

Bincombe Valley Primary School

History: Year 3/4 Cycle A Composites and Components

When?	Composite	Components	Disciplinary Knowledge / Assessment	Golden Threads	Vocabulary
Autumn 1	What did the ancient Egyptians believe?	1. I can explain when and where the Ancient Egyptians lived. 2. I can discuss the importance of the Egyptian gods and goddesses. 3. I can identify the challenges of building an Egyptian pyramid. 4. I can understand how and why the Egyptians mummified people. 5. I can make inferences about Egyptian beliefs, using primary sources. 6. I can evaluate significant ancient Egyptian beliefs.	• Explain what ancient means • Can use archaeological sources to ask questions about the early civilisations • Identify Egypt's location and key geographical features • Explain why the River Nile was important to ancient Egyptians • Explain what the Rosetta Stone is and why it is important • Identify how hieroglyphs change overtime • Explain why Gods and Goddesses were important to ancient Egyptians • Identify what Egyptians believed about the afterlife • Explain the process of mummification and why some ancient Egyptians were mummified	Understanding how people in history were influential and inspirational Knowledge of Significant events Understanding of culture and religion on people in history. Understand how we can act like historians Understand how things change over time (comparison then to now)	• civilisation • delta • Egypt • Late period • Lower Egypt • Middle Kingdom • New Kingdom • Old Kingdom • period • Ptolemaic period • Nile • Upper Egypt • Atum • creation story • Horus • Isis • Nun • Osiris • Ra • Sekhmet • casing stones • pharoah • foundations • limestone blocks • pulley • pyramid • quarrying • ramp • vizier • amulet • canopic jars • embalmer • immortal • linen • natron • preserve • resin • sarcophagus

Spring 1	How hard was it to invade and settle in Britain?	1. I can understand why the Anglo-Saxons invaded Britain. 2. I can identify the features of Anglo-Saxon settlements and how they changed from prehistoric times. 3. I can make inferences about who was buried at Sutton Hoo and Anglo-Saxon life. 4. I can explain how Anglo-Saxons converted to Christianity. 5. I can create an interpretation of Alfred the Great. 6. I can understand how Anglo-Saxon rule ended.	• explain how Britons felt when the Romans left Britain. • identify where Angles, Saxons and Jutes came from. • explain the reasons for the Anglo-Saxons invading Britain. • evaluate the effectiveness of the wattle and daub-making process. • explain the importance of Sutton Hoo. • make deductions from artefacts. • understand how Anglo-Saxon beliefs changed. • understand the threat the Vikings posed to the Anglo-Saxons. • can select and justify who was the best candidate for the throne.		• Angles • Saxons • Jutes • invasion • settlers • Britons • Romans • empire • longships • settlement • wattle • daub • Northumbria • Mercia • Wessex • Kent • East Anglia • hearth • cauldron • kingdom • Sutton Hoo • Edith Pretty • Raedwald • inferences • burial mound • sceptre • gilt • garnet • missionary • Christianity • convert • paganism • monastery • Columba • Iona • Augustine • Aidan • Pope • Lindisfarne • • Alfred the Great • Battle of Edington • Wessex • Danelaw • Guthrum • The Great Heathen Army •
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Summer 1	How have children's lives changed?	1. I can understand how children's lives have changed using a range of sources. 2. I can explain why children worked in Tudor times and what working conditions were like. 3. I can discuss the types of jobs Victorian children had and their working conditions. 4. I can explain how Lord Shaftesbury changed children's lives. 5. I can discuss how and why children's leisure time has changed. 6. I can identify which diseases children caught and how they were treated.	• Make observations and deductions from sources about how children's lives changed. • Explain why Tudor children worked and what kind of jobs they did. • Identify jobs done by Victorian children and make inferences about these jobs. • Identify changes made by Lord Shaftesbury and evaluate his work and achievements. • Use sources to identify leisure activities and explain reasons why they changed. • Identify some diseases from the past and how effective their treatments were.		• childhood • continuity • change • deduction • historian • observation • primary source • secondary source • Tudor period • apprentice • master • oath • poorer • wealthier • working conditions • archivist • bird scarer • class • servant • gin • hurrier • textile mill • trapper • Victorian period • bill • Factory Acts • government • historically significant • law • Parliament • poverty • ragged schools • bacteria • cholera • disease • flu • infection • plague • smallpox • treatments • vaccination • virus
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