



Providing the rich soil that enables
our children to develop deep roots and flourish.

Immersion Curriculum: History Y3/4

At Amberley, each unit of history contains the key elements of: investigating and interpreting the past; build an overview of world history; understand chronology and communicate historically.



Intent:

For all learners to have...

- • An excellent knowledge and understanding of people, events, and contexts from a range of historical periods
 - The ability to think critically about history and communicate ideas confidently
- The ability to think, reflect, debate, discuss and develop a sense of curiosity, ask questions and take opportunities to undertake high-quality research across a range of history topics.
 - A passion for history and an enthusiastic engagement in learning

Impact:

The children of Amberley will understand and develop the traits and skills needed to become historians. They understand that history is a study of the past, and they aspire to act like historians in asking questions and finding things out. They will accumulate a knowledge base that will allow them to make links between different eras studied.

Implementation:

Focus		Milestone for end of Lower Key Stage 2 (Year 3/4)	National Curriculum Objectives: By the end of the Key stage 2
Roman Britain		<ul style="list-style-type: none"> • Use evidence to ask questions and find answers to questions about the past. • Describe the social, ethnic, cultural or religious diversity of past society. • Give a broad overview of life in Britain from ancient until medieval times. • Compare some of the time studied with those of other areas of interest around the world. • Use dates and terms to describe events. 	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> • the Roman Empire and its impact on Britain
Duration	Cycle		
2 weeks	A Term 1		
Making it Real		<p>Ongoing Milestones:</p> <ul style="list-style-type: none"> • Use appropriate historical vocabulary to communicate, including: dates, time period, era, change, chronology. • Place events, artefacts and historical figures on a time line using dates. • Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past 	<p>Key Vocabulary:</p> <p>Chronological, era/ period, BC (before Christ) /AD (Anno Domini), BCE (before the Common Era)/ CE (Common era), timeline, historical significance, archaeologist, artefact, evidence, source, empire, aqueduct, amphitheatre, slave, invasion, mosaic.</p> <p>Appropriate vocabulary will be selected from this list based on content.</p>
<p>Links to local Roman sites (Woodchester, Cirencester, Gloucester); identify on maps of local area; visit to Caerleon/ Chedworth Villa; visit from local archaeologist; handle and investigate historical artefacts/ replicas</p>			

Focus:		Milestone for end of Lower Key Stage 2 (Year 3/4)	National Curriculum Objectives: By the end of the Key stage 2
World War II		<ul style="list-style-type: none"> • Suggest suitable sources of evidence for historical enquiries. • Describe different accounts of historical event, explaining some of the reasons why the accounts may differ. 	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> • A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
Duration	Cycle	<ul style="list-style-type: none"> • Suggest causes and consequences of some of the main events and changes in history. 	
1 week	A Term 2	<ul style="list-style-type: none"> • Describe changes that have happened in the locality of the school throughout history. 	
Making it Real		Ongoing Milestones:	Key Vocabulary:
<p>War memorial, local evacuees'/ host families, photos of local area during war (bomb damage in Stroud, Cheltenham, Bristol) local historical records and photos, ration books, gas masks – real artefacts, lists of local families remembered.</p> <p>Coincide with Remembrance day</p>		<ul style="list-style-type: none"> • Use appropriate historical vocabulary to communicate, including: dates, time period, era, change, chronology. • Place events, artefacts and historical figures on a time line using dates. • Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past 	<p>Chronological, era/ period, BC (before Christ) /AD (Anno Domini), BCE (before the Common Era)/ CE (Common era), timeline, historical significance, archaeologist, artefact, evidence, source, evacuation, evacuee, ration, air raid, shelter, gas mask, bomb, Blitz, Hitler, Nazi, Germany, allies, Europe.</p> <p>Appropriate vocabulary will be selected from this list based on content.</p>

Focus:		Milestone for end of Lower Key Stage 2 (Year 3/4)	National Curriculum Objectives: By the end of the Key stage 2
Local History		<ul style="list-style-type: none"> • Understand the concept of change over time, representing this, along with evidence, on a time line. • Suggest suitable sources of evidence for historical enquiries • Describe changes that have happened in the locality of the school throughout history. • Place events, artefacts and historical figures on a time line using dates 	Pupils should be taught about: <ul style="list-style-type: none"> • A local history study
Duration	Cycle		
2 weeks	A Term 6		
Making it Real		Ongoing Milestones:	Key Vocabulary:
<p>What has changed in our local area? What impact has it had on local people/ settlements etc.?</p> <p>Look at real photos, records, accounts etc. from the area.</p>		<ul style="list-style-type: none"> • Use appropriate historical vocabulary to communicate, including: dates, time period, era, change, chronology. • Place events, artefacts and historical figures on a time line using dates. • Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past 	<p>Chronological, era/ period, BC (before Christ) /AD (Anno Domini), BCE (before the Common Era)/ CE (Common era), timeline, historical significance, archaeologist, artefact, evidence, source.</p> <p>Appropriate vocabulary will be selected from this list based on content.</p>