



## History Curriculum: Year 3 and 4

### How did people in the past shape our world today?

**Curriculum Drivers:** Literacy, Respect, Aspiration, Wellbeing

What are the aims and intentions of this curriculum?

That children:

- are engaged and enthused with the people and events of the past and develop meaningful skills as historians, enabling them to understand how the past has helped to shape the world they live in today.
- develop chronological understanding and skills in enquiry, analysis, evaluation, and argument whilst enabling them to interpret and understand the past, and communicate historically.

Term	Topic	Knowledge	Skills	Enquiry Questions	Vocabulary
<b>Year A Autumn</b>  <span style="background-color: yellow;">Article 17, 28</span>	Who were Britain's first builders?	<ul style="list-style-type: none"> <li>• The Stone Age period is said to have started around 3 million year ago when humans started to live in Europe.</li> <li>• The Stone Age was followed by the Bronze Age period. This is when humans started to use metal.</li> <li>• The Bronze Age was followed by the Iron Age when tools and weapons became more advanced and were used for farming, hunting and fighting.</li> <li>• During the Palaeolithic Age (old Stone Age), people gathered food by hunting wild animals and birds, fishing, and collecting fruits and nuts.</li> <li>• During the Neolithic Age (towards end of the Stone Age), the humans formed settled communities, and domesticated plants and animals for the first time in history.</li> </ul>	<ul style="list-style-type: none"> <li>• Use evidence to ask questions and find answers to questions about the past.</li> <li>• Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</li> <li>• Give a broad overview of life in Britain from ancient until medieval times.</li> <li>• Describe the characteristic features of the past, including ideas, beliefs.</li> <li>• Place events, artefacts and historical figures on a time line using dates.</li> <li>• Understand the concept of change over time, representing this, along with evidence, on a time line.</li> <li>• Use appropriate historical vocabulary to communicate, including: dates, time, period, era, change and chronology.</li> <li>• Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past</li> </ul>	<ol style="list-style-type: none"> <li>1. When was the Stone Age?</li> <li>2. What are archaeologists?</li> <li>3. How did people in the Stone Age survive?</li> <li>4. How do we know about Stone Age people? (Cave paintings)</li> <li>5. What did people in the Stone Age eat?</li> <li>6. Why is Skara Brae important to archaeologists?</li> <li>7. What changed during the Bronze Age and Iron Age?</li> </ol>	archaeologists artefact Neolithic B.C. chronology tribal hunter-gatherers shelter civilization settlement prey

<p><b>Year A Spring</b></p> <p>Article 17, 28, 29</p>	<p>Why did the Ancient Egyptians build the pyramids?</p>	<ul style="list-style-type: none"> <li>The most famous pyramids were those built at Giza including the Great Pyramid built around 2500Bc for the pharaoh Khufu.</li> <li>Tutankhamen was known as the boy king, famous because his tomb was found in 1922.</li> <li>Cleopatra was the last pharaoh of Egypt before the Romans took over.</li> <li>The Egyptians were the first civilization to invent writing using Hieroglyphs, a formal writing system.</li> <li>The ancient Egyptians believed in preserving body ready for the afterlife. The mummification process was a complicated one and could take over 70 days.</li> <li>The River Nile runs through Egypt. Most people lived along and around it because the land near the Nile was fertile and is a place where crops can be grown. The rest of Egypt is desert.</li> <li>In 1922, Howard Carter discovered the virtually intact tomb of Tutankhamun becoming probably the best known and most spectacular archaeological find anywhere in the world..</li> </ul>	<ul style="list-style-type: none"> <li>Use evidence to ask questions and find answers to questions about the past.</li> <li>Suggest suitable sources of evidence for historical enquiries.</li> <li>Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</li> <li>Suggest causes and consequences of some of the main events and changes in history.</li> <li>Compare some of the times studied with those of other areas of interest around the world.</li> <li>Describe the social, ethnic, cultural or religious diversity of past society.</li> <li>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</li> <li>Place events, artefacts and historical figures on a time line using dates.</li> <li>Use dates and terms to describe events.</li> <li>Use appropriate historical vocabulary to communicate, including: dates, time, period, era, change and chronology.</li> <li>Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past</li> </ul>	<ol style="list-style-type: none"> <li>When did the Ancient Egyptians exist?</li> <li>How do we know about the Ancient Egyptians?</li> <li>Why was the River Nile important to the Egyptians?</li> <li>Who built the pyramids and why?</li> <li>Who were the most famous Ancient Egyptians?</li> <li>Why did the Egyptians mummify bodies?</li> <li>Who were the Egyptians Gods?</li> </ol>	<p>archaeologist pharaohs tombs pyramid hieroglyphs scribe sarcophagus mummy papyrus</p>
<p><b>Year A Summer</b></p> <p>Article 17, 28</p>	<p>How did the railways change our lives?</p>	<ul style="list-style-type: none"> <li>The Stockton to Darlington Railway was the first publicly owned railway in the country, opening in 1825.</li> <li>Steam trains were first used to transport coal from the coal mines.</li> <li>George Stephenson invented one of the most well-known steam engines—The Rocket</li> <li>The Puffing Billy was made in Wylam, Newcastle Upon Tyne in 1813-1814.</li> <li>The Liverpool to Manchester Railway opened in 1830.</li> <li>The new railways and steam trains completely changed and improved trade and travel around the country.</li> <li>By 1854, nearly 100 million people used the railways annually on a network of 6,000</li> </ul>	<ul style="list-style-type: none"> <li>Use evidence to ask questions and find answers to questions about the past.</li> <li>Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</li> <li>Suggest causes and consequences of the main events and changes in history.</li> <li>Describe changes in the locality of the school throughout history.</li> <li>Place events, artefacts and historical figures on a time line using dates.</li> <li>Understand the concept of change over time, representing this, along with evidence, on a time line.</li> <li>Use appropriate historical vocabulary to communicate, including: dates, time, period, era, change and chronology.</li> </ul>	<ol style="list-style-type: none"> <li>How did people travel around the country in the 18th century? Why were the railways needed?</li> <li>Why did the first railway run past here?</li> <li>How did the railways spread?</li> <li>Who was important in the development of the railways?</li> <li>What were the lasting effects of the railways?</li> <li>Why did many railways vanish?</li> <li>What were the positive and negative effects of the railways?</li> </ol>	<p>locomotive railway steam engine steam coal navvies Route The Rocket The Mallard Puffing Billy nationalisation</p>

		<p>miles. The railways allowed many to travel to the coast for a holiday.</p> <ul style="list-style-type: none"> <li>From 1963 hundreds of miles of railway lines were closed.</li> </ul>	<ul style="list-style-type: none"> <li>Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past</li> </ul>		
<p><b>Year B Autumn</b></p> <p>Article 17, 28, 29</p>	<p>How have the Greeks shaped my world?</p>	<ul style="list-style-type: none"> <li>In ancient times, Greece was not a unified country. Instead, the country was split up into city states called 'polis'. Each polis had its own government and laws,</li> <li>Two of the most powerful city states were Athens and Sparta.</li> <li>Athens was the first government to have a democracy. Male citizens were able to vote for their leaders instead of having a king or tyrant ruler.</li> <li>The Ancient Greeks believed that the Olympian gods, led by Zeus, lived on Mount Olympus,</li> <li>At the Battle of King Darius of Persia wanted to conquer Greece. The people of Athens sent a soldier called Phidippides to run from the town of Marathon to Sparta to get help.</li> <li>There was a strong culture of the theatre in Ancient Greece and the comedy and tragedy genres emerged. Theatre in Athens influenced culture throughout the west, and many of the plays are still performed today.</li> </ul>	<ul style="list-style-type: none"> <li>Use evidence to ask questions and find answers to questions about the past.</li> <li>Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.</li> <li>Suggest causes and consequences of some of the main events and changes in history.</li> <li>Compare some of the times studied with those of other areas of interest around the world.</li> <li>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</li> <li>Use dates and terms to describe events.</li> <li>Use appropriate historical vocabulary to communicate, including: dates, time, period, era, change and chronology.</li> <li>Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past</li> </ul>	<ol style="list-style-type: none"> <li>Who were the Ancient Greeks?</li> <li>How were Athens and Sparta different?</li> <li>Why did the Ancient Greeks need an army and a navy?</li> <li>What was daily life like for the Ancient Greeks?</li> <li>Why did the Ancient Greeks believe in their gods?</li> <li>Where did the Olympics come from?</li> <li>How is the legacy of the Ancient Greeks alive today?</li> </ol>	<p>BC AD Athens Sparta democracy Olympics Marathon slaves Zeus</p>
<p><b>Year B Spring</b></p> <p>Article 17, 28, 29</p>	<p>What did we learn from China?</p>	<ul style="list-style-type: none"> <li>The Shang dynasty (ruled by the Shang family) was located in ancient China. The civilisation lasted from around 1600 BC until 1046 BC.</li> <li>Around 1600BC Cheng Tang founded the Shang dynasty after overthrowing the legendary Xia dynasty.</li> <li>Most of the people living during the Shang dynasty were peasant farmers. . They lived out in the countryside farming areas of land which were controlled by the noble warriors.</li> <li>Most of the people living during the Shang dynasty were peasant farmers. . They lived out in the countryside farming areas of land which were controlled by the noble warriors.</li> <li>In 1046BC the slaves revolted in protest of cruel treatment and increasing taxes. The Shang dynasty was overthrown and the Zhou dynasty began.</li> </ul>	<ul style="list-style-type: none"> <li>Use evidence to ask questions and find answers to questions about the past.</li> <li>Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</li> <li>Compare some of the times studied with those of other areas of interest around the world.</li> <li>Describe the social, ethnic, cultural or religious diversity of past society.</li> <li>Describe the characteristic features of the past, including ideas, beliefs,</li> <li>Place events, artefacts and historical figures on a time line using dates.</li> <li>Use appropriate historical vocabulary to communicate, including: dates, time, period, era, change and chronology.</li> <li>Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past</li> </ul>	<ol style="list-style-type: none"> <li>When and where did the Shang dynasty in exist?</li> <li>What was life like under the Shang dynasty?</li> <li>What did the people of the Shang dynasty believe in?</li> <li>Why were oracle bones important?</li> <li>How do we know about the Shang dynasty?</li> <li>Who Fu Hao was and was she important ?</li> <li>How does life in China compare with other civilisations at this time?</li> </ol>	<p>archaeologists BC dynasty Cheng Tang chronology China hierarchy noble warriors oracle bones Fun Hao</p>

<p><b>Year B Summer</b></p> <p>Article 17, 28</p>	<p>How did mining fuel our country?</p>	<ul style="list-style-type: none"> <li>• With the growth of the mining industry colliery villages sprang up everywhere and migrant workers from all parts of the UK swelled the workforce as populations increased.</li> <li>• West Auckland colliery opened in 1838, by 1900, it employed 620 men - it closed in July 1967.</li> <li>• The Coal production peaked in 1913 and in 1923 there were 170,000 miners working in County Durham. Many pits closed in the 1950s and 1960s. The last colliery in the Durham coalfield closed in 1994.</li> <li>• To begin with young children could be found working down the mines but in 1870 it became compulsory for children aged between 5 and 13 to go to school.</li> <li>• The Durham Miners Gala happens every year to remember the coal mining heritage of the Durham Coalfield.</li> </ul>	<ul style="list-style-type: none"> <li>• Use evidence to ask questions and find answers to questions about the past.</li> <li>• Suggest suitable sources of evidence for historical enquiries.</li> <li>• Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</li> <li>• Describe changes that have happened in the locality of the school throughout history.</li> <li>• Give a broad overview of life in Britain from ancient until medieval times.</li> <li>• Compare some of the times studied with those of other areas of interest around the world.</li> <li>• Describe the characteristic features of the past, including the experiences of men, women and children.</li> <li>• Place events, artefacts and historical figures on a time line using dates.</li> <li>• Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past</li> </ul>	<ol style="list-style-type: none"> <li>1. Why was coal important?</li> <li>2. Where were the mines?</li> <li>3. Who worked down the mines and what jobs did they do?</li> <li>4. What was life like for mining children?</li> <li>5. How is mining depicted? (Tom McGuinness art)</li> <li>6. Where have all the mines gone?</li> <li>7. How is mining remembered today?</li> </ol>	<p>coal coal mining colliery cage miner hewer hand putter pit pony Durham coalfield miners' strike</p>
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