

History		
Year 3 and 4		
Cycle A	Key:	Historical Enquiry and Language skills
<p>Autumn Term Topic Area: Back to the Iron Age</p>	<p>Spring Term Topic Area: Groovy Greeks</p>	<p>Summer Term Topic Area: The world of Bede (Anglo-Saxon art and culture-settlement and village life/ Christian conversion)</p>
<p>Key skills To realise that the past can be divided into different periods of time To use terms related to the period and begin to date events (Chronological skills) To question pictures as an interpretation of the past To distinguish between different sources and evaluate their usefulness (Historical interpretation) Begin to use key words and phrases from the time period they are learning about: ancient, modern, BC, AD, century and decade To use sources of information in ways which go beyond simple observations to ask and answer questions about the past to build a picture of a past event (Historical enquiry and language)</p>	<p>Key skills To create time lines To recognise some of similarities and differences between periods (chronological skills) To look at different representations of the period of the Ancient Greeks - museums, films, Horrible Histories (Historical interpretation) To use key words and phrases from the time period they are learning about: ancient, modern, BC, AD, century and decade To communicate knowledge and understanding in a variety of ways e.g. discussion, pictures, writing, annotations, drama To present recalled or selected information in a variety of ways using specialist terms Develop listening and note-taking skills (Historical enquiry and language)</p>	<p>Key skills To sequence events or artefacts To recognise some of similarities and differences between periods Use terms related to the period and begin to date events (Chronological Skills) To question pictures as an interpretation of the past To distinguish between different sources and evaluate their usefulness (Historical interpretation) To confidently use key words and phrases from the time period they are learning about: ancient, modern, BC, AD, century and decade To identify facts and opinions To use sources of information in ways which go beyond simple observations to ask and answer questions about the past to build a picture of a past event Develop listening and note-taking skills (Historical enquiry and language)</p>
<p>Knowledge To understand about tribal kingdoms and farming To know and understand main events, people and changes of Iron Age To begin to give reasons for, and results of, main events and changes</p>	<p>Knowledge To describe main events, situations and changes within and across the different periods studied To understand the impact and influence Ancient Greeks had on the western world To know about Greek life</p>	<p>Knowledge To know about Anglo-Saxon settlement and village life and make comparisons to other periods in time To know and understand main events, people and changes of Anglo-Saxons and Christian conversion To understand the importance of Bede at this time and within our locality</p>
<p>Contacts/ Visits: Museum Hub Northumberland sites</p>	<p>Contacts/ Visits:</p>	<p>Contacts/ Visit: Bede's world Lindisfarne</p>

History		
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Cycle B Key: ■ Chronological skills ■ Historical Interpretation ■ Historical Enquiry and Language skills		
Autumn Term Topic Area: Vicious Vikings (Raids and invasions/ Danegeld)	Spring Term Topic Area: Rotten Romans	Summer Term Topic Area: Geography Focus
Key skills To create time lines To recognise some of similarities and differences between periods To use dates related to the passing of time (chronological skills) To look at different representations of the period of the Ancient Greeks - museums, films, Horrible Histories To identify and give reasons for different ways in which the past is represented To question pictures as an interpretation of the past (Historical interpretation) To use key words and phrases from the time period they are learning about: ancient, modern, BC, AD, century and decade To communicate knowledge and understanding in a variety of ways e.g. discussion, pictures, writing, annotations, drama To use tables to record ideas in categories To present recalled or selected information in a variety of ways using specialist terms (Historical enquiry and language)	Key skills To realise that the past can be divided into different periods of time To use terms related to the period and begin to date events To recognise some of similarities and differences between periods (chronological skills) To question pictures as an interpretation of the past To distinguish between different sources and evaluate their usefulness (Historical interpretation) To confidently use key words and phrases from the time period they are learning about: ancient, modern, BC, AD, century and decade To use dates when talking about the passing of time To identify facts and opinions To use sources of information in ways which go beyond simple observations to ask and answer questions about the past to build a picture of a past event Develop listening and note-taking skills (Historical enquiry and language)	Key skills
Knowledge To know and recall significant Viking raids and invasions To know and understand main events, people and changes of Viking age To identify issues and problems facing Alfred the Great, first king of England To explain why key events (invasions) happened and why historical people acted as they did	Knowledge To understand the impact the Roman Empire had on Britain To know and understand main events, people and changes of The Roman era (e.g. invasion of Hadrian's Wall, Julius Caesar, power of the Roman army) To describe and make links between the main events, situations, and changes within and across different time periods studied (Romans and Greeks)	Knowledge
<u>Contacts/ Visits:</u> Hancock Museum - Newcastle	<u>Contacts/ Visits:</u> Segadunum - Wallsend	<u>Contacts/ Visit:</u>

