

Year 3 History Curriculum Milestone 2

Period of History	Key Vocabulary	Sticky Facts	Essential knowledge and Learning Experiences
Stone Age to Iron Age Prehistoric – 43AD Y3 – Trade and Transport	Neolithic man Pre-historic BC (Before Christ) Civilisation Barter Negotiation trade Wheel Social Travel	<ul style="list-style-type: none"> The stone-age period started around 3 million years ago when humans started to live in Europe. The stone-age was followed by the bronze-age period. This is when humans started to use metal. The bronze-age was followed by the iron-age. 	<ul style="list-style-type: none"> Know approximately when the stone age started and when the Iron Age finished.
		<ul style="list-style-type: none"> Trade began as a barter system. Bartering is where people exchange goods that they need after negotiation without money. People traded tools in the Stone Age. People traded metal in the Bronze age People first travelled by foot and later animals. Wheels were invented around 3500BC and then carts for transport. Only people of high social standing travelled by horse River boats were made from dug out logs like canoes. 	<ul style="list-style-type: none"> Know how people travelled and how it developed in this period. Understand what bartering is and why it was used. Know what materials people bartered for.
	communication	<ul style="list-style-type: none"> People first communicated through smoke signals and drawings. English language has changed over time. Travelling poets would pass on stories and poems in the Stone Age. Stone age people communicated through cave drawings which can still be seen today. 	<ul style="list-style-type: none"> To have an overview of how people have communicated through history. To understand how story telling was and still is an important way of communicating through history.

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The Romans 43 BC to 410 AD Y3 – Trade and Transport	Invasion Empire Conquered Aqueduct Engineers Era Sea routes Currency Chariot Routes AD (Anno Domini)	<ul style="list-style-type: none"> 55BC Caesar's first expedition to Britain. 410 AD Roman rule ends in Britain. 	<ul style="list-style-type: none"> Be able to place the Roman settlement of Britain on a timeline.
		<ul style="list-style-type: none"> The Romans were skilled road builders. The Romans built over 3000km of roads in the UK; Ermine Street, Fosse Way; Watling Street. Roads meant the Romans could travel in order to trade and to move soldiers during wars. There were no cars, planes or trains during this time and most people would go by chariots or by boat. A chariot was a horse drawn cart with two wheels. Coins were used for trade in Roman times. 	<ul style="list-style-type: none"> Know how the Roman occupation of Britain helped to advance British society – language / roads Know that the Romans were engineers who have left behind roads, which were the start of roads we still use today. Understand how they built the roads. Know how the Romans travelled. Understand that the Romans used coins to trade. The Romans traded more easily because of the roads they had built and the links with the rest of their Empire.
The Vikings and Anglo Saxons Saxons – 449AD - 790 AD Vikings 790 AD – 1066 AD Y3 Trade and Transport	Seafarer International Trading Longships Ox	<ul style="list-style-type: none"> The Anglo Saxons came to Britain in AD 449 and the Vikings came around 787AD The Vikings left Britain by 1066AD 	<ul style="list-style-type: none"> To be able to place the Anglo Saxons and Vikings on a timeline.
		<ul style="list-style-type: none"> In Anglo-Saxon times - Transport - Ox drawn wagons, pack horses, chariots and boats. Wool was traded internationally. In Viking times – the Vikings were exceptional seafarers Longships were a sign of wealth and power. People were attracted to Britain because of its trading links. They traded in cloth, wheat and silver. 	<ul style="list-style-type: none"> Understand the different methods of transport in these times. Know what they traded in, who with and their methods for trading. Make comparisons of trade and transport across the ages to trade and transport today.
A local history study Land of Hope and Glory	Retail park Industrial area Infrastructure regeneration	<ul style="list-style-type: none"> The site of Langston Road used to be an industrial area. It was regenerated in late 2017. When Langston Road shopping park first opened there were concerns that the local shops on Debden Broadway would be adversely effected. 	<ul style="list-style-type: none"> To describe changes that have happened in the locality of the school – Langston Road, Loughton Investigate how the site was regenerated. Investigate how the new shopping centre effected local shops on the Broadway.

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Early Civilisation Y3 Trade and Transport Shang Dynasty Y3 It's Good to Talk Shang Dynasty Ancient Egyptians	Dynasty Export import	<ul style="list-style-type: none"> The Shang Dynasty 1600-1100BC The Shang Dynasty was an early Chinese civilisation. 	<ul style="list-style-type: none"> Know when and where the Shang Dynasty was.
		<ul style="list-style-type: none"> The Ancient Egyptians were around in 3100 BC to 30 BC Egypt is a country in North Africa bordering the Middle East. 	<ul style="list-style-type: none"> To know when and where the Ancient Egyptians lived.
		<ul style="list-style-type: none"> Travel was considered dangerous and unnecessary. Transport was on ox carts, horses, camels, chariots. Cowrie shells were used for currency. Silk was exported but the manufacture of it was a closely guarded secret. The Silk Road became an important route to the West. 	<ul style="list-style-type: none"> Make comparisons of trade and transport during the Shang Dynasty and compare to early Britain.
	Bronze Hieroglyphs Hieroglyphics Papyrus translate	<ul style="list-style-type: none"> The Shang Dynasty were the first dynasty to communicate in writing. They communicated by writing on bones and bronze. 	<ul style="list-style-type: none"> Investigate early writing – how and what they used. Make comparisons between the Shang Dynasty and the UK Bronze Age.
Non-European society Mayan 2000BC – 1500AD Y3 It's Good to Talk	Influenced existed	<ul style="list-style-type: none"> The Mayans lived in Central America The Mayans were around from 200BC to 1500AD 	<ul style="list-style-type: none"> To know where and when the Mayans existed.
		<ul style="list-style-type: none"> The Mayans used folding picture books to tell others about their way of life. The word 'cigar' is a Mayan word that we still use today. 	<ul style="list-style-type: none"> To have an overview of how people have communicated through history. To understand how words used in history have influenced words/language we still use today. Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.

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Theme in British History beyond 1066: Y3 It's Good to Talk Elizabethan Times	Tudors Change Old English Morse Code Sign language	<ul style="list-style-type: none"> The Elizabethan era of history was the period where Queen Elizabeth I reigned from 1558 to 1603 when she died. 	<ul style="list-style-type: none"> To understand when the Elizabethan era was.
		<ul style="list-style-type: none"> William Shakespeare was a playwright at the time of Queen Elizabeth 1. Elizabeth was a Tudor queen from 1558 to 1603 in England. The language in Shakespeare plays is old English. Sign language is a method of communication used by deaf people. 	<ul style="list-style-type: none"> To understand how English language has changed over time. Compare methods of communicating in history to methods of communicating today. (Link to Y1 theme – It's Good to Talk – the invention of the WWW and telephones) (Link to other methods of communicating today – Morse code, sign language)
Land of Hope and Glory	Revolution Industry Manufacture Economy Culture Social class Landscape conditions	<ul style="list-style-type: none"> The Industrial Revolution was a period of British history where we started to use machinery to manufacture. Lots of large factories were built at this time. It happened in the late 1700s to the mid 1800s. Britain became a wealthy nation as a result of this. More people became wealthier as a result of the changes. Some people had to work long and hard and often in dangerous conditions, including women and children. Edward Elgar was an English composer who composed Land of Hope and Glory – a song we still play and sing today. 	<ul style="list-style-type: none"> To know when the Industrial Revolution happened. To describe the changes that happened to British landscape, economy, culture and social class during the Industrial revolution. To describe the different experiences of men, women and children from different classes.

Year 4 History Curriculum Milestone 2

Period of History	Key Vocabulary	Sticky Facts	Essential knowledge and Learning Experiences
Stone Age to Iron Age Prehistoric – 43AD Buildings	Neolithic	<ul style="list-style-type: none"> The stone-age period started around 3 million year ago when humans started to live in Europe. The stone-age was followed by the bronze-age period. This is when humans started to use metal. The bronze-age was followed by the iron-age. 	<ul style="list-style-type: none"> Know approximately when the stone age started and when the Iron Age finished.
		<ul style="list-style-type: none"> That Skara Brae is Neolithic stone built settlement in Scotland. Historians predict it was built and lived in about 3000BC, before the pyramids were built. The Neolithic era was in the Stone Age. Skara Brae gives us evidence to show how some Stone Age people lived. They had beds and sewerage systems. Early humans lived in caves, simple huts or tepees. 	<ul style="list-style-type: none"> To know when Skara Brae was built and occupied and to form opinions, using evidence, about why it was abandoned. To understand similarities and differences throughout the ages. To order events using chronological order. To construct an informed response. To use evidence to answer questions about how people lived in the past. – What their houses looked like and how they lived To explore how buildings have improved over time.
The Romans		<ul style="list-style-type: none"> The Romans invaded and settled in Britain between 43BC and 410 AD. 	<ul style="list-style-type: none"> To understand who the Romans were and their influence on Britain.

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43 BC to 410 AD Buildings	Architecture influenced	<ul style="list-style-type: none"> • When the Romans came to Britain they built new towns. • The towns were protected by a wall with everything inside such as: shops, houses, meeting spaces, workshops, temples and bathhouses. • Grand country houses were called villas. • They had mosaic floors and some had central heating. • Houses were often built of stone, plaster and brick with tiled roofs. • When the Romans left Britain, the towns were abandoned. • Many of our public buildings today are influenced by Roman architecture. 	<ul style="list-style-type: none"> • To understand the rise and fall of Roman buildings as Romans invaded, settled and then left Britain. • To know what type of buildings the Romans built. • To use evidence to ask questions and find answers to questions about the past. • To suggest suitable sources of evidence for historical enquiries. • To make comparisons between buildings from Roman times and today.
	Mosaics tesserae	<ul style="list-style-type: none"> • Romans used cubes of stone called tesserae to create mosaics. • They showed different scenes of history and everyday Roman life. • They were often used on floors for decoration and the wealthier you were the more mosaics and better the mosaic would be. • Just 1m² of floor could take 10,000 pieces of tesserae. 	<ul style="list-style-type: none"> • To understand how mosaics were made. • To investigate who might have mosaics in their houses.
Anglo Saxons and Scots The Arts	Scribes Illuminated manuscripts	<ul style="list-style-type: none"> • Illuminated manuscripts were used in churches. • They were seen as precious works of art. • They were called illuminated because the letters and pictures were often decorated with gold and silver leaf. 	<ul style="list-style-type: none"> • To find out about art during Anglo-Saxon times. • To understand why illuminated manuscripts were seen as precious.
A local history study Buildings	Olympic Park Landscape	<ul style="list-style-type: none"> • The Olympic Park used to be an industrial area. • The Olympic Park is now a nature reserve with buildings such as the velodrome and swimming pool. 	<ul style="list-style-type: none"> • How landscapes have changed in the Olympic Park. • To understand how changes have occurred in the local area.
Theme in British History	Timber Wattle Daub	<ul style="list-style-type: none"> • The Tudors were the Kings and Queens who were in power in England between 1485 and 1603, starting with Henry VII and ending with Elizabeth I. 	<ul style="list-style-type: none"> • To know when the Tudors came into power in England. •

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beyond 1066: Buildings Tudors 1485 – 1603 Buildings – Victorians 1837-1901	status	<ul style="list-style-type: none"> Tudor houses were made of timber, wattle and daub. Poor people had holes in the wall for windows. Having many windows was a status symbol – the richer you were the more windows you had. 	<ul style="list-style-type: none"> To investigate how Tudor houses were built. To investigate the difference between the homes of rich and poor. We will make comparisons between houses in Tudor times and today.
		<ul style="list-style-type: none"> The Victorian era was the time when Queen Victoria reigned from to 1901 when she died. 	<ul style="list-style-type: none"> To know when the Victorian era was in British history.
	Sash Reign	<ul style="list-style-type: none"> Victorian buildings were built during the reign of Queen Victoria. Sash windows are windows that open up and down. Brickwork was often red. Toilets were often in a shed in the backyard. They often did not have flushing toilets as they did not have running water. 	<ul style="list-style-type: none"> How to recognise a Victorian building. Make comparisons between buildings from different eras. Compare houses of rich and poor people.

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Early Civilisation Egyptians 1300BC – 30AD Buildings	Mastaba Pyramid Tombs interior chamber pharoah	<ul style="list-style-type: none"> The Ancient Egyptians lived in Egypt in North Africa between 1300BC and 30AD. 	<ul style="list-style-type: none"> To know where and when the Ancient Egyptian civilisation occurred.
		<ul style="list-style-type: none"> The Mastaba pyramid was the first type of pyramid built. It is believed slaves were used to build the pyramids along with skilled masons, engineers and architects. The River Nile was used to transport building materials for the pyramids. The pyramids were used as tombs for the great Pharaohs. The interior of the pyramids had three chambers (rooms). The Pharaohs were buried with different treasures to show their wealth. The tomb of Tutankhamun was discovered in 1922 by Howard Carter. It had not been raided so still had lots of treasures which helped us to understand how the Ancient Egyptians lived and died. 	<ul style="list-style-type: none"> To understand why and how pyramids were built. To identify different types of pyramids. To understand who Tutankhamun was. To understand how evidence can give us different answers about the past. To place the types of pyramids in chronological order. To understand why the Egyptians settled where they did.
The Indus Valley 3000BC – 1300BC The Arts	Media Terracotta agate	<ul style="list-style-type: none"> The Indus Valley was a region located in the present day Pakistan. It existed between 3000BC to 1300 BC. 	<ul style="list-style-type: none"> To know where and when the Indus Valley civilisation existed.
		<ul style="list-style-type: none"> Sculpture was a major art media in the Indus Valley. Sculptures were made of stone, metal and terracotta. The Indus people made jewellery from gold and agate. (A coloured mineral stone) Much of the art and sculpture from this time were of gods and goddesses. 	<ul style="list-style-type: none"> Investigate what artefacts during this period of time tells us about how people lived. Explore the different types of art and what materials were used.

History National Curriculum Skills - Chris Quigley

To investigate and interpret the past	To understand chronology	To build an overview of world history	To communicate historically
<ul style="list-style-type: none"> • Use evidence to ask questions and find answers to questions about the past. • Suggest suitable sources of evidence for historical enquiries. • Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. • Describe different accounts of a 	<ul style="list-style-type: none"> • Place events, artefacts and historical figures on a time line using dates. • Understand the concept of change over time, representing this, along with evidence, on a time line. • Use dates and terms to describe events 	<ul style="list-style-type: none"> • Describe changes that have happened in the locality of the school throughout history. • Give a broad overview of life in Britain from ancient until medieval times. • Compare some of the times studied with those of other areas of interest around the world. 	<ul style="list-style-type: none"> • Use appropriate historical vocabulary to communicate, including: • dates • time period • era • change • chronology. • Use literacy, numeracy and computing skills to a good standard in

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historical event, explaining some of the reasons why the accounts may differ. <ul style="list-style-type: none">• Suggest causes and consequences of some of the main events and changes in history.		<ul style="list-style-type: none">• Describe the social, ethnic, cultural or religious diversity of past society.• Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.	order to communicate information about the past.
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The Spiral curriculum means the children will revisit different periods of history from a different themed perspective. Whenever they start a new historical period they will recap the sticky facts highlighted in green to place the periods on a timeline. This aids the children's memory and encourages them to make links between different ages.