

## History – Mexborough St John the Baptist C of E Primary School

Showing a rationale for sequencing content: how progress happens. Year 3 history planning placed in context of long-term knowledge growth.

	Historical Content and Enquiry Questions.	Concepts, Ideas and Language		Subject Rationale	Evidence Record
YEAR 3 – Romans	<p>Why did the Roman Emperor Claudius leave hot sunny Italy to invade cold wet Britain?</p> <p>Roman Invasion; Have the books got it right?</p> <p>Should the Celts take on the Romans?</p> <p>What image do we have of Boudica today?</p> <p>How were the Romans able to keep control over a vast Empire?</p> <p>How can we solve the mystery of why this great 400 year empire suddenly came to an end?</p> <p>What have the Romans ever done for us?</p>	Government/ parliament/politics/ leadership/law and order	Kingdom to Republic, Senate Tax collection. Empire – Emperor as dictator. Governor of province of Ancient Rome. Caesar	<p>This topic initially focuses mainly on personalities such as Caesar, Claudius and Boudica, concentrating on the key ideas of cause and consequences. The emphasis then shifts to the changes the Romans brought to Britain, both at the time and over time. Opportunities are taken to use the strong archaeological record that exists for the pupils to reconstruct aspects of Roman life from the fragmentary evidence, some of which will be local. Concepts of trade, invasion and legacy can be compared with the Viking era later in Year 3. The topic makes strong links to the Year 5 study of Ancient Greece where comparisons between government, conflict and religion can be made.</p>	<p>Local archaeological record – forts, roads, ridges Nationally – villas, Hadrian’s wall, coins, pottery, jewellery, armour Place names Statue of Boudicca in Westminster Artefacts in British Museum</p>
		Change	Language, writing, numbers (Latin) Religion, Government. Town design, roads New houses/central heating, sewage systems		
		Legacy	Architecture, Engineering – Hadrian’s Wall Law, language, roads, diet Myths and Legends		
		Conflict and resolution	Peace time versus war time Empire expansion and control. The effectiveness of the Roman army.		
		Trade	Development of coins to buy things-Emperors having their image on the coins regardless of how long they were in power. Development of trade, using the River Thames to bring in goods from other countries		
		Religion	Temples built in Britain to worship their Gods Christianity introduced to Britain Impact of change from Paganism to Christianity		
		YEAR 3 – Vikings	<p>Why have the Vikings gained a bad reputation?</p> <p>How did the Vikings try to take over the country and how close did they get?</p> <p>How have recent excavations changed our view of the Vikings?</p> <p>Raiders or settlers: how should we remember the Vikings?</p>		
Change	Settlement of invaders. Danelaw Ship building design				
Legacy	Place names. Language – days of week Formation of England and Scotland				
Conflict and resolution	Lindisfarne Invasion Rebellion against changes in culture				
Trade	Using scales to make sure they got a fair deal Trade around Europe and far east Asia				
Religion	Old Norse gods – Thor, Odin, Freyr Norse Myths and Sagas Valhalla – concept of the afterlife				

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YEAR 3 – Remembrance	<p>Why do we remember WWI and those who died? How do we remember?</p> <ul style="list-style-type: none"> <li>World War I (The Great War) was a global war originating in Europe that lasted from 28 July 1914 to 11 November 1918</li> <li>11.11.1918 – Armistice.</li> <li>Why the poppy was chosen as a symbol and its meaning</li> <li>Remembrance in local community and beyond</li> </ul>	<p>Government/ parliament/politics/ leadership/law and order</p>	<p>King George V Prime ministers - Herbert Henry Asquith, David Lloyd George (liberal party) 28.6.1914 - assassination of the Archduke Franz Ferdinand of Austria and his pregnant wife Sophie. Differences over foreign policy between the major world powers was the underlying cause of the war.</p>	<p>Building on understanding of the importance of national events from Year 2, children will develop a knowledge of the importance of world events that are remembered and commemorated today. They will have an understanding of the concept of the poppy as a symbol of remembrance and be able to describe acts of remembrance in the local community and why these are important.</p>	<p>Diaries, letters, postcards, photographs – Imperial War Museum Newspaper archives War memorials, plaques, cenotaphs, books of remembrance</p>
		<p>Conflict and resolution</p>	<p>Trench warfare. Armistice (11.11.1918)</p>		
		<p>Change</p>	<p>Women in the workforce.</p>		
		<p>Legacy</p>	<p>Plastic surgery was invented because of WWI Blood banks were developed during WWI The war to end all wars – cenotaph Existence of cenotaphs and memorials in local communities. Tradition of parades and services</p>		