



**Westhead Lathom St James' CE Primary School**  
**Year 3 and 4**  
**History**

<b>Questions to Develop Children's Spirituality in History:</b>	Is history always accurate? Does it depend on who tells the story? How important is it that we learn about the past? If history is in the past, why do we need to know about it now? What difference does it make to know about history, is there a difference to how you are with other people? What would you like people to remember about you?
<b>Development of the child:</b>	Self-awareness, reasoning, open-mindedness, appreciation and questioning.



<p><b>Topic:</b> The Great Plague</p> <p><b>Subject:</b> History</p>	<p><b>Prior Knowledge/Links:</b>          Fire, Fire (Y1/2) (Events Beyond Living Memory)          Inventors and Inventions (Y5/6) (Early Islamic Civilization of Baghdad)</p> <p><b>Children should already know:</b></p> <ul style="list-style-type: none"> <li>• when and where the Great Fire of London occurred</li> <li>• what London was like in 1666. E.g., houses made from wood, close together, poor living conditions</li> <li>• who Samuel Pepys was and why his diary was so important</li> <li>• that in 1666 London experienced a huge fire</li> </ul>		
<p><b>National Curriculum Objectives</b></p>	<p><b>Key Knowledge and Vocabulary</b></p>		
<p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p>	<p>Know where London is located on a map of the UK.          Know what London was like before the Great Fire of London- contrasts over time.          Know why the plague spread so quickly identify causation e.g. lack of sanitation.          Know when the plague occurred and how long it lasted-1665-1666.          Understand how we know about the plague today and link this to using primary sources of evidence. E.g. Samuel Pepys' diary          Know the symptoms of the plague and why it was a problem.          Know what help was available to try and cure the plague.          Understand that medicine and medical technologies in 1665 were not as advanced as the medicine we have today.</p> <p style="text-align: center;"><b>Cause and consequence: What were the different factors that caused the Great Plague?</b></p>	<p>AD          change          cause/causation          chronology          duration          sequence          timeline          consequence          sanitation          symptoms          cure          infectious/contagious          infection          disease          buboes</p>	<p>medicine          plague          In 1665...          British          sources          evidence          change/continuity</p>



<p><b>Topic:</b> There's No Place Like Home</p> <p><b>Subject:</b> History</p>	<p><b>Prior Knowledge/Links:</b>          The Place Where I Live (Y1/2) (Significant Places in Their Own Locality)</p> <p><b>Children should already know:</b></p> <ul style="list-style-type: none"> <li>• the place where they live</li> <li>• what school looked like in the past compared to today</li> <li>• what the area, their home and school have been like in the past</li> <li>• what looking at our area in the past tells us about what life might have been like in the past</li> </ul>	
<p><b>National Curriculum Objectives</b></p>	<p><b>Key Knowledge and Vocabulary</b></p>	
<p>A local history study:          A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.</p>	<p>How has the village of Westhead changed over time?          Looking at historical sources over time how has the village changed its use?          How would life have been different for pupils at WLSJ in the past? Sources- school record books, pictures, speak to past pupils          How is the school building different now to how it would have been in the past?          Visits/Visitors- Visit to Lathom Park Chapel or visitor from the Lathom Park Trust.          Know where national history is reflected in our locality – Romans, Tudors, WWI          Know that archaeological work shows that the earliest people living in Lathom were prehistoric hunter gathers.          Know that an Iron Age settlement was recently discovered in Lathom.          Know that there is evidence of a Roman settlement as soldiers ventured away from Warrington and Ribchester.          Know that Lady Margaret Beaufort was a major figure in the War of Roses. She was married to Sir Thomas Stanley, who set up Lathom House and she was the mother of Henry Tudor.          Know that during the First World War, the hall was used for military purposes, mainly for the training of horses.</p> <p style="text-align: center;"><b>Change and continuity: How has our locality changed over time?</b></p>	<p>AD          locality          achievements          evidence          narrative          primary source          significant/significance          Lathom House          Lathom Park          Romans          Tudors          War of the Roses          Margaret Beaufort          Lord Stanley          Henry Tudor          WWI          Iron Age</p>



<p><b>Topic:</b> Water, Water</p> <p><b>Subject:</b> History</p>	<p><b>Prior Knowledge/Links:</b> Higher, faster, Stronger (Y5/6) (Ancient Greece)</p> <p><b>Children should already know:</b></p> <ul style="list-style-type: none"> <li>• how we can find out about the past and make enquiries</li> <li>• what chronology means</li> </ul>	
<p><b>National Curriculum Objectives</b></p>	<p><b>Key Knowledge and Vocabulary</b></p>	
<p>The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China.</p>	<p><i>In this theme, children will learn about the achievements of the earliest civilisations including those of the Ancient Sumer, the Indus Valley, The Shang Dynasty and Ancient Egypt, going on to study the latter in more depth.</i></p> <p>Know what a civilisation is and where they first appeared.          Compare and contrast different civilisations.          Know where Egypt is and identify the climate and terrain.          Know how the Ancient Egyptians used the river Nile.          Understand why the Ancient Egyptians settled by the Nile.          Know some of the inventions created by the Ancient Egyptians and how this had an impact on their civilisation.          Know why the pyramids were built and where they are located.          Know the period in which the pyramids were built.          Know that Howard Carter was an archaeologist and that he discovered the tomb of Tutankhamun.          Know that the tomb of Tutankhamun was discovered in 1922.          Know where the Valley of the Kings is located.          Know which period the Valley of the Kings was built.          Know that tomb of King Tutankhamun is in the Valley of the Kings in Luxor.          Understand the significance of Howard Carter's discovery.          Know the timeline of events leading to the discovery and what happened after the discovery.          Understand the process of mummification.</p> <p style="text-align: center;"><b>Historical significance: Why was Howard Carter's discovery significant?</b></p>	<p>Ancient Egyptians          River Nile          Howard Carter          King Tutankhamun          Valley of the Kings          Luxor          tomb          pyramids          mummification          Pharaoh          Rosetta Stone          afterlife          hieroglyphics          sarcophagus</p>



<p><b>Topic:</b> What the Romans did for us</p> <p><b>Subject:</b> History</p>	<p><b>Prior Knowledge/Links:</b>          Rock and Roll (Y3/4) (Ancient Britain- Stone, Bronze and Iron Age)</p> <p><b>Children should already know:</b></p> <ul style="list-style-type: none"> <li>• what life was like in Britain during the Stone, Bronze and Iron ages</li> <li>• how life changed throughout these periods and how the Celts (Iron age) were settlers</li> <li>• the difference between nomads and settlers</li> <li>• know when the Celts lived in Britain</li> </ul>	
<p><b>National Curriculum Objectives</b></p>	<p><b>Key Knowledge and Vocabulary</b></p>	
<p>The Roman Empire and its impact on Britain. E.g. 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity.</p>	<p>Know that the Celts lived in Britain before the Romans.          Know what life was like in Britain before the Romans invaded.          Know why the Romans came to Britain.          Know what the main Roman settlements were e.g., Cheshire, Cumbria, Durham, York, Winchester, Derbyshire, Norfolk          Know how the Romans lived in Britain and how their towns were structured.          Know how the Romans changed life in Britain.          Know how the Romans beliefs influenced others.          Know that Caesar attempted conquest in 55BC.          Know that Boudicca tried to expel invaders.          Know that Claudius successfully invaded Britain to secure his throne with military victory.          Know that the Romans brought aqueducts, drainage, theatres, straight and paved roads to Britain.</p> <p style="text-align: center;"><b>Change and continuity: How did the Romans change Britain for the better, after their invasion?</b></p>	<p>Celts          Romans          invasions          settlements          conquest          empire          centurion          soldier          Boudicca          emperor          aqueduct          bath house          mosaic          Hadrian's Wall</p>



<p><b>Topic:</b> Rock and Roll</p> <p><b>Subject:</b> History</p>	<p><b>Prior Knowledge/Links:</b>          Higher, Faster, Stronger (Y5/6) (Ancient Greece)</p> <p><b>Children should already know:</b></p> <ul style="list-style-type: none"> <li>• where people and events fit into a chronological order</li> <li>• what has changed/stayed the same over time</li> <li>• know the difference between past and present in their own lives</li> </ul>	
<p><b>National Curriculum Objectives</b></p>	<p><b>Key Knowledge and Vocabulary</b></p>	
<p>Changes in Britain from the Stone Age to the Iron Age.          Late Neolithic hunter-gatherers and early farmers. Bronze Age religion, technology and travel including, Stonehenge. Iron Age hill forts: tribal kingdoms, farming, art and culture.</p>	<p>Know what <b>prehistoric</b> means.          Know what <b>Britain</b> was like after the dinosaurs became <b>extinct</b>.          Know what life was like after the <b>ice age</b>.          Know that the Stone Age spanned from around 15000 BC – 2500 BC.          Know where Stonehenge is and when and how it was built.          Know that hunter-gatherers were part of a forager society where food was obtained from plants and animals.          Know what kind of animals would have been <b>hunted</b>.          Know what the first <b>farming settlements</b> looked like.          Know that the Bronze Age spanned from 3000 BC – 800 BC.          Know that the Iron Age spanned from 800 BC – AD 43.          Know how an Iron Age fort was built.          Know what life was like in an Iron Age tribal kingdom and the tools that were developed to help in daily work.          Know that the Iron Age ended with the Roman invasion in AD 43.</p> <p><b>Change and continuity: How did the lives of people change from the Stone Age to the Iron Age?</b></p>	<p>prehistoric          hunting          farming          settlements          hunter-gatherer          agriculture          migrating/migration          Stone Age          Bronze Age          Iron Age          Stonehenge          BC</p>



<p><b>Topic:</b> Local Black History  <b>Subject:</b> History</p>	<p><b>Prior Knowledge/Links:</b>          Local Black History- Learie Constantine (Y1/2) (Significant People)          Explorers (Y1/2) (Significant People)          Local Black History- A Ship Called Hope (Y5/6) (A Study or Theme Beyond 1066)</p> <p><b>Children should already know:</b></p> <ul style="list-style-type: none"> <li>• what significant and significance mean</li> <li>• what it means to be a significant individual</li> <li>• some of the key achievements of significant people in the past e.g. Mae Jemison, Neil Armstrong, Christopher Columbus</li> </ul>	
<p><b>National Curriculum Objectives</b></p>	<p><b>Key Knowledge and Vocabulary</b></p>	
<p>A theme in British history beyond 1066          Local history</p>	<p>Know where our clothes come from in the present.          Know where our clothes came from in the past.          Know the significance of the Lancashire Cotton Industry for the people of Lancashire.          Know what life was like for the Lancashire cotton factory workers.          Know how the 1862 Cotton Famine affected the people of Lancashire.          Know where cotton was grown and who was involved in the production process.          Know the key events and chronology of the evolution of the Lancashire Cotton Industry</p> <p><b>Source and evidence: How were the Lancashire Cotton Industry and the Transatlantic Slave Trade reliant on each other?</b></p>	<p>significance          evidence          chronology          cotton industry          mills          Lancashire          slavery/slaves/slave trade          cotton famine          racial equality          Henry Ashworth          Abraham Lincoln          president          industrial revolution</p>