



# History Medium Term Plan - Year 3/4 - Cycle B

|                                    | Autumn 1 - Anglo Saxons and Scots                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Spring 1 - Victorians                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Summer 1 Crime and Punishment                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
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| <b>Big Concept</b>                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>History concepts</b>            | <b>Continuity and change</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>Continuity and change</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>Similarity and Difference</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Big question</b>                | What happened in Britain after the Romans left?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | What was it like for children in Victorian times?                                                                                                                                                                                                                                                                                                                                                                                                                           | How has crime and punishment changed throughout the ages?                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Substantive knowledge</b>       | Britain's settlement by Anglo-Saxons and Scots                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | A local history study                                                                                                                                                                                                                                                                                                                                                                                                                                                       | A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 - How has crime and punishment changed over the different periods of time?                                                                                                                                                                                                                                                                                              |
| <b>Chronological understanding</b> | 410 AD - 793 AD                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | 1837 - 1901                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 450 BC - 2022 (Modern Day)                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Vision and rationale</b>        | Children will learn about what happened to Britain after the Roman withdrawal. They will find out who the Anglo-Saxons were, discovering that a range of invaders came to Britain from Northern Europe to settle in Britain. They will examine their settlements and discover what life was like in Anglo-Saxon Britain. They will answer enquiry questions such as how was society organised and administered? They will also investigate the legacy they left behind them and the problem with evidence and interpretations of the time. | Children will learn about what life was like in Victorian Britain for people in different social classes. They will explore some of the significant changes of this era and consider how they affected people –focusing in particular on how life changed for children. By studying changes, children will evaluate the extent to which the Victorian era can be considered a time of progress and achievements and reflect on the legacy they have left us in modern times | This Crime and Punishment unit will allow children to extend their chronological knowledge beyond 1066 through studying an important aspect of social history. They will find out about the legacy of the Roman justice system and crime and punishment through the Anglo-Saxon, Tudor and Victorian periods. They will use a range of primary and secondary sources to answer a range of rich enquiry questions such as <i>how have our views about crime changed over time?</i> |



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| <b>Prior Learning</b>                               | <ul style="list-style-type: none"> <li>Ask and answer simple questions about the past from sources of information. E.g. artefacts</li> <li>What was life like for people? What happened? How long ago?</li> <li>Use perceptive questions as I want to find out more about an event.</li> <li>Use a source - artefacts, pictures, stories, online sources and databases to find out about the past</li> <li>Talk, draw or write about aspects of the past.</li> <li>Use words and phrases such as: a long time ago, recently, when my parents were children, years, decades, centuries</li> <li>Use a wide vocabulary of historical terms.</li> <li>Record what I have learnt about the past using drawings or writing</li> </ul> | <ul style="list-style-type: none"> <li>Sequence events in my life and place them on a timeline. E.g. photos.</li> <li>Label and add pictures to a timeline to show what life was like at different times. E.g. past, present, older, and newer</li> <li>Awareness of the past, using common words and phrases such as: after, before, present, past, then, now, when i was younger, when my parents were younger.</li> <li>Describe memories of key events in my life and changes that have occurred in my own life.</li> <li>Identify similarities and differences between the ways of life in different periods</li> </ul> | <ul style="list-style-type: none"> <li>Discuss the lives of significant individuals in the past and explain what they did earlier and what did later in their life.</li> <li>Describe events beyond living memory that are significant nationally or globally.</li> <li>Recognise why people did things, why events happened and what happened as a result.</li> <li>Describe simple historical events.</li> <li>Recognise the difference between past and present in my own and others lives.</li> </ul> |
| <b>Suggested cross curricular text if using one</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Key Vocabulary</b>                               | Settlement, invasions, expansions, kingdoms, hierarchy, village life, cultural, laws and justice, peasantry, worship, beliefs, justice, power, legends, myths, wealth, Time period, Primary/secondary sources, Similarities differences, chronological, influence, impact, significant, symbol                                                                                                                                                                                                                                                                                                                                                                                                                                   | Laws and justice, poverty, peasantry, Time period, Primary/secondary sources, Similarities differences, chronological, influence, impact, significant, symbol, justice                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Laws and justice, Primary/secondary sources, justice, crime, punishment, impact, poverty,                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Specific Vocabulary</b>                          | Dark ages, christian conversion, Sutton Hoo, Canterbury, Lona and Lindisfarne, Beowulf, Hadrian's Wall, Bede, Barn, Ale, Freeman, loom, monastery, monk, nun, runes, smith, potter, pagan, tapestry, thatch, thane, weaving                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Board schools, monitors, logbooks, slate, inkwell<br>Factories, mines, supervisor, inspector, machinery, law, politician, house of Lords, New Brighton, Lord Shaftesbury, mines, mills, mandatory,                                                                                                                                                                                                                                                                                                                                                                                                                           | Revenge, unjust laws, community service, capital punishment, corporal punishment, theft, murder, prison, retribution, reformation, justice, crime, punishment, forgiveness, utility, protection                                                                                                                                                                                                                                                                                                           |
| <b>Historical skills</b>                            | <p><b>Chronology:</b> Understand that changes occur over time. Add evidence and dates to the timeline to represent this.</p> <p><b>Investigating and interpreting:</b> Explore main events and changes in the period, giving causes and consequences.</p> <p><b>Knowledge and understanding:</b> Describe how some past events and actions of people affect life today.</p>                                                                                                                                                                                                                                                                                                                                                      | <p><b>Chronology:</b> Understand that continuity and change occurs over time. Add evidence and dates to the timeline to represent this.</p> <p><b>Investigating and interpreting:</b> Select reliable sources of evidence to answer questions about the past</p> <p><b>Knowledge and understanding:</b> Study different aspects of life for different people in the same period.</p>                                                                                                                                                                                                                                         | <p><b>Chronology :</b>Identify significant changes within and across historical periods studied.</p> <p><b>Investigating and interpreting:</b> Identify connections and trends within and across the time periods</p> <p><b>Knowledge and understanding:</b>Draw comparisons between an aspect of life in different periods.</p>                                                                                                                                                                          |

