

Subject: History	Year group: Year 3	Topic: Local History: House/Job of a resident e.g. Blacksmith	Initiation & activation activities: Cultural Capital
<p>Prior knowledge required: 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; 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; significant historical events, people and places in their own locality.</p>		<p>Vocabulary: Key Vocabulary: BC/AD, decade, ancient, century, timeline, period, Brits, settlers, settlement, invaders/invasion, conquer(ed), combat, archaeologists, excavate, evidence, similarities/ differences, information finding skills, historical information, historian, source, eye-witness account, source Challenging Vocabulary: specific reason, recent history, time difference, historical argument, point of view Topic Specific Vocabulary: locality, census, resident, community, Holywell, blacksmith, coal miner.</p>	
<p>Programme of Study: Year 3 & 4*</p> <p>Pupils should :continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study; note connections, contrasts and trends over time and develop the appropriate use of historical terms; regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance; construct informed responses that involve thoughtful selection and organisation of relevant historical information; understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this.</p> <ul style="list-style-type: none"> • Britain's settlement by Anglo-Saxons and Scots • the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor • a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 <p>Ancient Greece – a study of Greek life and achievements and their influence on the western world</p>			
Implementation:	Impact –lesson sequence:	Evaluations and assessments:	
<p>A local history study a depth study linked to one of the British areas of study a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)</p>			

<p>a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality</p> <p>Chronological understanding</p> <ul style="list-style-type: none"> • Can they plot recent history on a timeline using centuries? • Can they place periods of history on a timeline showing periods of time? • Can they use their mathematical skills to round up time differences into centuries and decades? <p>GD-</p> <ul style="list-style-type: none"> • Can they use their mathematical skills to help them work out the time differences between certain major events in history? • Can they begin to build up a picture of what main events happened in Britain/ the world during different centuries? <p>Knowledge and interpretation</p> <ul style="list-style-type: none"> • Can they explain how events from the past have helped shape our lives? • Do they appreciate that wars have happened from a very long time ago and are often associated with invasion, conquering or religious differences? • Do they know that people who lived in the past cooked and travelled differently and used different weapons from ours? • Do they recognise that the lives of wealthy people were very different from those of poor people? 		
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<ul style="list-style-type: none"> • Do they appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past? <p>GD-</p> <ul style="list-style-type: none"> • Can they recognise that people's way of life in the past was dictated by the work they did? • Do they appreciate that the food people ate was different because of the availability of different sources of food? • Do they appreciate that weapons will have changed by the developments and inventions that would have occurred within a given time period? • Do they appreciate that wealthy people would have had a very different way of living which would have impacted upon their health and education? <p>Historical enquiry</p> <ul style="list-style-type: none"> • Can they research two versions of an event and say how they differ? • Can they research what it was like for a child in a given period from the past and use photographs and illustrations to present their findings? • Can they give more than one reason to support an historical argument? • Can they communicate knowledge and understanding orally and in writing and offer 		
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<p>points of view based upon what they have found out?</p> <p>GD-</p> <ul style="list-style-type: none"> • Can they independently, or as part of a group, present an aspect they have researched about a given period of history using multi-media skills when doing so? 		
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- Remainder of the Programme of Study is taught in Years 5 and 6 at receiving middle school.