire of London, The Space race, Nursing in the past, Tudor life, important people from the past and the history of Port Sunlight. - Sequence events - Asking why, what, who, how and where questions will help me to learn more about the past. - I can describe events beyond living memory that are significant nationally or globally. - I can recognise why people did things, why events happened and what happened as a result.	- Use common words to link to the passing of time such as: before, later, when I was.... - I can describe simple historical events such as the Great Fire of London. - I can recognise the difference between past and present in my own life and others. - I can begin to discuss the reliability of photos/ accounts/ stories. - I can identify objects that are new and things that belonged in the past.
Suggested cross curricular text if using one			
Key Vocabulary	Chronological, Millennium, Century/ decade, BC/ BCE, AD/ CE, Era, Time period, Similarities differences, Prehistoric evidence, Primary/secondary sources, Ancient, Modern, Archaeology, Archaeologist, contrasts , trends over time, settlements, incursions	Civilizations, irrigation, Primary/secondary sources, Ancient, Modern, Archaeology, Archaeologist , Century/ decade, BC/ BCE, AD/ CE, Era, Time period, Similarities differences, chronological, influence, impact, significant, symbol	invasion , conquest, resistance, Chronological Chronological, Millennium, Century/ decade, BC/ BCE, AD/ CE, Era, Time period, Similarities differences, Prehistoric evidence, Primary/secondary sources, Ancient, Modern, Archaeology, Archaeologist, contrasts , trends over time, settlements, incursions, Influence, significant impact
Specific Vocabulary	Britain, temporary/ permanent, Palaeolithic, hunter-gatherers, Mesolithic, Neolithic, early farmers/ farming, Deforestation, Skara Brae , Bronze Age, Stonehenge, Iron Age hill forts, tribal kingdoms, hunter gathers, smelting, flint knapping,	Mummification Pyramid Ancient Egypt, Canopic jars, Egyptian, pharaoh, tomb, amulet, mummy, mummies, River Nile, embalmers, sacrifices, slaves, priest, afterlife, hieroglyphic, ruler, dynasty, scarab, sickle, Ra, sphinx, Cleopatra, Tutankhamun, Valley of the Kings	Amphitheatre, Aqueduct, gladiator, basilica, caldarium, cavalry, chariot, cohort, forum, gaul, legion, londium, mausoleum, myth, mosaic, roman governor, senate, sewers, salve, villa, Boudica, Julius Caesar, Claudius, Romanisation , hypocaust, viaduct, coliseum, Hadrian's wall
Historical skills	Chronology: Use dates and terms related to the three periods and passing of time Investigating and interpreting: Discuss reliability of sources linked to the scarcity of primary sources. Pose a variety of questions Knowledge and understanding: Describe similarities and differences between people, objects and events over time.	Chronology: Use terms related to the period and begin to date events & understand more complex terms e.g. BC/AD. Investigating and interpreting: Begin to evaluate the usefulness of different sources Knowledge and understanding Give reasons for the changes in the features of the period studied.	Chronology: Sequence several events or artefacts on a timeline. Investigating and interpreting: Study two different accounts of the same event, exploring similarities and differences. Knowledge and understanding: Identify reasons for and results of people's actions.