





Corporation Road Community Primary School

History LTP

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| History: Year 3/4 A | | | |
| Vision: At Corporation Road Community Primary School, we want our pupils to have an understanding of the past and how history will shape their future. Underpinning everything that we do are our four themes: Community, Citizenship, Gender & Equality and Legacy & Impact. We stimulate the children's interest and understanding about the life of people who lived in the past, the key events that took place and how this has contributed to our lives today. We teach children a sense of chronology, and through this they develop a sense of identity and a cultural understanding based on their historical heritage. Therefore, they learn to value their own and other people's cultures in modern multicultural Britain and, by considering how people lived in the past, they are better able to make their own life choices today. We teach children to understand how events in the past have influenced our lives today by investigating past events. In doing so, we deepen our pupils' enquiry, analysis, interpretation, communication and problem-solving skills. | | | |
| Domains | | Key Concepts | |
| Knowledge and understanding of events, people and changes in the past | | Similarities and Differences, Significant Individuals, Local History, Continuity and Change and Cause and Consequence | |
| Chronological understanding | | Chronology | |
| Organisation and Communication | | Vocabulary and Recording | |
| Historical Enquiry | | Historical Questions and Historical Enquiry | |
| Autumn | | Summer | |
| Theme: Legacy & Impact | | Theme: Gender & Equality | |
| Domains: | | Domains: | |
| <ul style="list-style-type: none"> - Knowledge and understanding of events, people and changes in the past - Organisation and Communication | <ul style="list-style-type: none"> - Knowledge and understanding of events, people and changes in the past - Chronological understanding - Organisation and Communication - Historical Enquiry | <ul style="list-style-type: none"> - Knowledge and understanding of events, people and changes in the past - Chronological understanding - Organisation and Communication - Historical Enquiry | <ul style="list-style-type: none"> - Knowledge and understanding of events, people and changes in the past - Chronological understanding - Organisation and Communication - Historical Enquiry |
| Key Concepts: | | Key Concepts: | |
| <ul style="list-style-type: none"> - Similarities and differences, Continuity and Change and Cause and Consequence - Vocabulary | <ul style="list-style-type: none"> - Similarities and Differences - Chronology - Recording - Historical Questions and Historical Enquiry | <ul style="list-style-type: none"> - Similarities and Differences, Significant Individuals and Cause and Consequence - Chronology - Vocabulary and Recording - Historical Questions and Historical Enquiry | <ul style="list-style-type: none"> - Similarities and Differences, Continuity and Change and Significant Individuals - Chronology - Vocabulary and Recording - Historical Questions and Historical Enquiry |
| End Point: Legacy & Impact Our children will understand how the past has influenced the present day. This includes how key events, discoveries, movements and significant individuals have shaped our lives and the society that we live in. Our children will gain an appreciation for chronology and understand how key events, discoveries, movements and the lives of significant individuals are sequenced through time. Our children will be able to make connections, compare and contrast periods of history in order to determine how human life has evolved. | | End Point: Gender & Equality Our children will understand how gender and equality has changed over time, both within the United Kingdom and the wider world. They will understand how these changes have arisen from studying significant individuals, events and movements. Furthermore, they will be able to acknowledge different points of view and understand why these are important in understanding and interpreting history. | |

| Bronze Age, Stone Age and Iron Age | | Ancient Egypt | |
|---|--|---|--|
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| Year 3 | Year 4 | Year 3 | Year 4 |
| <ul style="list-style-type: none">- Use appropriate historical vocabulary to describe key features of a time period.- Describe how their own lives are similar or different to children living in past times.- Express an opinion on whether a person or event had a positive or negative impact on life in Britain.- Describe some of the main changes in Britain, resulting from an event (e.g. an invasion or war). | <ul style="list-style-type: none">- Place different periods of time on a timeline and remember key historical facts and some dates from a period studied.- Compare two periods of history, identifying similarities and differences between them.- Ask and answer more complex questions through independent research.- Choose the best way to record a range of historical information, giving reasons for their choice.- Use a range of source materials to answer questions about the past which go beyond simple observations. | <ul style="list-style-type: none">- Explain how a significant figure of a period influenced change.- Express an opinion on whether a person or event had a positive or negative impact on life in Britain.- Use appropriate historical vocabulary to describe key features of a time period.- Use labelled diagrams, recounts, stories, diaries and pictures to illustrate understanding about historical events and famous people.- Show developing understanding of chronology by beginning to realise that the past can be divided into different periods of time.- Choose the most important source material for a task, showing awareness of a range of sources.- Suggest useful research questions.- Describe how their own lives are similar or different to children living in past times. | <ul style="list-style-type: none">- Ask and answer more complex questions through independent research.- Explain the impact of a significant historical figure on life in Britain.- Explain how significant historical figures contributed to national and international achievements in a variety of eras.- Place different periods of time on a timeline and remember key historical facts and some dates from a period studied.- Compare two periods of history, identifying similarities and differences between them.- Choose the best way to record a range of historical information, giving reasons for their choice.- Begin to use abstract terms (e.g. empire, civilisation, parliament, peasantry and heptarchy).- Use a range of source materials to answer questions about the past which go beyond simple observations. |
| <p>Resources</p> <p>History Association https://www.history.org.uk/primary/resource</p> <p>Archaeological Periods Timelines https://www.inrap.fr/en/periods</p> <p>Key Theme - Impact and Legacy</p> <p>How changes to farming, houses, communities, buildings and structures had on the lives on people in Britain and the Impact these had on our lives</p> <p>Stone Age- Bronze Age – Iron Age</p> <ul style="list-style-type: none">• This was a long period of time• Man moves from hunter gatherer to farmer• Rural to Urban• Fighting for survival to sophisticated society <p>To know we learn about what happened a long time ago by the things that are left behind – artifacts, evidence, archaeology (The Rubbish Bin Activity) History Association - Primary History Magazine Issue 66 Spring 2014</p> <ul style="list-style-type: none">• Stone Age to Iron Age spans 10,000 years• Children are able to create a timeline <p>Stone Age (9600 BC – Climate Warms 4000 BC)</p> <ul style="list-style-type: none">• Britain is still joined to Europe• Hunter-gatherer, small family houses, rural, use fires and begin to farm <p>Bronze Age ((2500 – 700BC)</p> <ul style="list-style-type: none">• Use of Bronze, Stonehenge, burial mounds, field systems, farming, villages, roads <p>Iron Age (700 BC – AD 43) Romans arrived in Britain in AD 43 – (England had yet to be created)</p> <ul style="list-style-type: none">• Celts, tribal communities, beginning to wear Roman style clothes, British coins, fields, roads, lanes, woods, hedges, villages and hamlets, ports and harbours | | | |

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