

History Curriculum 2025/26 – Years 3 & 4

	Autumn 1	Autumn 2
Topic	No Focus	<p>Britain's settlement by Anglo-Saxons and Scots - <i>What changes did the Anglo Saxons bring to Britain? Invasion and Settlement. Conflict. Beliefs, Religion and Culture. British Value - Tolerance of those of different faiths and beliefs.</i></p> <p>Children will learn about Britain's settlement by Anglo-Saxons and Scots and the way of life during Anglo Saxon times. Children will explore evidence and artefacts to develop clear narratives and ask historically valid questions. They will look at the Anglo-Saxon Chronicle and begin to think about the reliability of written sources. They will look in depth at the Sutton-Hoo burial site and how this evidence can be used to develop understand about what was important to people from the past. They will also learn how Christianity became more common in Britain.</p>
		<p>Prior Learning and Sticky Knowledge</p> <p>Castles (KS1)</p> <ul style="list-style-type: none"> • Know that Sandal Castle is a ruined medieval castle in Wakefield. • Know that Pontefract Castle is a castle ruin in Pontefract. <p>Romans (Year 3)</p> <ul style="list-style-type: none"> • Know that the Roman army built an Empire across Europe and decided to invade Britain. • Know that Julius Caesar attempted to invade Britain unsuccessfully and Emperor Claudius successfully invaded Britain. <p>Iron Age (Year 3)</p> <ul style="list-style-type: none"> • Know that people, called the Celts, lived in different clans and tribes and learned to use iron to make tools and weapons. • Know that tribes fought against each other and many people lived in hill forts to protect themselves.
Know & Do		<p>Chronological Understanding</p> <ul style="list-style-type: none"> • Use a timeline to place historical events in chronological order - Romans army left Britain unguarded; Arrival of Jutes, Angles and Saxons; Anglo-Saxons control most of Britain; First recorded Viking attack in Dorset. <p>Knowledge & Understanding of Events, People and Changes in the Past</p> <ul style="list-style-type: none"> • Use evidence to describe the way of life of the Anglo Saxons (artefact box). • Show knowledge and understanding by describing features of Anglo Saxon society. • Know that there was conflict in Britain between Celtic tribes, the Picts and the Scots. • Know that Anglo-Saxons took control of Britain and ruled over different kingdoms. • Know that Anglo Saxon tribes were led by a warrior chief. • Know that a successful leader became 'cyning' (King) and that each king ruled a kingdom. • Know that Alfred the Great was one of the most famous Anglo-Saxon kings. • Know that Alfred the Great made peace with the Vikings so that tribes settled down to live together. • Use evidence found at the Sutton-Hoo burial site to describe what was important to people from the past (wealth and traditions of Anglo-Saxon kings). • Know that no one knows for certain who was buried at the Sutton-Hoo burial site. • Use evidence found at the Sutton-Hoo burial site to identify some ideas and beliefs of the Anglo-Saxons - Christianity and Paganism. • Know that the Anglo Saxons were Pagans, and had their own gods, beliefs and superstitions. • Know that St Augustine arrived in Britain from Rome and converted the Anglo-Saxon kings and their people to Christianity. • Know that Pagan temples were turned into churches and more churches were built in Britain. <p>Historical Interpretation</p> <ul style="list-style-type: none"> • Explore the idea that there are different accounts of history (Anglo Saxon Chronicle). • Know that the Anglo-Saxon Chronicle is a collection of written records created during the reign of Alfred the Great. • Give reasons why there may be different accounts of history, considering some simple reasons why the Anglo Saxon Chronicle may be unreliable. <p>Historical Enquiry</p> <ul style="list-style-type: none"> • Use sources to collect information about the past – e.g. The Anglo-Saxon Chronicle, accounts of raids, Sutton-Hoo burial site, coins, jewellery, tools and other artefacts. • Ask questions such as 'how did people...?', 'what did people do for...?'
Vocab		Angles, Invade, Kingdom, Pagan, Picts, Religion, Raiders, Saxons, Scot, Settlement, Tribe



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Topic	No Focus	<p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor - Raiders or settlers? How should we remember the Vikings? Invasion and Settlement. Conflict. Society and Civilisation. British Values – Rule of Law, Democracy</p> <p>Pupils will learn about the Viking invasions and their battle with the Anglo-Saxons for control of Britain. Children will explore evidence and artefacts to develop clear narratives about the way of life of the Vikings and how they settled in Britain to live alongside the Anglo-Saxons. The children will learn that the Vikings brought their customs and cultures to Britain. They will explore the structure of Viking societies and make comparisons with modern day democracy in Britain.</p>
		<p>Prior Learning and Sticky Knowledge</p> <ul style="list-style-type: none"> • Know that there was conflict in Britain between Celtic tribes, the Picts and the Scots. • Know that Anglo-Saxons took control of Britain and ruled over different kingdoms. • Know that Alfred the Great was one of the most famous Anglo-Saxon kings. • Know that Alfred the Great made peace with the Vikings so that tribes settled down to live together.
Know & Do		<p>Chronological Understanding</p> <ul style="list-style-type: none"> • Use a timeline to place historical events in chronological order - First Viking raids on Britain. Vikings attack and take over city of York. Athelstan retakes York from the Vikings and becomes the first King of England. King Cnut becomes King of England. Saxon Edward the Confessor returns to become King of England. Battle of Hastings. <p>Knowledge & Understanding of Events, People and Changes in the Past</p> <ul style="list-style-type: none"> • Use evidence to describe the clothes, way of life and actions of the Vikings (artefact box). • Show knowledge and understanding by describing features of Viking societies. • Know that the Vikings were a Norse people who originated from Scandinavia. • Know that the Vikings were famous for sailing huge distances in Viking longships. • Know that the Vikings were involved in a long battle with the Anglo-Saxons for control of Britain. • Know that the Vikings often forced local rulers to pay a tribute called Danegeld so that they would not attack the locals and destroy their land. • Know that many Vikings settled in Britain and led ordinary lives in large settlements. • Know that many Vikings settled in the Danelaw. • Know that Jorvik was the Viking name for York, their largest and most significant settlement. • Know that most Vikings lived in wooden homes called longhouses. • Describe how some of the things they have studied from the past affect / influence life today: • Know that the Vikings had their own laws and government. • Know that the Vikings were responsible for the world's oldest parliament, the Tynwald. • Know that the Tynwald parliament influenced changes to democracy. • Know that town and village names in the north and east of England date back to the invasion of the Vikings. <p>Historical Enquiry</p> <ul style="list-style-type: none"> • Use sources to collect information about the past – e.g. coins, place-names, sagas (e.g. Erik the Red), helmets, weapons, jewellery, and other artefacts. • Ask questions such as 'how did people...', 'what did people do for...?'
Vocab		Danegeld, Danelaw, Jorvik, Longship, Merchant, Myths, Norsemen, Old Norse, Raid, Rune, Saga, Trade



History Curriculum 2025/26 – Years 3 & 4

	Summer 1	Summer 2
Topic	No Focus	<p><u>Ancient Greece – a study of Greek life and achievements and their influence on the western world - How did the Ancient Greeks influence our lives today?</u> <i>Contribution and Legacy, Society and Civilisation</i> British Value - Democracy</p> <p>Children will learn that Ancient Greece was one of the earliest major civilisations of Europe and its culture had a significant impact on modern society. Children will explore in depth the Ancient Greek political structure, demokratia or 'ruled by the people', and explore how modern-day governments around the world have all been established based on these ideas. Children will also look at Greek art, sculpture and architecture and how it continues to heavily influence modern societies. Children will learn about how physical education and competitive sports were a significant part of Ancient Greek culture and explore the key changes over time from the ancient to the modern Olympics.</p>
		<p><u>Prior Learning and Sticky Knowledge</u></p> <p>Emily Davison (KS1) - Democracy</p> <ul style="list-style-type: none"> • Know that, in the past, women were not allowed to go to university or to vote in the Elections. • Know that The Suffragettes would march in protest to try and change the law. • Know that eventually the law changed giving all women the right to vote. <p>Bronze Age and Iron Age (Year 3)</p> <ul style="list-style-type: none"> • Know that during the Bronze Age, people lived in small communities led by a warrior chief, and learned to work with copper, tin, gold and bronze and began to travel to trade with other settlements. • Know that people, called the Celts, lived in different clans and tribes and learned to use iron to make tools and weapons. • Know that tribes fought against each other and many people lived in hill forts to protect themselves.
Know & Do		<p><u>Chronological Understanding</u></p> <ul style="list-style-type: none"> • Understand that a timeline can be divided into BCE (Before Common Era) and CE (Common Era) • Use a timeline to place Ancient Greece in chronological order with other time periods previously studied. <p><u>Knowledge & Understanding of Events, People and Changes in the Past</u></p> <ul style="list-style-type: none"> • Use evidence to describe the way of life of the Ancient Greeks (artefact box/Greek pottery). • Know that Ancient Greek pottery designs often told a story including myths, legends, and scenes from daily life. • Use evidence to describe buildings and their uses by the Ancient Greeks (temples, theatre etc.) • Know that the Greeks carefully designed and measured their buildings, making sure they got all their angles, shapes and sizes right. • Know that temples were held up with stone columns and sometimes decorated with stone carvings. • Know that some modern architecture is influenced by Ancient Greek architecture. • Show knowledge and understanding by describing features of Ancient Greek society:- • Know that Ancient Greece had one of the earliest examples of democracy. • Know that the Ancient Greeks introduced a new political structure, demokratia or 'ruled by the people'. • Know that the Ancient Greeks invented a system where citizens voted on important matters, although women, children and slaves were not allowed. • Describe how demokratia influences modern day democratic systems and governments around the world today. • Use evidence to describe how athletics was important to people from Ancient Greece (Olympics). • Know that every four years the Greeks held a special sporting festival at Olympia - the Olympic Games, which inspired the modern-day Olympic Games. • Describe similarities and differences between the ancient Olympic Games and the modern Olympics. • Know that during the Olympic Games, 'a sacred truce' would occur – this prevented fighting whilst the competition took place. • Know that, when the Olympics began, it consisted of only one running race, but overtime, additional sports have been added. • Know that the Paralympics were created to allow athletes with disabilities to compete. <p><u>Historical Enquiry</u></p> <ul style="list-style-type: none"> • Ask questions such as 'how did people...?', 'what did people do for...?'
Vocab		Architecture, Democracy, Demokratia, Government, Legacy, Olympics,



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	Autumn 1	Autumn 2
Topic	<p>Changes in Britain from the Stone Age to the Iron Age - How did life change through the Stone Age, Bronze Age and Iron Age? Settlements. Society and Civilisation. Beliefs, Religion and Culture.</p> <p>Children will learn about changes in Britain from the Stone Age to Iron Age. They will look closely at evidence and discuss how civilisations lived and developed over time based on their own interpretations and those of other historians. They will consider why historians will not know for certain how people lived during these eras, and how their ideas are based on the evidence left behind.</p>	No Focus
	<p>Prior Learning and Sticky Knowledge</p> <p>KS1</p> <ul style="list-style-type: none"> Refer back to any sticky knowledge from KS1 for retention <p>Anglo Saxons (Year 3)</p> <ul style="list-style-type: none"> Know that there was conflict in Britain between Celtic tribes, the Picts and the Scots. Know that Anglo-Saxons took control of Britain and ruled over different kingdoms. Know that Alfred the Great was one of the most famous Anglo-Saxon kings. Know that Alfred the Great made peace with the Vikings so that tribes settled down to live together. 	
Know & Do	<p>Chronological Understanding</p> <ul style="list-style-type: none"> Use a timeline to place historical events in chronological order – Stone Age (Palaeolithic, Mesolithic, Neolithic), Bronze Age, Iron Age. Understand that a timeline can be divided into BCE (Before Common Era) and CE (Common Era). Describe the main changes during the Stone Age, Bronze Age and Iron Age. <p>Knowledge & Understanding of Events, People and Changes in the Past</p> <ul style="list-style-type: none"> Use evidence to describe the way of life and actions of people during the Early Stone Age (Palaeolithic) - tools and weapons, cave paintings (Lascaux Cave). Know that people during the Early Stone Age lived in caves/simple shelters, made stone tools and survived by hunting and fishing. Know that during the Early Stone Age Britain was part of mainland Europe. Use evidence found at Star Carr to describe the way of life and actions of people during the Middle Stone Age (Mesolithic). Know that people during the Middle Stone Age set up camps along the coast/river banks, hunted in teams using spears, bows and arrows, and tamed wolves to work as hunting dogs and guard their camps. Know that during the Middle Stone Age, Britain was linked to Europe by a strip of land called Doggerland. Use evidence found at Skara Brae to describe the way of life and actions of people during the Neolithic Stone Age. Know that people during the Neolithic Stone Age settled in small communities and learned to farm, used flint, antler and bone to make tools, and developed the skill of making clay pots. Know that Britain became an island at the start of the Late Stone Age. Use evidence found buried with the Amesbury Archer to describe the way of life and actions of people during the Bronze Age. Know that during the Bronze Age, people lived in small communities led by a warrior chief, and learned to work with copper, tin, gold and bronze and began to travel to trade with other settlements. Use evidence found at Maiden Castle to describe the way of life and actions of people during the Iron Age. Know that people, called the Celts, lived in different clans and tribes and learned to use iron to make tools and weapons. Know that tribes fought against each other and many people lived in hill forts to protect themselves. <p>Historical Interpretation</p> <ul style="list-style-type: none"> Explore the idea that there are different interpretations of history and give some simple reasons why. Know that people during this time period left no written records. <p>Historical Enquiry</p> <ul style="list-style-type: none"> Use sources to collect information about the past – e.g. Ask questions such as 'how did people...', 'what did people do for...?' Understand the difference between primary and secondary sources of evidence 	
Vocab	Farmer, Hillfort, Hunter-gatherer, Mesolithic, Migrate, Neolithic, Nomadic, Palaeolithic, Roundhouse, Scavenging, Settlement, Tools, Tribe, Weapons	



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	Spring 1	Spring 2
Topic	<p>The Roman Empire and its impact on Britain - How did the arrival of the Romans change Britain? Society and Civilisation. Beliefs, Religion and Culture. Contribution and Legacy. Empire and Monarchy. Invasion and Settlement. British Value – Individual Liberty</p> <p>Children will learn about the impact of the Roman invasions on Iron Age Britain. They will explore the experiences of Celts living in Britain and look in depth at Boudica's Rebellion. The children will examine the Romanisation of Britain and the lasting legacy that remains today.</p>	No Focus
	<p>Prior Learning and Sticky Knowledge</p> <p>KS1</p> <ul style="list-style-type: none"> Refer back to any sticky knowledge from KS1 for retention <p>Stone Age to Iron Age</p> <ul style="list-style-type: none"> Know that people, called the Celts, lived in different clans and tribes and learned to use iron to make tools and weapons. Know that tribes fought against each other and many people lived in hill forts to protect themselves. 	
Know & Do	<p>Chronological Understanding</p> <ul style="list-style-type: none"> Use a timeline to place historical events in chronological order - First invasion attempt led by Julius Caesar, Second invasion attempt led by Julius Caesar, Emperor Claudius successfully invades Britain and Iron Age ends, Boudica's rebellion, Romans leave Britain and Anglo-Saxons begin to settle. Understand that a timeline can be divided into BCE (Before Common Era) and CE (Common Era). <p>Knowledge & Understanding of Events, People and Changes in the Past</p> <ul style="list-style-type: none"> Use evidence to describe the clothes, way of life and actions of the Romans (artefact box). Show knowledge and understanding by describing features of Roman/Celtic societies in Britain. Know that the Roman army built an Empire across Europe and decided to invade Britain. Know that Julius Caesar attempted to invade Britain unsuccessfully and Emperor Claudius successfully invaded Britain. Know that some Celtic tribes living in Britain made peace with the Romans but others decided to fight. Know that Queen Boudica led a rebellion, by raising a huge army and burning Roman towns. Know Boudica's army was eventually defeated because the Romans were well trained and had better armour. Describe similarities and differences between the Celtic (Iron Age) and the Roman way of life. Know that the Romans often built towns and forts upon existing Celtic settlements (roundhouses and hillforts). Use evidence to describe buildings and their uses by Roman societies. Know that Roman towns were protected by walls and there was everything a citizen of Roman Britain would need inside. Know that Roman towns usually had a forum, temple, bathhouse and a colosseum. Describe how the Roman invasion influences life today. Know that some Roman towns still exist today, and that London was a Roman city called Londinium. Know that Roman towns had underground drains to take away dirty water and sewage. Know that the Romans built straight roads in Britain, and that many of these are still used today as motorways and main roads. Know the Romans introduced language, writing and numerals. Know the Romans left Britain in AD 410 and the Anglo-Saxons began to settle. <p>Historical Interpretation</p> <ul style="list-style-type: none"> Explore the idea that there are different accounts of history (Boudica's rebellion) Know that the only written evidence we have about Boudica comes from Roman accounts. Know that the Romans were hostile towards Boudica so they may have been biased in their descriptions of her. <p>Historical Enquiry</p> <ul style="list-style-type: none"> Use sources to collect information about the past – e.g. Accounts written by Julius Caesar, maps of the Roman Empire and Roman Britain, Roman ruins, mosaics, images/accounts of Boudica's rebellion. 	



Vocab

Army, Celtic, Conquer, Emperor, Empire, Invasion, Kingdom, Legion, Numeral, Rebellion, Romanisation, Tribes, Warrior



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	Summer 1	Summer 2
Topic	<p>A local history study - What impact did the Industrial Revolution have on Ossett and Wakefield? <i>Society and Civilisation, Contribution and Legacy. British Value – Rule of Law</i></p> <p>Children will develop an understanding about The Industrial Revolution in Britain including how this affected people's lives locally. Children will look at the experiences of women and children consider how health and safety rules and laws were introduced to protect workers and children.</p>	<p>A significant turning point in British history - How was The Bristol Bus Boycott a turning point in British History? <i>Society and Civilisation, Contribution and Legacy. British Value – Mutual Respect, Rule of Law, Individual Liberty.</i></p> <p>Children will learn about why The Bristol Bus Boycott was a significant turning point in British history. They will learn about the struggle for civil rights in Britain and how this event helped pave the way for the 1965 Race Relations Act in Britain.</p>
	<p>Prior Learning and Sticky Knowledge Victorians (KS1)</p> <ul style="list-style-type: none"> • Know that only the children of rich families went to school during the Victorian Era. • Know that many Victorian children from poor families had to work to earn a living and that the jobs were dirty and dangerous. • Know that Victorian school was strict with lots of rules. 	<p>Prior Learning and Sticky Knowledge Rosa Parks (KS1)</p> <ul style="list-style-type: none"> • Know that Rosa Parks was a member of a civil rights group which fought for black and white people to be treated the same. • Know that Rosa Parks refused to give up her seat on a bus to a white person. • Know that white people and black people were kept apart (segregated) in the past. • Know that during the Montgomery bus boycott, black people refused to use the buses.
Know & Do	<p>Chronological Understanding</p> <ul style="list-style-type: none"> • Use a timeline to place the Industrial Revolution in chronological order with other events studied. • Describe the main changes in Ossett and Wakefield during the Industrial Revolution. • Know that during the Industrial Revolution people moved away from farming and towards industrial work. • Know that many people in Ossett and Wakefield worked in coal mines or textile mills. • Know that new technology meant that textiles could be made in factories much faster and cheaper. • Know that the coal industry grew during the Industrial Revolution. <p>Knowledge & Understanding of Events, People and Changes in the Past</p> <ul style="list-style-type: none"> • Identify some experiences of men, women and children during the Industrial Revolution. • Know that some miners would take their whole families underground so they could earn more money, and children would start work very young (trappers and hurriers). • Know that many miners were killed every year in accidents underground, and the coal dust that miners inhaled caused diseases and infections. • Know that children and women carried out dangerous jobs working in textile mills and there were many accidents and deaths. • Know that there were not many health and safety rules in place to protect workers. • Know that safety equipment was introduced in the mines, like the Davy Lamp. • Know that over time laws were introduced to improve working conditions for miners and textile workers, and place limits on the employment of children. • Use evidence to describe similarities and differences between the lives of rich and poor. • Describe how the Industrial Revolution influences life today in Ossett and Wakefield. • Know that Ossett became one of the country's largest 'shoddy' traders. • Know that Ossett is represented by the town motto 'Inutile Utile Ex Arte', which translates as 'Useless Things Made Useful by Art'. <p>Historical Enquiry</p> <ul style="list-style-type: none"> • Use sources to collect information about the past – e.g. Photographs, old maps, miners' equipment (Davy lamp, snap tin, checks etc.), National Coal Mining Museum trip, local area walk (old textile mills), first hand experiences of family members and friends. 	<p>Chronological Understanding</p> <ul style="list-style-type: none"> • Use a timeline to place The Bristol Bus Boycott in chronological order with other events studied. • Describe the main changes following the Bristol Bus Boycott. <p>Knowledge & Understanding of Events, People and Changes in the Past</p> <ul style="list-style-type: none"> • Identifies some ideas, beliefs, attitudes and experiences of men, women and children from the past. • Uses evidence to describe differences between the lives of Black People then and now. • Know that, in 1963, it was legal to discriminate against someone because of the colour of their skin in Britain. • Know that Black and Minority Ethnic people were not allowed to do some jobs because of the colour of their skin. • Know that 18-year-old Guy Bailey applied for a job as a bus conductor for the Bristol Omnibus Company but was not employed because he was black. • Know that the West Indian Development Council organised a boycott against the Bristol Omnibus Company and held peaceful protests in the city. • Know that the boycott was a success and, a few months later, Black and Minority Ethnic people were allowed to become bus drivers and bus conductors in Bristol. • Describe how The Bristol Bus Boycott affects / influences life today. • Know that the Bristol Bus Boycott helped to create more equal rights in Britain. • Know that, in 1965, the Race Relations Act was passed, where it became illegal to discriminate against race in public places. <p>Historical Interpretation</p> <ul style="list-style-type: none"> • Give reasons why people protested and campaigned for the rights of black and Minority Ethnic people. <p>Historical Enquiry</p> <ul style="list-style-type: none"> • Give reasons why some people in the past did the things they did. • Use sources to collect information about the past the e.g. internet, pictures, photos, newspapers.
Vocab	Coal, collier, colliery, conditions, factory, health and safety, hurrier, industrial revolution, industry, law, mill town, poverty, pit, shoddy and mungo, technology, textiles, trapper.	Protest, campaign, boycott, discriminate, equal rights, equality.



