

History – Learning Objectives and Key Questions Years 3 and 4

We will be carrying out a range of enquiries in order to develop our skills as historians in:

Constructing and sequencing the past:

- Develop chronologically secure knowledge and understanding of British, local and world history.
- Establish clear narratives within and across the periods they study.
- Understand overview and depth.

Understanding change and development:

- Address and devise historically valid questions about change, similarity and difference. Note connections, contrasts and trends over time.

Understanding cause and effect:

- Address and devise historically valid questions about cause.

Understanding historical significance and interpretations:

- Address and devise historically valid questions about significance.
- Understand how our knowledge of the past is constructed from a range of sources.

Planning and carry out a historical enquiry:

- Construct informed responses that involve thoughtful selection and organisation.
- Develop appropriate use of historical terms.

Using sources as evidence:

- Understand how our knowledge of the past is constructed from a range of sources.

We will do this within the context of a range of historical periods and aspects of British and World history.

How much did life really change during the Stone, Bronze and Iron Ages and how can we possibly know?

Was Stone Age man simply a hunter and gatherer, concerned only with survival?
How different was life in the Stone Age when man started to farm?
What can we learn about life in the Stone Age from a study of Skara Brae?
Why is it so difficult to work out why Stonehenge was built?
How much did life really change during the Iron Age and how can we possibly know?
Can you solve the mystery of the 52 skeletons of Maiden Castle?

What do the surviving sources of evidence tell us about life in Ancient Egypt?

What can we quickly find out to add to what we already know about Ancient Egypt?
How can we discover what Ancient Egypt was like over 5,000 years ago?
What sources of evidence have survived and how were they discovered?
What does the evidence tell us about everyday life for men, women and children?
What did the Ancient Egyptians believe about life after death and how do we know?
How much did the Ancient Egyptians achieve?
What did Ancient Egypt have in common with other civilizations from that time?

How and why did the Romans invade Britain, and how did they keep control over their empire?

Why did the Roman Emperor Claudius leave hot, sunny Italy to invade cold wet Britain?
The Roman invasion: have the books got it right?
The Roman Invasion: should the Celts take on the Romans?
What image do we have of Boudica today?
How were the Romans able to keep control over such a vast empire?
Why did the Romans spend so much time building roads?
How can we solve the mystery of why this great 400 year empire suddenly came to an end?
What have the Romans ever done for us?

Why did the Anglo-Saxons and Vikings invade Britain and what perceptions do we have of them?

Why did the Anglo-Saxons invade and how can we possibly know where they settled?
What does the empty grave tell us about Saxon Britain?
How did people's lives change when Christianity came to Britain and how can we be sure?
How were the Saxons able to see off the Viking threat?
Just how great was King Alfred, really?
What image do we have of the Vikings?
Why have the Vikings gained such a bad reputation?
How did the Vikings try to take over the country and how close did they get?
How have Jorvik excavations changed our view of the Vikings?
What do place names tell us about Viking settlement?
Raiders or settlers: how should we remember the Vikings?

