



Year	Knowledge				Skills
Y3 / Y4  Term 1  Year B	Focus: What is best stone age or Iron age? (Text): Stone Age Boy) <span style="background-color: #00b0f0; color: white;">Enrichment: Wilson Box H2 &amp; H6 Crickley Hill Fort</span>				<b>Chronological Awareness</b> <ul style="list-style-type: none"> <li>Sequencing events on a timeline</li> <li>Using dates to work out the interval between periods of time &amp; the duration of historical events or periods</li> <li>Using BC/AD/Century</li> <li>Placing the time studied on a timeline</li> <li>Using dates &amp; terms related to the unit &amp; passing of time e.g. continuity</li> <li>Noticing connections over a period of time</li> </ul> <b>Disciplinary Concepts</b> <ul style="list-style-type: none"> <li>Identify and compare different periods of history &amp; identifying changes &amp; continuity</li> <li>Identifying reasons for historical events, situations &amp; changes</li> <li>Using a range of sources to find out about a period</li> </ul> <b>Historical Enquiry</b> <ul style="list-style-type: none"> <li>Asking questions about the main features of everyday life in periods studied, e.g. how did people live</li> <li>Using a range of sources to construct knowledge of the past</li> <li>Extracting the appropriate information from a historical source</li> <li>Identifying primary &amp; secondary sources</li> <li>Asking the question "How do we know?"</li> <li>Reaching conclusions that are substantiated by historical evidence</li> <li>Describing past events orally or in writing, recognising similarities &amp; differences with today</li> </ul>
	National Curriculum Knowledge ✓ Changes in Britain from the Stone Age to the Iron Age  Prior Learning: Link to How homes have changed KS1  Contributing towards: Changes over time: Where did the Romans live in Britain?				
	Objective	Sticky Knowledge	Key Vocabulary and Definitions	Resources	
	To recognise that prehistory was a long time ago and was the beginning of human history	Prehistory was the beginning of the history of mankind, lasting millions of years before anything was written down. The Stone Age is part of prehistory.	<b>Prehistory:</b> the period of time before written records existed.	- Large timeline comparing Stone Age to Egyptians, Romans, Victorians - Period cards with dates - BBC Bitesize: Stone Age overview - Images showing timeline scale	
	To use evidence to compare homes of the past with the present	Stone Age people were nomadic (moving from place to place) but began to settle in communities during Neolithic times, building permanent homes.	<b>Settlement:</b> a place where people establish a community and live together.	- Images of caves, temporary shelters, roundhouses, hill forts - Comparison cards: Stone Age vs Iron Age vs modern homes - BBC Teach: Stone Age homes - Crickley Hill information (local hill fort) - Design a roundhouse activity	
	To use historical evidence to find out what and how Stone Age people caught food	Stone Age people were hunter-gatherers who made tools and weapons from stone to catch food and survive.	<b>Hunter-gatherer:</b> people who get their food by hunting animals and gathering wild plants rather than farming.	- Images of Stone Age tools and weapons - Crickley Hill website (local archaeological site) - BBC Bitesize: Stone Age food and hunting - Replica tools to handle - Flint-knapping demonstration video - Food gathering role-play activity	
To use archaeological evidence to explain what Stone Age people believed about the dead	Stone Age people buried their dead in long barrows, which shows they had beliefs about death and the afterlife.	<b>Long barrow:</b> a large mound of earth, wood or stone built as a burial chamber for the dead in Neolithic times.	- Images of long barrows (e.g. Belas Knap, Hetty Pegler's Tump - local examples) - BBC KS2 History: Stone Age burials - Archaeological evidence examples - Visit to local long barrow (if possible) - Diagram of barrow structure		
To use archaeological evidence to learn about prehistoric life at Skara Brae	Skara Brae is a well-preserved Neolithic settlement in Scotland that teaches us how Stone Age people lived in communities.	<b>Skara Brae:</b> a Neolithic settlement in Orkney, Scotland, discovered in 1850, showing how people lived around 5,000 years ago.	- Skara Brae virtual tour - Images of the settlement and artefacts - BBC Bitesize: Skara Brae - Video: Life at Skara Brae - Comparison: Skara Brae vs modern homes - Stone furniture images		

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Y3 / Y4  Term 2  Year B	Focus: How do we Know that the Romans Were Here?_ <b>Enrichment:</b> Corinium Museum Visit  National Curriculum Knowledge ✓ The Roman Empire and its impact on Britain  Prior Learning: What was best Stone Age or Iron Age?  Contributing towards: How hard was it to invade and settle in Britain (Vikings)				<b>Chronological Awareness</b> <ul style="list-style-type: none"> <li>Sequencing events on a timeline</li> <li>Using dates to work out the interval between periods of time &amp; the duration of historical events or periods</li> <li>Using BC/AD/Century</li> <li>Placing the time studied on a timeline</li> <li>Using dates &amp; terms related to the unit &amp; passing of time e.g. continuity</li> <li>Noticing connections over a period of time</li> </ul> <b>Disciplinary Concepts</b> <ul style="list-style-type: none"> <li>Identify and compare different periods of history &amp; identifying changes &amp; continuity</li> <li>Identifying the links between different societies</li> <li>Identifying reasons for historical events, situations &amp; changes</li> <li>Using a range of sources to find out about a period</li> </ul> <b>Historical Enquiry</b> <ul style="list-style-type: none"> <li>Asking questions about the main features of everyday life in periods studied, e.g. how did people live</li> <li>Using a range of sources to construct knowledge of the past</li> <li>Extracting the appropriate information from a historical source</li> <li>Identifying primary &amp; secondary sources</li> <li>Asking the question "How do we know?"</li> <li>Reaching conclusions that are substantiated by historical evidence</li> <li>Describing past events orally or in writing, recognising similarities &amp; differences with today</li> </ul>
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	To understand why the Romans invaded Britain	The Romans invaded Britain in 43 AD because it had valuable resources like gold, iron, tin, grain and cattle. Julius Caesar had attempted invasion earlier in 55 BC.	<b>Invasion:</b> when an army enters another country by force to take control of it.	- Timeline showing Roman invasion (55 BC and 43 AD) compared to other periods studied - Map of Roman Empire - Images of Roman resources from Britain - BBC Bitesize: Roman invasion - Julius Caesar information	
	To understand how Britons responded to the Roman invasion	The Celts (people living in Britain) initially lived alongside the Romans, but some, like Queen Boudicca of the Icenii tribe, rebelled when the Romans took their land.	<b>Rebellion:</b> when people fight against those in power or refuse to obey them.	- Portrait/statue images of Boudicca - Map showing Icenii territory - Story of Boudicca's revolt - BBC Teach: Boudicca - Create a visual interpretation of Boudicca - Discussion: why did she rebel?	
	To understand why the Roman army was so successful	The Roman army won battles because soldiers were well-equipped, efficiently organised, highly disciplined and used excellent tactics.	<b>Legionary:</b> a professional Roman soldier who was well-trained and served in the Roman army.	- Diagram of Roman soldier with labelled equipment - Images of Roman formations (e.g. tortoise formation) - BBC Bitesize: Roman army - Video: Roman military tactics - Role-play: Roman army drill - Make a Roman shield activity	
	To explore what Roman soldiers wore and how they were equipped for war	Roman soldiers wore armour and helmets for protection and carried weapons including a gladius (sword), pilum (spear) and scutum (shield).	<b>Armour:</b> protective metal clothing worn by soldiers in battle to prevent injury.	- Labelled diagram of legionary equipment - Replica Roman armour images - Materials and their purposes activity - Design your own Roman helmet - Video: How Roman armour was made - Comparison: Roman vs Celtic warriors	
	To make inferences about life in Roman times using artefacts	Rich Romans lived in villas decorated with mosaics. The Romans believed in many gods and goddesses. There were big differences between rich and poor.	<b>Villa:</b> a large, luxurious Roman house, usually built around a courtyard with decorated rooms.	- Case study: Chedworth Villa or Fishbourne Palace - Images of mosaics, togas, Roman numerals - Artefact handling (replicas) - Rich vs poor comparison cards - Design a mosaic activity - BBC Bitesize: Roman daily life	
	To identify the Roman legacy in Britain	The Romans left a lasting legacy including straight roads, towns, drainage systems, baths, central heating (hypocaust), the calendar and Latin words.	<b>Legacy:</b> something left behind by people from the past that still affects or influences us today.	- Map of Roman roads in Britain (including Fosse Way - local) - Images of Roman baths, buildings, aqueducts - Before/after Roman Britain comparison - Local Roman site visit (Cirencester Corinium) - Latin words we still use activity	

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Y 3 / Y 4  Term 4  Year B	Focus: Were the Vikings raiders, traders or settlers? <b>Enrichment:</b> Wilson Museum - H22 – H223B  <u>National Curriculum Knowledge</u> ✓ The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor  <u>Prior Learning: How did The Romans change Britain?</u>  <u>Contributing towards: WW2 and The Impact on Britain</u>				<b>Chronological Awareness</b> <ul style="list-style-type: none"> <li>Sequencing events on a timeline</li> <li>Using dates to work out the interval between periods of time &amp; the duration of historical events or periods</li> <li>Using BC/AD/Century</li> <li>Placing the time studied on a timeline</li> <li>Using dates &amp; terms related to the unit &amp; passing of time e.g. continuity</li> <li>Noticing connections over a period of time</li> </ul>
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	To explain when and why the Vikings came to Britain	The Vikings came from Scandinavia from the 8th to 11th centuries to raid monasteries for treasure and to settle and farm, as their homeland had poor soil.	<b>Vikings:</b> Scandinavian seafarers who raided, traded, explored and settled in many parts of Europe between the 8th and 11th centuries.	- Timeline comparing Viking era to Stone Age, Romans, Victorians - Map showing Scandinavia and Britain - BBC Bitesize: Who were the Vikings? - Images of Viking raids on Lindisfarne - Reasons for invasion cards	
	To explore the features of Viking longboats	The Vikings travelled across seas in longboats, which were long, narrow boats with a shallow hull, allowing them to sail in deep water and row up rivers.	<b>Longboat:</b> a long, narrow Viking ship with oars and a sail, designed for speed and to travel in shallow water.	- Diagram of Viking longboat with labels - BBC Bitesize: Viking longboats - Images of reconstructed longboats - Video: How longboats were built - Design your own longboat activity - Dragon head prow images	
	To understand how Vikings lived in Britain	Vikings lived in longhouses made from wood or stone with turf roofs. They were mostly farmers and traders but were also fierce warriors and skilled explorers.	<b>Longhouse:</b> a large rectangular building where Viking families lived, often shared with animals at one end.	- Images and diagrams of Viking longhouses - Comparison: Viking vs Anglo-Saxon homes - Viking clothing, weapons, jewellery images - BBC Teach: Viking daily life - Twinkl: The Truth About Viking Life - Role-play Viking household	
	To understand what the Vikings believed about gods and the afterlife	Vikings believed in many gods including Odin, Thor and Freya. They believed brave warriors went to Valhalla (a great hall) after death.	<b>Valhalla:</b> the great hall in Viking beliefs where warriors who died bravely in battle would feast with the gods.	- Viking gods display posters - Stories of Odin, Thor, Freya - Images of Valhalla - Viking creation story - Comparison: Viking vs Christian beliefs - BBC Bitesize: Viking beliefs	
	To understand what Danelaw was and why it was important	King Alfred the Great made peace with the Vikings and allowed them to control part of Britain called the Danelaw. This divided England between Anglo-Saxon and Viking rule.	<b>Danelaw:</b> the area of England under Viking control, established in the 9th century following a treaty with King Alfred.	- Map showing Danelaw boundary - Oak National Academy: Why Vikings came to Britain - King Alfred the Great information - Timeline of Viking settlement - Place names with Viking origins activity	
	To identify the legacy of the Vikings in Britain	The Vikings helped England become one unified kingdom. They established trade routes and many English words come from Old Norse (Viking language).	<b>Trade route:</b> a path or journey regularly used by merchants to buy and sell goods between different places.	- Map of Viking trade routes - Examples of Viking words in English (e.g. sky, egg, Thursday) - Viking artefacts found in Britain - Legacy comparison chart - BBC Bitesize: Viking legacy - Place name investigation (local Viking names)	

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Y 3 / Y 4  Term 5  Year B	Focus: How Have things changed in Stroud? (Link to Geography) <b>Enrichment:</b> Visit Stroud Museum  <u>National Curriculum Knowledge</u> ✓ A study of local history  <u>Prior Learning: Who built Stroud Railway Station?</u>  <u>Contributing towards: How Has Gloucestershire changed over time?</u>				<b>Chronological Awareness</b> <ul style="list-style-type: none"> <li>Sequencing events on a timeline</li> <li>Using dates to work out the interval between periods of time &amp; the duration of historical events or periods</li> <li>Placing the time studied on a timeline</li> <li>Using dates &amp; terms related to the unit &amp; passing of time e.g. continuity</li> <li>Noticing connections over a period of time</li> </ul> <b>Disciplinary Concepts</b> <ul style="list-style-type: none"> <li>Identify and compare different periods of history &amp; identifying changes &amp; continuity</li> <li>Identifying reasons for historical events, situations &amp; changes</li> <li>Using a range of sources to find out about a period</li> </ul> <b>Historical Enquiry</b> <ul style="list-style-type: none"> <li>Asking questions about the main features of everyday life in periods studied, e.g. how did people live</li> <li>Using a range of sources to construct knowledge of the past</li> <li>Extracting the appropriate information from a historical source</li> <li>Identifying primary &amp; secondary sources</li> <li>Use source material, including visits, to collate information about the past</li> <li>Asking the question "How do we know?"</li> <li>Reaching conclusions that are substantiated by historical evidence</li> <li>Use evidence to describe culture, way of life, differences between rich and poor</li> <li>Describing past events orally or in writing, recognising similarities &amp; differences with today</li> </ul>
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	To place local historical developments on a timeline	Stroud and Gloucestershire have changed significantly over time through developments in the wool industry, canals, railways and docks.	<b>Chronological:</b> arranged in the order that events happened, from earliest to most recent.	- Large timeline showing wool industry, canals (1700s), railways (1800s), modern era - Pre-printed images of each development - Local history books - Stroud Local History Society resources	
	To understand the importance of the wool industry to Stroud	Stroud and the surrounding hills were famous for producing high-quality wool and cloth. The hilly landscape was ideal for sheep farming.	<b>Wool industry:</b> the business of processing and manufacturing products from sheep's wool.	- Images of Stroud's woollen mills along the valleys - Examples: scarlet cloth for soldiers' uniforms, green baize for snooker tables - Map showing mill locations - Stroud wool industry information: <a href="http://stroudlocalhistorysociety.org.uk">stroudlocalhistorysociety.org.uk</a> - Why sheep? Discussion (hills unsuitable for crops)	
	To understand what canals were used for and how their use has changed	Canals were built to transport heavy goods like wool, coal and building materials. Today they are mainly used for leisure activities like boating and walking.	<b>Canal:</b> a man-made waterway built to transport goods by boat.	- Map of Stroud and Gloucester canals and rivers - Then/now comparison: industrial use vs leisure - Stroudwater Canal features information - Images of canal boats, locks, wharves - Visit to local canal (if possible)	
	To understand the importance of Gloucester Docks	Gloucester Docks was an important inland port connecting canals to the River Severn, allowing goods to be transported to and from the sea.	<b>Docks:</b> a place where ships and boats load and unload goods.	- Map showing Gloucester Docks, canals and River Severn - Historical images of working docks - Modern images (museums, restaurants, leisure) - National Waterways Museum information - Visit to Gloucester Docks (if possible)	
	To understand how railways changed life in Stroud	Railways were an important form of transport in the 1800s-1900s, connecting Stroud to other towns. Many stations have closed as people now use cars. The Bristol and Gloucester railway with a station in Haresfield village was opened in 1844; the station was closed in 1965	<b>Station:</b> A place where trains stop to pick up and drop off passengers and goods	- Map showing historical railway lines and stations in Stroud area - Information: Haresfield station (opened 1844, closed 1965) - Bristol and Gloucester Railway history - Then/now comparison: railway travel vs car travel - Old photographs of local stations	
	To compare how transport and industry in Stroud have changed over time	Stroud's economy changed from wool production using water power to modern industries. Transport changed from canals and railways to road transport.	<b>Industry:</b> the manufacturing and production of goods, often in factories or mills.	- Comparison timeline: 1700s-1800s-1900s-present - Venn diagram: then and now - Local history walk (mills, canal, old railway line) - Discussion: why did these changes happen? - Create a local history presentation	