

**Park Gate Primary School**  
**Year 3 and 4 Subject Overview: History**

**Overview**

*Pupils will 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 will note connections, contrasts and trends over time and develop the appropriate use of historical terms. They will address and devise historically valid questions about change, cause, similarity and difference, and significance. They will construct informed responses that involve thoughtful selection and organisation of relevant historical information and understand how our knowledge of the past is constructed from a range of sources.*

**Overview & Depth Studies**

In planning to ensure the progression described above through teaching the British, local and world history outlined, teachers will combine overview (themes) and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

**Significant Events (broader encounters)**

Enhance knowledge of British, local and world history.  
Harvest – impact on children over time.  
Black History Month.  
Guy Fawkes – who, when, where and what was he trying to do?  
Remembrance – WWI and subsequent wars. Poppies and poems.  
St. Andrew’s Day – the story.

**Year 3 Depth Study**

**Travelling Through Time**

Investigate possible sources of evidence to understand people that lived in prehistoric times, draw conclusions from the evidence and realise that for some questions there are no clear answers.

Develop a chronologically from Stone Age to Iron Age (including sub-divisions of Palaeolithic, Mesolithic and Neolithic), including BCE/CE.

Investigate the main changes in Britain from the Stone Age to the Iron Age, identifying similarities and differences and explaining the impact of new materials to everyday life.

Gather first hand experience of everyday life in Britain through visiting Butser Farm, participating in practical tasks and gaining an in depth knowledge of changes to food and housing, including construction.

**Year 4 Depth Study**

**Romans**

Use a range of sources of evidence to examine where, when and how the Romans invaded Britain. To understand the events surrounding Caesar’s and Claudius’s invasions of Britain and understand why the Roman Army was so successful in building up the Roman Empire.

Investigate sources about Boudicca and identify similarities and difference in account, making informed responses, assessing sources for accuracy and bias.

Continue to develop a chronologically and building a narrative.

Select and record information about the Celtic and Roman way of life, making comparisons and identifying similarities and differences between lifestyles.

Gather first hand experience of the impact of ‘Romanisation’ on everyday life in Britain, gathering

<p>Christmas – the story, the significance on a timeline.          Burns Night          Shrove Tuesday          St. David's Day          St. Patrick's Day          Easter          Sporting Traditions – Wimbledon          Mother's Day/Father's Day</p>	<p>Build knowledge through investigating late Neolithic hunter-gatherers and early farmers: <b>Skara Brae</b>. Investigate their own line of enquiry based on a key question. Choose reliable sources of evidence to answer their question, realising that there is often not a single answer to a historical question.</p>	<p>first-hand experience through visiting Fishbourne, participating in practical tasks.           Ask and answer questions relating to the impact of the Roman Empire on Britain.</p>
	<p><b>Overview Year 3 Theme Study</b>  <b>Farming</b></p>	<p><b>Overview Year 4 Theme Study</b>  <b>Warfare</b></p>
	<p>Research the changes in an aspect of social history (farming) that extends pupils' chronological knowledge beyond 1066. Periods of history studied; Iron Age, 18<sup>th</sup> Century, Victorians, Present.</p>	<p>Periods of history studied; Medieval, Tudors, WWII, Present.</p>