



**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 |
|--|-------|--|--|
| Stone to Iron age | | <ul style="list-style-type: none"> • Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history • Give a broad overview of life in Britain from ancient until medieval times • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. • Understand the concept of change over time, representing this, along with evidence, on a time line | <p>Pupils should be taught about:</p> <p>Changes in Britain from the Stone Age to the Iron Age.</p> |
| Duration | Cycle | | |
| 2 weeks | B | | |
| Making it Real | | Ongoing Milestones: | Key Vocabulary: |
| <p>Visit from archaeologist</p> <p>Look at news reports of archaeological finds</p> <p>Virtual museum visits</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. | <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, tribe, settlement.</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 |
|--|--------------|---|---|
| Ancient Egypt | | <ul style="list-style-type: none"> • Use evidence to ask questions and find answers to questions about the past. • Compare some of the time studied with those of other areas of interest around the world. • Use dates and terms to describe events. • Describe the social, ethnic, cultural or religious diversity of past society. | <p>Pupils should be taught about:</p> <p>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.</p> |
| Duration | Cycle | | |
| 2 weeks | B | | |
| Making it Real | | Ongoing Milestones: | Key Vocabulary: |
| <p>Link to novels such as Secrets of a Sun King by Emma Carroll</p> <p>Look at news reports of archaeological finds</p> <p>Virtual museum visits</p> | | <ul style="list-style-type: none"> • Use computing skills to a good standard in order to communicate information about the past. • Place events, artefacts and historical figures on a time line using dates. • Use appropriate historical vocabulary to communicate, including: dates, time period, era, change, chronology. | <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, pyramid, Egypt.</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 |
|--|-------|--|---|
| WW1 | | <ul style="list-style-type: none"> Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. Suggest causes and consequences of some of the main events and changes in history. Use more than one source evidence for historical enquiry in order to gain a more accurate understanding of history. 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 local history study a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 |
| Duration | Cycle | | |
| 1 week | B | | |
| Making it Real | | <p>Ongoing Milestones:</p> <ul style="list-style-type: none"> Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past. Place events, artefacts and historical figures on a time line using dates. Use appropriate historical vocabulary to communicate, including: dates, time period, era, change, chronology. | <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, ration, gas mask, bomb, Nazi, Germany, allies, Europe.</p> <p>Appropriate vocabulary will be selected from this list based on content.</p> |
| <p>Look at the impact of WW1 on the local community and in nearby towns and cities.</p> <p>Use real accounts</p> | | | |