



## History Programme of Study – Year 3 and 4 Cycle A



<b>Autumn</b> <b>Spectacular Superheroes</b> <b>A Little Bite</b>	<b>Spring</b> <b>Tomb Raider</b> <b>Mighty Rivers and Marvellous Egypt</b>	<b>Summer</b> <b>It's Not Fair</b> <b>The Vyne</b>
<p>Pupils continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They note connections, contrasts and trends over time and develop the appropriate use of historical terms. They regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They construct informed responses that involve thoughtful selection and organisation of relevant historical information. They understand how knowledge of the past is constructed from a range of sources.</p>		
	<p>Pupils are taught about:</p> <ul style="list-style-type: none"> <li>the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a deep study of Ancient Egypt</li> </ul>	<p>Pupils are taught about:</p> <ul style="list-style-type: none"> <li>a local history study</li> <li>a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality</li> </ul>



## History Programme of Study – Year 3 and 4 Cycle B



<b>Autumn</b> <b>Howls, Growls and Roars</b> <b>We are not amused</b>	<b>Spring</b> <b>Visits, Visions and Visitors</b>	<b>Summer</b> <b>Perfect Plants</b> <b>Vikings</b>
<p>Pupils continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They note connections, contrasts and trends over time and develop the appropriate use of historical terms. They regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They construct informed responses that involve thoughtful selection and organisation of relevant historical information. They understand how knowledge of the past is constructed from a range of sources.</p>		
<p>Pupils are taught about:</p> <ul style="list-style-type: none"> <li>• a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066</li> <li>• the changing power of monarchs using Queen Victoria as a case study</li> <li>• a significant turning point in British history, for example the first railways</li> </ul>	<p>Pupils are taught about:</p> <ul style="list-style-type: none"> <li>• a local history study</li> <li>• a study over time tracing how several aspects of national history are reflected in the locality</li> </ul>	<p>Pupils are taught about:</p> <ul style="list-style-type: none"> <li>• Britain’s settlement by Anglo-Saxons and Scots</li> <li>• Anglo-Saxon invasions, settlements and kingdoms, place names and village life</li> <li>• Anglo-Saxon art and culture</li> <li>• the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</li> <li>• Vikings raids and invasion</li> <li>• resistance by Alfred the Great and Athelstan, first kind of England</li> <li>• further Viking invasions and Danegold</li> <li>• Anglo-Saxon laws and justice</li> <li>• Edward the Confessor and his death in 1066</li> </ul>