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|  | **Year 3 / 4 History intent Cycle B** | | | | | |
|  | **Autumn 1** | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| **Topic Name:** | **Invasions** | **Misty mountain, winding river** | **Ancient civilisations** | **Potions** | **Burps, biles and bottoms** | **Predator** |
| Lesson name and skills:  Knowledge: | Knowledge   * Use a range of sources to find out about the past inc maps * Undertake own research * Sequence events, artefacts or historical figures on a timeline using dates * Find out about everyday life and compare it with life today * Understand appropriate historical vocab such a ruled, reigned, invasion   Skills   * Order pre made timelines by date   Make own timeline placing key events in chronological order   * Investigate and use a range of sources to produce own fact files on significant individuals * Work in groups to create information boards – plan how to present historical facts clearly * Research a range of given historical terms – motte, peasantry, palisade, siege. Create a fact file of these terms * Answer what? Why? Who? questions about The Domesday Book |  | Knowledge   * Features of a civilisation include cities, inventions, vital water supplies, information in the form of writing, leadership, infrastructure, social hierarchy, arts and culture, trade, individuals, organised religion and nutrition. * Learn about the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China * Relevant historical information can be presented as written texts, tables, diagrams, captions and lists   Skills   * Construct a narrative, chronological or non-chronological account of a past civilisation, focusing on their features and achievements * Answer and ask historically valid questions about changes over time and suggest or plan ways to * Present a thoughtful selection of relevant information in a historical report, fictional narrative, in-depth study or by answering a range of historical questions * Describe the hierarchy and different roles in ancient civilisations. * Construct a profile of a significant leader using a range of historical source |  |  | N/A |

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| **Covered** | **Covered** | **Covered** | **Covered** | **Covered** | **Covered** | **Covered** | **Covered** | **Covered** |
| changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life | events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries] | the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell] | significant historical events, people and places in their own locality. | develop an awareness of the past, using common words and phrases relating to the passing of time | know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods | use a wide vocabulary of everyday historical terms. | ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. | understand some of the ways in which we find out about the past and identify different ways in which it is represented. |