

**Whitefield Primary School – Long Term Plan – Year 3/4**

**History**

NC KS2: <ul style="list-style-type: none"> <li>• Pupils should develop a <u>chronological</u> secure knowledge and understanding of British, local and world history.</li> <li>• Address historically valid questions about <u>changes</u>, <u>cause</u> and <u>similarities</u>, <u>difference</u> and <u>significance</u></li> <li>• Understand how knowledge of the past is constructed from a <u>range of sources</u> and that different version of the past may exist.</li> </ul>					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
				<p><b><u>What did Britain look like after WWII?</u></b>                      A local history study</p> <ul style="list-style-type: none"> <li>• A study of time tracing how several aspects of national history are reflected in the local history (post 1066)</li> </ul> <ol style="list-style-type: none"> <li>1. <b>WOW – music/disco. Look at music, food, fashion now. How do we think this has developed?</b>                      Research task – children speak to parents/grandparents to find out trends from earlier decades.</li> <li>2. Start with a time line marked.                      Children label with decades – 50's, 60's, 70's, 80's, 90's, 00's.                      Identify key changes in Britain since the end of the war.</li> <li>3. What was life like in 1950's?                      Study, home life, work life, technology, population and popular</li> </ol>	<p><b><u>Who are the Anglo Saxons?</u></b>                      Britain Settlement by Anglo Saxons and Scots:</p> <ul style="list-style-type: none"> <li>• Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire</li> <li>• Scots invasions from Ireland to north Britain (now Scotland)</li> <li>• Anglo-Saxon invasions, settlements and kingdoms: place names and village life</li> <li>• Anglo-Saxon art and culture</li> <li>• Christian conversion – Canterbury, Iona and Lindisfarne</li> </ul> <ol style="list-style-type: none"> <li>1. <b>WOW – visit by the Anglo Saxon (Hrothgar – Tatton Park Visit)</b></li> <li>2. Where did the Anglo Saxons come from and why?</li> <li>3. Where did they settle (kingdoms) and why? Who the ruled the Kingdoms? Look at names and link to current</li> </ol>

				<p>culture. Place significant events on the timeline.</p> <p>4. What was life like in the 1960's. Compare/contrast and identify continuity and change between decades. Study the 'swinging sixties' and the significance of Mersey Beat, the Beatles etc on popular culture in Liverpool and what impact it had on the world. Identify how the population was changing. Place significant events on the time line.</p> <p><b>Visit to Museum of Liverpool-1960's Classroom activity.</b></p> <p>5. Investigate the economic changes in the 1970's and 'the winter of discontent'. Identify significant people that shaped 1970's Britain both politically and in popular culture. Add key events to the timeline.</p> <p>6. Research the significance of Prime Minister Margaret Thatcher and the impact of her policies on Britain. Identify</p>	<p>counties.</p> <p>4. What was village life like? Continuity and change with previous invaders/settlers?</p> <p>5. Who was Alfred the 'Great'? Was he 'Great'?</p> <p>6. Who was Athelstan?</p> <p>7. What/who did they worship? Did Christianity survive? How?</p> <p>8. What was the significance of Sutton Hoo? Role of archaeology in finding out about the past.</p> <p>9. How do we know about the past? Identify sources of information (artefacts, internet, written sources, artwork) which ones are the most reliable?</p> <p>10. Using replica artefacts - how reliable are they? What can we learn from them?</p> <p>11. In conclusion answer the</p>
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				<p>similarities and differences between 1980's and 1948.</p> <p>7. Study the similarities/differences between 1960's and 1990's. Compare/contrast popular culture-The rise of 'Brit Pop'. Tony Blair as Prime Minister. The launch of the World Wide Web. Place significant events on the time line.</p> <p>8. 2000's - A new millennium begins. The rise of social media and the use of the iphone. Identify significant technological inventions.</p> <p>9. In conclusion summarise how life has changed since the end of the war.</p> <p>10. Dance teacher to create dance show - dance through the ages. parents invited.</p>	Enquiry Question.
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Chronological understanding

Can they use words and phrases: century, decade, BC, AD, after, before, during?

Can they place periods of history on a timeline showing periods of time?

### Knowledge and interpretation

Can they identify key changes in attitudes beliefs and actions in Britain after the war?

Can they understand that studying a period of history within living memory means there a great amount of primary and secondary evidence that can be used.

Can decide on suitability of sources of information?

Can they identify that events are open to many interpretations?

Do they know that people who lived in the past cooked and travelled differently?

Can they identify continuity and change over a series of decades?

Can they identify the contribution Liverpool and Merseyside made to popular culture in the 1960's and compare it to popular culture in 1990's

Can they identify key features, sequence and duration of different societies that came to Britain?

Why did they come to Britain and how did they get there?

Specialist vocabulary and terminology related to specific periods of time;

Why did they come to Britain and move away from where they were born?

The reasons for the arrival of the Saxons, Vikings and Scots; Differences in reasons for migration between Saxons and Vikings and between these societies and today

What kind of people were they?

How do we know about the Saxons, Vikings and Scots and the use that can be made of the available evidence; the characteristic features of different groups within different societies?

What challenges did they face in establishing settlement? The early settlers and how they overcame them; How the arrival of these societies might be interpreted differently.

The key events associated with the raids; Why Vikings caused so much fear; How were the Vikings able to succeed; Saxon responses; Whether there are any similarities with today.

The nature of the conflict between Saxons and Vikings; The contribution made by Alfred; The changing relationship between Saxons and Vikings including how and why the pendulum swung to and fro; the state of Britain on the eve of the Conquest.

Do they appreciate how items found belonging in the past are helping us to build up an accurate picture of how people lived in the past?

Was there much difference in the lives led by Saxons and Vikings? What did they eat? The key features and differences about life in Saxon and Viking times; Attitudes and values held by Saxons and Vikings; The role of different groups and sections of the population; To make informed judgements about the quality of life for different groups.

How important was religion to the Saxons and Vikings? The nature of religious life when the Saxons and Vikings first arrived; The nature of and reactions to the reintroduction of Christianity; How and why Christianity spread? Appropriate terminology related to religious life.

How far can we trust surviving evidence about the Saxons and Vikings?

### Historical enquiry

Do the pupils know the difference between primary/secondary sources of evidence?

Can they use documents, printed sources, the internet, pictures, photos, artefacts, visits to collect information about the past? Can they select appropriate sources of evidence to answer questions? Can they research two versions of an event and say how they differ?

Can they research what life was like during the 'swinging sixties' especially in Liverpool?

What was life like for an 11 year old Anglo- Saxon?

Can they research what it was like for a child in a given period from the past using illustrations etc. to display findings?

### Organisation and communication

Can they communicate their knowledge and understanding orally and in writing and offer viewpoints based on what they have found out? Can they use their mathematical skills to round up time differences into centuries and decades? Can they use dates and terms correctly? Can they use their mathematical skills to round up time differences into centuries and decades? Can they use data handling skills to present information? Can they use subject specific words such as monarch, settlement, invader,?