



Knowledge Progression



Year 3/4 History – Powerful Leaders – Who Are They and How Did They Shape History?

	Chronological Understanding TERM:	The Ancients TERM:	Historical Enquiry Skills TERM:	Local History TERM:
Key Vocabulary	Stone Age, Palaeolithic, Mesolithic, Neolithic, prehistoric, ancestor, dwellings, settlements, timelines, chronology, BC/AD, weapons, tools, hunter, gatherer, Stonehenge, Skara-Brae, Tribe, Nomad, Bronze/Iron, Roundhouse, Hillfort, Smelting, Domesticate, chronological order, time period, years, BC (Before Christ)/AD (Anno Domini) BCE (Before Common Era) ACE (After Common Era) CE (Common Era), past, present, timeline, before, after, era, change, years, centuries, reigned, significant, events, developments, continuity Boudicca, Roman, Conquer, empire, aqueduct, centurion, emperor, chariot, invasion, minerals, Hadrian's Wall.	Ancient civilisations, Zeus, Hera, Poseidon, Athena, Ares, Ancient Egypt, Ancient Sumer, democracy, Acropolis, Parthenon, marathons, Olympics, citizen, Egyptians, resources, tombs, pyramids, pharaoh, scarab, amulet, canopic jar, sarcophagus, mummification, hieroglyphics, sphinx, Ankh, artefacts, gods, goddesses, Africa, River Nile, desert, hieroglyphics, priests, nobles, merchants, scribes, artisans, farmers, peasants, slaves, tomb, The Nile, Ancient vs Modern, Tutankhamun, Cleopatra, Ramses II, AMUN-Ra "The Hidden One", MUT "The Mother Goddess", OSIRIS "The King of Living", ANUBIS "The Divine Embalmer", RA "The God of Sun & Radiance", HORUS "God of Vengeance", THOTH "God of Knowledge and Wisdom".	similarities, differences, compare, reason, importance, resources, Stone Henge, dwellings, materials, significance, jewellery, clothing, status, hierarchy, colony, civilisations, priests, nobles, merchants, scribes, artisans, farmers, peasants, Resistance, sources, legacy, importance, first hand evidence, second hand evidence, oral history, documented, religion, civilisation, this suggests, perhaps, significance, could be, impact, maybe, Resistance, sources, legacy, importance, first hand evidence, second hand evidence, oral history, documented, religion, civilisation, this suggests, perhaps, significance, could be, impact, maybe, archaeology, biased, continuity, change, cause, consequence.	Roman Road, Gislic, settlement, century.
Previous knowledge/ Learning	<p>In KS1, our children will:</p> <p>H1 - Know that the toys their grandparents played with were different to their own. These toys didn't usually require electricity and technology was not as advanced. Their grandparents wouldn't have played with tablets or computers. Lots of toys that that were played with at the time required them to use more imagination and creativity.</p> <p>H2 - Know about the evolution of British toys and order these using a timeline.</p> <p>H3 - Organise several British artefacts (toys) by age, beyond living memory. Answering the questions: Which things are old and which are new? What were they used for? What do we use now?</p> <p>H4 - Study how technological advancements changed national life for children. They will know that the toys that our grandparents played with didn't usually require electricity like ours (e.g. clockwork toy car vs remote-control car). They wouldn't have played with tablets or computers. They would have relied on imagination – playing made up games, climbed trees and played sports.</p> <p>H5 - Name some of the toys that were played with during the time of the Ancient Egyptians (a historical period that will be studied more fully in Y3/4).</p>	<p>In KS1, our children will:</p> <p>H6 - Know about events (Great Fire of London and Moon Landing) from long ago, even before their grandparents were born.</p> <p>H7 - Know that on the 2nd September 1666, a fire broke out at a baker's home on Pudding Lane in London. A maid had forgotten to put out the ovens the night before. Over four days, the fire destroyed 80% of the city. Most of what we know about the fire comes from the diary accounts of Samuel Pepys. Over 13,000 homes were destroyed and over a million people were left homeless. As a result of the disaster, the centre of London was redesigned and rebuilt with widened streets and buildings made of stone and brick.</p> <p>H8 - Know that children's lives today are different to those of children a long time ago, during the Great Fire of London.</p> <p>H9 - Know that on 16 July 1969, the American Apollo 11 space mission was launched from the Kennedy Space Centre. On board were three astronauts – Neil Armstrong, Michael Collins and Edwin 'Buzz' Aldrin. Four days later, on 20 July 1969, the eagle lander touched down on the Moon's surface in an area known as the Sea of Tranquillity. Neil Armstrong was the first to leave the lander and set foot on the moon. This historic moment was marked by Neil Armstrong's memorable speech: "One small step for man, one giant leap for mankind". The moment was broadcast live on TV and watched by approximately 600 million people around the world. Together they spent two and half hours exploring and performing experiments, as well as collecting rock samples and soil to bring back to Earth. They returned to Earth as heroes on 24 July 1969.</p>	<p>In KS1, our children will:</p> <p>H10 - Know that Florence Nightingale (1820-1910) was a nurse who was sent to a military hospital in Scutari during the Crimean War. Appalled by the terrible conditions, Florence set about improving both the environment and the care that the soldiers' received. Her devotion and concern for their welfare won her much acclaim – she became fondly known as the 'Lady with the Lamp'. When she returned to England, Florence continued to campaign for better standards in hospital care and set up the first training schools for nurses. She was awarded Red Cross by Queen Victoria.</p> <p>H11 - Understand that Mary Seacole could not be a nurse during the Crimean War because she was black (war office decision). Know that she used her own money to set up British Hotel (only 2 miles away from war – brave) and make her own herbal medicines because she agreed with Florence Nightingale that soldiers were not getting properly cared for. Soldiers wrote about her, leading to fame and she was awarded a Crimean medal.</p> <p>H12 - Know that Edith Cavell (1865-1915) was a British nurse who gave up her life to help injured soldiers of all nationalities during World War One. She also helped soldiers to escape from German soldiers who were looking to capture and imprison them. She was arrested for this and the Germans ordered Edith to be shot as punishment. Edith is still remembered today for her courage and compassion.</p> <p>H13 - Know about a famous person from outside of the UK (Neil Armstrong) and explain why they are famous.</p>	<p>In KS1, our children will:</p> <p>H14 - Know that the local area is different to the way it used to be a long time ago.</p> <p>H15 - Know about famous people and famous places (Michael Corbett, Harry Ramsden, Abraham Moon) from their locality (Guiseley/ Menston) and explain why they are famous</p>
N.C. Objectives	<p>1. To include:</p> <ul style="list-style-type: none"> - Stone age to Iron age - Romans - Anglo-Saxons - Vikings 	<p>1. Understand Greek life and their influences on the western world. Cover each of the following and then choose one to look at in depth: Ancient Egypt, Ancient Sumer, Indus Valley, Shang Dynasty.</p>	<p>1. Understand historical concepts such as continuity and change, cause and consequence, similarity and difference and significance.</p>	<p>1. A local study linked to one of the periods of time studied under chronology: or, 2. A local study that could extend beyond 1066.</p>



Knowledge Progression



Year 3/4 History – Powerful Leaders – Who Are They and How Did They Shape History?

Chronological Understanding

The Ancients

Historical Enquiry

Local History

Key Knowledge – what do we want our children to know before they leave our year group?

POWERFUL KNOWLEDGE:
OUR CHILDREN WILL:

STONE AGE-
H1 - Know how Britain changed between the beginning of the Stone Age and the Iron Age (studying three periods: Palaeolithic, Mesolithic, Neolithic and how housing, sourcing of food, advances in tools and weapons shaped this), identifying the main differences between the Stone (3000 BC), Bronze (2100 BC) and Iron (750BC) Ages (religion, technology, travel, Stonehenge).
H2 - Know what is meant by hunter-gatherers and what Skara Brae is.
H3 - Know how Britain changed from the Iron Age to the end of the Roman occupation whilst placing the Stone Age and the Romans on a timeline, understanding the concept of BC and AD

ROMANS –
H4 - Know why the Romans invaded Britain in 43AD.
H5 - Know how the Roman occupation (weaponry and how they conquered: Claudius’ conquest and Hadrian’s Wall) of Britain helped to advance British society e.g. how it impacted upon British technology, culture and beliefs and why they settled in York.
H6 - Know how there was a resistance to the Roman occupation and know about Boudica (61AD).
H7 - Know about and timeline the life of Julia Caesar, a famous Roman emperor.

HOW DOES THIS LOOK AT TRANMERE?

Cycle 1 – Scavengers and Settlers:

- Children to rotate around 4 activities (making a shelter, making a fire, a scavenger hunt and talking pictures) to learn what is meant by hunter-gatherers and focus on how human’s basic needs would have been met for early hunter-gatherers.
- Organise Tempus Fugit to come into school to allow children to learn more about life for early humans.
- Research the major differences between the Stone Age, Bronze Age and the Iron Age and present findings during an exhibit for parents.
- Order events on a Stone-Age to Iron-Age class display timeline.
- Children learn about a European Stone Age settlement known as Skara Brae situated in the Orkney Islands. Write a story/tourist guide based on an imaginary experience of traveling back in time to the Skara Brae settlement.

Cycle 2 – Romans:

- Discuss why the Romans wanted to come to Britain e.g. lead, minerals, wealth, trade, prestige etc. Complete a sheet detailing why the Romans wanted to invade.
- Use piece of string, pegs and images to construct class timeline of Stone Age and the Roman period.
- Write a biography of Boudicca, writing a brief description of what she was like, bearing in mind different accounts contradict each other. Look at differences in images of her – Roman vs Celtic vs real.
- Compare and contrast soldiers – Romans vs Celts, e.g. better armour, better tactics, forts, etc.
- Discuss Roman vs Celts armour and march, the Roman road 72b, in tortoise formation having made shields and helmets.
- Use research skills to find out about Julius Caesar and create a timeline of his life.
- Visit to Murton Park, a hands-on activity trip, to experience the daily life of a Roman soldier.
- As a class, form a concept map using what we have learnt about Romans under headings: food, clothes, homes, entertainment, daily life, etc.

POWERFUL KNOWLEDGE:
OUR CHILDREN WILL:

GREEKS –
H8 - Know the main characteristics of the Athenians and the Spartans. (rulers, lifestyles – creativity vs obedience)
H9 - Know about the influence the gods had on Ancient Greece (Zeus, Hera, Poseidon, Athena, Ares)
H10 - Know at least five sports from the Ancient Greek Olympics (776BC – first games).
H11 - Know how the Greek’s lived (democracy, art, culture, clothing) and how they influenced the western world.

EGYPTIANS –
H12 - Know about and can name some of the advanced societies that were in the world 3000 years ago (Ancient Egypt – 3100BC, Shang Dynasty)
H13 - Can place the Egyptians on a timeline and understand the concept of BC and AD
H14 - Study the political hierarchy and how roles were defined. Specific focus on Pharaohs. Compare the approaches of: Tutankhamun, Cleopatra and Ramses II.
H15 - Study the religious beliefs and rituals (mummification) common during the time.
H16 - Know about the clothing and jewellery and how it differed based upon status.
H17 - Know about the housing from this period – what they were built from. How they were laid out?
H18 - Know about the pyramids: how they were constructed (The first Pyramid structure of Saqqara 2700BC), what each of the chambers and quarters were for.

HOW DOES THIS LOOK AT TRANMERE?

Cycle 1 – Greeks:

- Children will learn how Ancient Greece was divided up into ‘city-states’, each with its own laws and armies. They will draw contrasts between two of the most powerful city-states, Athens and Sparta, and use their knowledge to develop a balanced argument about which one they would prefer to live in. OR. Split the class in half, each half will be investigating either Athens or Sparta. Children to research facts about their state, followed by a debate ‘Which is the greatest city state: Athens or Sparta?’
- Learn about Greek myths and write their own.
- Create a diary of Alexander the Great after he conquered.
- Children to work in groups to put together an ‘Interview’ with a God/Goddess. Within the group, they will need people who are willing to act as Gods, people who are willing to act as the interviewer, camera men, and writers/researchers/directors. Children to create own god.
- Children make a sample 5-day Olympic Programme to show the balance of sporting, religious and social activities before taking part in a Classroom Olympic Games of their own, complete with a winner’s ceremony.

Cycle 2 – Temples, Tombs and Treasures

- Using the playground, children practically place Ancient Egypt, Ancient Sumer, Indus Valley and Shang Dynasty on a timeline, understanding the concept of BC and AD.
- Children to find out about Ancient Egypt, Ancient Sumer, Indus Valley and Shang Dynasty through a scavenger hunt, sorting facts and relics into the correct categories.
- Compare Sumerian Civilisation to Ancients Egypt and modern day.
- Mummify a tomato. Discuss/debate mummification and the afterlife and how these routines have changed.
- Visit Leeds City Museum where children can step into the tomb of the museum’s mummy, handle real Ancient Egyptian treasures and mummify Suny the Egyptian boy.
- Research Ancient Egyptian daily life for children/housing and create/paint a believable family/child profile with a high level of detail. Children to choose different status families and present these to the rest of the class.
- Divide the class up and create a timeline, populated by biographies, of the most significant rulers as a class display.
- Learn about the construction and organisation of the pyramids and sequence in groups the order of operation to build a pyramid.
- Find out about the different gods that the Ancient Egyptians worshipped. Create/fill in a table to show the important facts about each one. Learn to write in Hieroglyphics and chalk a message to the gods.

POWERFUL KNOWLEDGE:
OUR CHILDREN WILL:

H19 - Summarise how Britain may have learnt from other countries and civilisations.
H20- Research what it was like for children in a given period of history and present findings to an audience.
H21 - Know that historic items and artefacts have been used to help build a picture of what life was like in the past (specific focus – culture and leisure).
H22 - Know about the impact that one period of history had on the world.
H23 - Pose their own questions about periods of history.
H24 - Understand how there are different accounts of history based upon the author and their perspective.

HOW DOES THIS LOOK AT TRANMERE?

- Covered in Romans – roads.
- See The Ancients, Egyptians, point 6.
- Covered in Scavengers and Settlers, exploring cave paintings.
- Covered in Greeks.
- See Local History, point 2.
- See Chronological Understanding, Romans, point 3.

POWERFUL KNOWLEDGE:
OUR CHILDREN WILL:

H25 - Find out about the history of Guiseley, knowing how their locality has been shaped by what happened in the past.
H26 - Know that a Stone Age axe was discovered in the Church yard.
H27 - Know that a Roman road (72b) runs over Guiseley moor.
H28 - Know that the name "Guiseley" is thought to derive from a Saxon name Gislic coupled with ley which means glade or clearing in a wood, so we have Gislic's glade or Guiseley.
H29 - Know that the first settlement begun by Gislic would have been near the spring which is now called Guiseley Wells.
H30 - Know that the tower of Guiseley Church was built in the 15th Century.
H31 - Know that the first school was built in 1592.

HOW DOES THIS LOOK AT TRANMERE?

- Look on Google Maps. Look at the world. Where is Europe? the UK? Yorkshire? West Yorkshire? Leeds, Guiseley and Tranmere? Look at aerial photographs of Guiseley over time.
- Invite Jacob Phillips (Theatre Director) or someone from Aireborough Historical Society to come in to speak to the children about the history of Guiseley in the 60s and 70s. Children will need to prepare questions that they would like answers to (changes, causes of change, similarities, differences, significance).
- Class to go on a walking tour of Guiseley. Children will visit Guiseley Well and Guiseley Church and will learn about key information (PK) along the way.
- Ask pupils to create a timeline of the key events/changes (retail parks, housing estates, Silver Cross) over time in Guiseley, using photos and information to summarise all that they have learnt.