



Corporation Road Community Primary School

History LTP

History: Year 3/4 B

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:	
- Knowledge and understanding of events, people and changes in the past	- Knowledge and understanding of events, people and changes in the past	- Knowledge and understanding of events, people and changes in the past	- Knowledge and understanding of events, people and changes in the past
- Chronological understanding	- Chronological understanding	- Chronological understanding	- Chronological understanding
- Organisation and Communication	- Organisation and Communication	- Organisation and Communication	- Organisation and Communication
	- Historical Enquiry	- Historical Enquiry	- Historical Enquiry
Key Concepts:		Key Concepts:	
- Similarities and Differences, Significant Individuals and Cause and Consequence	- Similarities and Differences, Significant Individuals, Continuity and Change	- Similarities and Differences, Significant Individuals, Local History, Continuity and Change and Cause and Consequence	- Similarities and Differences, Significant Individuals, Local History, Continuity and Change and Cause and Consequence
- Chronology	- Chronology	- Chronology	- Chronology
- Vocabulary and Recording	- Vocabulary and Recording	- Vocabulary and Recording	- Vocabulary and Recording
	- Historical Questions and Historical Enquiry	- Historical Questions and Historical Enquiry	- Historical Questions and Historical Enquiry
End Point: <u>Legacy & Impact</u> 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: <u>Gender & Equality</u> 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.		

Ancient Greece		Romans, Anglo-Saxons and Vikings	
Year 3	Year 4	Year 3	Year 4
<ul style="list-style-type: none"> - 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. - Explain how a significant figure of a period influenced change. - Use labelled diagrams, recounts, stories, diaries and pictures to illustrate understanding about historical events and famous people. - Use appropriate historical vocabulary to describe key features of a time period. - Show developing understanding of chronology by beginning to realise that the past can be divided into different periods of time. 	<ul style="list-style-type: none"> - Explain how significant historical figures contributed to national and international achievements in a variety of eras. - Begin to use abstract terms (e.g. empire, civilisation, parliament, peasantry and heptarchy). - Place different periods of time on a timeline and remember key historical facts and some dates from a period studied. - Explain the impact of a significant historical figure on life in Britain. - Compare two periods of history, identifying similarities and differences between them. - Ask and answer more complex questions through independent research. - Use a range of source materials to answer questions about the past which go beyond simple observations. - Choose the best way to record a range of historical information, giving reasons for their choice. 	<ul style="list-style-type: none"> - Use appropriate historical vocabulary to describe key features of a time period. - Describe some of the main changes in Britain, resulting from an event (e.g. an invasion or war). - Explain how a significant figure of a period influenced change. - Describe how national changes affected their locality. - Show developing understanding of chronology by beginning to realise that the past can be divided into different periods of time. - Express an opinion on whether a person or event had a positive or negative impact on life in Britain. - Suggest useful research questions. - Describe how their own lives are similar or different to children living in past times. - Choose the most important source material for a task, showing awareness of a range of sources. - Use labelled diagrams, recounts, stories, diaries and pictures to illustrate understanding about historical events and famous people. 	<ul style="list-style-type: none"> - Explain how significant historical figures contributed to national and international achievements in a variety of eras. - Compare two periods of history, identifying similarities and differences between them. - Place different periods of time on a timeline and remember key historical facts and some dates from a period studied. - Use a range of source materials to answer questions about the past which go beyond simple observations. - Begin to use abstract terms (e.g. empire, civilisation, parliament, peasantry and heptarchy). - Ask and answer more complex questions through independent research. - Explain that an event can have more than one cause. - Explain the impact of a significant historical figure on life in Britain. - Choose the best way to record a range of historical information, giving reasons for their choice. - Describe the impact of international events (e.g. war) on the local area.

