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| **Pendeen History SCOPE, CONTENT and SEQUENCING Year A LOWER KEY STAGE 2** | | | | | | | |
| Year Group: 3/4 | Half term:  Year A  Autumn 1 | **SCOPE:** What happened when the Romans Came?  In this unit, the children will learn about the lives, challenges and achievements of the Romans in Britain.  CONTENT / INTENT:  Children will gain a coherent knowledge and understanding of Britain’s past and that of the wider world by knowing about the Roman Empire and its impact on Britain  • understand historical concepts and terms such as civilisation, empire, change etc  • ask perceptive questions, think critically, weigh evidence, sift arguments and develop perspective. | | | | | |
| Prior Learning | Lesson 1 | Lesson 2 | Lesson 3 | Lesson 4 | Lesson 5 | Lesson 6 | Future Learning |
| Check what children know already about the Romans, e.g. Roman numerals, Asterix the Gaul, a local site, image of a Roman soldier. | LO: Why did the Romans invade Britain?  To look at the reasons why the Romans wanted to invade and settle in Britain. | LO: How easy was it for the Romans to take over Britain?  To examine opposition to Roman rule in Britain. | LO: For whom was life most pleasant in Roman Britain?  To assess the quality of life for different people in Roman Britain. | LO: If we could travel back in time, would you like Roman Britain?  To judge and support opinions about Roman Britain. | LO: What did the Romans leave for us?  To interpret sources of information which have survived giving us information about Roman Britain. | LO: The big finish – did the Romans overcome their difficulties and achieve success?  To organise their learning to support a judgement about the achievements of the Romans in Britain. | Continue to reflect on Memory book and use low stake questioning to embed into long-term memory. Continue learning in Autumn Term 2.  Next subject focus: Victorians, this period helps children to understand the timeline of events. |
| **Success Criteria:**  • Produce a general timeline of Roman Britain.  • Recognise the nature and size of the Roman Empire.  • Describe some reasons, with details, on why the Romans came to Britain. | **Success Criteria**  •Give details of when and how the Romans invaded Britain.  • Describe how the Romans tried to gain control.  • To know who Boudicca was and why she was important. | **Success Criteria**  • Describe features of life on Hadrian’s Wall and in the towns and countryside.  • Describe features of different groups of people.  • Gather information about the lives of different people. | **Success Criteria**  • Identify information about family life for the rich and poor.  • Describe important features of religion and leisure.  • Give opinions and support with information about how pleasant Roman life was. | **Success Criteria**  • Know about several different sources of evidence about Roman Britain.  • Describe Roman life from more than one source.  • Describe different Roman religious beliefs. | **Success Criteria**  • Come to a decision about the achievements of the Romans with relevant information. • Compare the Romans with one other society I have studied. • Take an active part in a class debate. |
| See previous year groups vocabulary box in this document. | **Vocabulary:**  Cavalry, Celts: Iron Age people • Boudicca: Queen of the Iceni tribe • Centurion: the army leader of a group of soldiers • Forum: the central area of the Roman town • Gladiator: a person trained to fight purely as a means for Roman entertainment • infantry: Roman foot soldiers • Insula: a stone building containing flats lived in by the poor • Legacy: something left behind that helps us remember someone or something • Legion: a large group of Roman soldiers, like an army • Roman villa: a large stone house owned by the more wealthy • Stadium: a place of entertainment in a Roman town, often including a circus. | | | | | | |

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| **Pendeen History SCOPE, CONTENT and SEQUENCING Year A LOWER KEY STAGE 2** | | | | | | | | | | | | | | | |
| Year Group: 3/4 | | Half term:  Year A  Autumn 2 | | SCOPE: What was important to our local Victorians? In this unit, the children will investigate their local area during Victorian times. They will discover what remains from that period, and why that might be an issue today.  CONTENT / INTENT:  Children will  • ask perceptive questions, think critically, and weigh up historical evidence  • carry out a local history study  • study an aspect or theme in British history that extends their chronological knowledge beyond 1066. | | | | | | | | | | | |
| Prior Learning | | Lesson 1 | | Lesson 2 | | Lesson 3 | | Lesson 4 | | Lesson 5 | | Lesson 6 | | Future Learning | |
| From previous teaching, children will have some learning of previous eras. They will be able to beginning identifying these on a timeline. | | LO: When were the Victorians alive?  To discover when the Victorians lived, and to explore some of the major achievements of Victorian times. | | LO: What impact did the Victorians have on my local area?  To discover Victorian buildings in the local area, and to plot these on a map | | LO: How did the Victorians deal with poor people?  To find out what life was like for poor people in Victorian times, and how Victorians dealt with poverty | | LO: What can we learn about our area in Victorian times?  To explore local newspapers and trade directories, and use them to deepen knowledge of the local area in Victorian times | | LO: To what extent did things stay the same through queen Victoria's reign?  To explore continuity and change during Queen Victoria’s reign, and to use evidence to reach a conclusion | | LO: The big finish: design a campaign to save a local Victorian building at risk!  To decide whether an ‘at risk’ building is worth saving, and then plan a campaign to save a building that is ‘at risk’ | | Continue to reflect on Memory book and use low stake questioning to embed into long-term memory.  Continue to Year B History Curriculum. | |
| **Success Criteria:**  • To place the Victorians on a simple timeline.  • Discover some of the people and inventions of the period.  • Begin to link some of these people and inventions to my local area. | | **Success Criteria:**  • Identify the key Victorian features of my local area.  • Readily identify Victorian buildings.  • Further develop my map reading and field sketching skills. | | **Success Criteria:**  • Learn how poor people were treated.  • I realise that not all Victorian people felt the same way about poverty.  • Compare evidence from fiction and with primary evidence. | | **Success Criteria:**  • Add to knowledge of local area.  • Try to write in a ‘Victorian’ style.  • Interrogate some primary sources and reach some conclusions from these sources. | | **Success Criteria:**  • Understand that some things changed during Victoria’s reign.  • Realise that some things stayed the same during Victoria’s reign.  • Reach a conclusion based on the evidence I have found. | | **Success Criteria:**  • Decide whether a building is at risk.  • Plan a campaign to save an ‘at risk’ building.  • Present my campaign to a relevant audience. | |
| See previous year groups vocabulary box in this document. | | **Vocabulary:**  •Emigration: the act of going to live in another country • Maltings: building used in the brewing process, to prepare barley • Model town: a carefully planned town, with good living conditions • Poor law: laws passed by Parliament, which set up rules and regulations for helping poor people  • Significance: why something is special, important or worth remembering • Trade directories: published • Workhouse: a special building where poor people who want help from the government could go to get accommodation and employment. | | | | | | | | | | | | | |
| **Pendeen History SCOPE, CONTENT and SEQUENCING Year A LOWER KEY STAGE 2** | | | | | | | | | | | | | | |
| Year Group: 3/4 | Half term:  Year A  Spring 1 | | SCOPE: Is it better to be a child now or in the past? Exploring how and why childhood has changed. Drawing on work done in other units.  CONTENT / INTENT:  Be inspired to know more about the past, ask perceptive questions, think critically and weigh evidence.  Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, and create their own structured accounts.  Study an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066. | | | | | | | | | | | |
| Prior Learning | Lesson 1 | | Lesson 2 | | Lesson 3 | | Lesson 4 | | Lesson 5 | | Lesson 6 | | Future Learning | |
| Depending on what has been covered previously, ask the children initially to recall and then follow up some of the details of the lives of children in past units they have studied. Make a list of any similarities and differences, e.g. most had toys; there might have been some form of schooling; early marriage; high death rates; early employment. Place the periods they recall on a timeline. What periods of history are missing? (E.g. Much of the medieval, early modern and modern periods.) Can they think of ways in which we may find out about these periods? (E.g. writings, drawings, artefacts, films, photographs.) | LO: What do I already know about being a child in the past?  To collate work previously done on aspects of childhood. | | LO: How were children expected to work in the past?  To understand how children were expected to work from an early age in many past societies. | | LO: How much time did children have in the past to enjoy themselves?  To understand what leisure activities may have been available for children in the past. | | LO: Who believed in education for children?  To consider the nature and reasons for education at different times in the past. | | LO: Who do you think did most to improve the lives of children?  Investigate the contribution of three people to improving children’s lives. | | LO: Much better, A little better or no better?  To collate and present knowledge gained from this unit and determine how and when conditions improved for children. | | Continue to reflect on Memory book and use low stake questioning to embed into long-term memory. Continue learning following year B curriculum plan –  What was new about the new Stone Age?  How unpleasant was the Bronze and Iron Ages?  How much did the Ancient Egyptians achieve? | |
| **Success Criteria**  • I can recall a number of features of the lives of children.  • I can place some of the details of childhood on a timeline.  • I can compare aspects of children’s lives in the past with the present.  Link to  **NC**  [History](file:///\\pendeen-sch.local\shares$\StaffHomeFolders\csquires\My%20Documents\Desktop\History.docx) | | **Success Criteria**  • I can provide answers from historical sources. • I can identify the type of jobs children were expected to do at different times.  • I can compare the lives of children across different periods. | | **Success Criteria**  • I can identify how children might have enjoyed themselves in different periods of history.  • I can compare different leisure activities across two or more periods of history. • I can use sources to imagine how children in the past might have spent their leisure time. | | **Success Criteria**  • I can identify different types of schools in several periods.  • I can understand why education changed over time.  • I can use sources to piece together information about schooling in a particular period | | **Success Criteria**  • I can identify the contributions of three individuals.  • I can compare the contributions of three individuals.  • I can explain why the three individuals were able to contribute to improving the conditions of children | | **Success Criteria**  • I can prepare a brief re-enactment of a childhood scene for a particular historical period.  • I can identify some of the main changes affecting children over time.  • I can make a decision and justify it regarding how far things have improved for children. | |
| **Vocabulary:**  See previous year groups vocabulary | **Vocabulary:**  Age of majority, Adolescence, Childhood, Different types of schools, Extended family, Infant mortality rate, Legislation, Period labels, Philanthropist | | | | | | | | | | | | | |