

## History - Medium term planning – Year 3/4

Term	Learning questions	Products	Key Vocab		National Curriculum
Autumn A <b>Viking</b>	<ul style="list-style-type: none"> <li>Who were the Vikings?</li> <li>What were Viking raids?</li> <li>What was Danelaw?</li> <li>What was life like in Viking Britain?</li> <li>How did England become a unified country?</li> <li>How was Britain conquered between 950AD and 1066?</li> </ul>	Forest school raid  Exploration of Danelaw treaty and a balanced argument  Invasion map  Debate- who was the better king?	Viking Raid Danelaw Conquered Harold Hadrada Erik Bloodaxe Guthrum Alfred the Great Athelstan William the Conqueror	Scandinavia Explorers Colonised Evidence Raid Accounts Seaborne Navigation Symmetrical Reputation Volatile Descendant	To understand Vikings as a coherent, chronological narrative looking at how people's lives have shaped this nation and how Britain has been influenced by the wider world
Spring A <b>Romans</b>	<ul style="list-style-type: none"> <li>How did the roman empire become so powerful?</li> <li>Who was Julius Caesar?</li> <li>What was Britain like before the romans?</li> <li>How did the romans conquer Britain?</li> <li>Why did Boudicca lead a revolt against the romans?</li> <li>How did the romans change Britain?</li> </ul>	Biography of Julius Caesar  Compare difference between the romans and Celtic army  Storyboard of Boudicca's revolt  Powerpoint of how romans changed Britain	Rome Republic Julius Caesar Dictatorship Conquer Empire Iceni tribe Aqueduct Road Government tax	Turmoil Frontiers Territory Constitution Dictator Assassinated Territory Economy Importing Exporting Properous Acknowledged Emperor Sanitation Resistance Archaeologists Preservation Erosion Mosaics Construction architects	To understand Romans as a coherent, chronological narrative looking at how people's lives have shaped this nation and how Britain has been influenced by the wider world  To understand the methods of historical enquiry including how evidence is used rigorously to make historical claims and discern how and why contrasting arguments and interpretations of the past have been constructed
Summer A <b>Once Upon a Time</b>	<ul style="list-style-type: none"> <li>In 1066 who was the rightful heir to the throne?</li> <li>Who was responsible for the death of</li> </ul>	Argument for the better king – speech  Debate/trial for the death of Thomas Beckett	Heir King Throne Reformation Monarchy		To understand historical concepts such as continuity and change, cause and consequence, similariy, difference and significance and use them to make connections, draw contrasts, analyse

	<p>Thomas Beckett? Who was the worse king – Richard 1 or John?</p> <ul style="list-style-type: none"> <li>In what ways was Edward 1 a great and terrible king?</li> <li>How did Henry VIII initiate a reformation?</li> <li>Was Elizabeth 1 weak and feeble?</li> </ul>	For and against table for Edward 1	Taxes Succession		trends, frame historically valid questions and create their own structured accounts including written narratives and analyses
Autumn B <b>The Stone Age</b>	<ul style="list-style-type: none"> <li>How do we know about prehistoric humans?</li> <li>What were the different periods of the stone age?</li> <li>What are the similarities and differences between these periods?</li> <li>What can artefacts from the stone age tell us about people who lived in the period?</li> <li>What was life like in a Neolithic settlement?</li> <li>How did the bronze age change how humans live?</li> </ul>	<p>Timeline of different periods Timeline of evolution and dates Comparison between different periods</p> <p>Label artefacts</p> <p>Explanation of how life today was shaped by early humans</p>	<p>Neanderthal Early human Bronze age Stone age Iron age Prehistoric Homo sapiens Homo erectus Neolithic Mesolithic Paleolithic</p>	<p>Stone Age Ancestors Consequences Climate Nomadic Communal Historical sources Archaeologists Identities Nomadic Density Scavenging Technology Migrate Permanent Predators Sophisticated Preoccupied Processions C.</p>	To know and understand the history of these islands as a coherent, chronological narrative from the earliest times to the present day
Spring B <b>Ancient China</b>	<ul style="list-style-type: none"> <li>Who was the first emperor of China?</li> <li>What was the Shang Dynasty?</li> <li>What impact did the Great Wall of China have on the country?</li> <li>What are the Chinese inventions and when were they made?</li> </ul>	<p>Shang Dynasty family tree</p> <p>Timeline of inventions Timeline of the rulers of China and how they influenced the country</p> <p>Terracotta warriors research</p>	<p>Shang Bronze Oracle Bone Nobles Artisans Dynasty Warlords Emperor Pagoda</p>	<p>Influential Fertile Irrigation Immortality Rituals Decipher Archaeologists Canopic jars Sarcophagus Mummy Temples</p>	To know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and disolution of empires; characteristic features of past non-European societies; achievements and foibles of mankind

	<ul style="list-style-type: none"> <li>How have Chinese inventions shaped the world we live in?</li> </ul>			Engineering Architects Commemorate Achievements Afterlife Preserve Essential Embalmed Eternity Pharoah	
Summer B <b>Robots</b>	<ul style="list-style-type: none"> <li>What was technology in England and Japan like 100 years ago?</li> <li>What is technology in England and Japan like now?</li> <li>How has technology changed the way we live?</li> </ul>	Comparison then and now – collage of items  Timeline of advances in technology (item specific eg: phones, computer and AI in cars)	Technology Advances Engineering Revolution Modern Artificial intelligence	To understand the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history	