



John 8:12 "I am the light of the world. Whoever follows me will never walk in darkness, but will have the light of life."

ST. PETER'S CE PRIMARY SCHOOL

firm foundations, shining bright

Matthew 16:18 "You are Peter and upon this rock I shall build my church."

OUR VISION

Like St Peter, we build upon the rock of Jesus to enable us to shine: achieving our God given potential and loving ourselves, others, the world and God.

HISTORY

YEAR 3/4

2 YEAR CYCLE LONG TERM PLANNING

History progression link: [Progression in History under the 2014 National Curriculum.pdf](#)

YEAR 3/4

Overall Topic	Cycle 1 Autumn	Cycle 1 Spring	Cycle 1 Summer	Cycle 2 Autumn	Cycle 2 Spring	Cycle 2 Summer
	Roving Romans History	Mountains, volcanoes and Earthquakes Geography	Where in the world? Geography	Stone Age to Iron Age History	The Mediterranean - comparison UK and European Study Geography	Ancient Egypt History
Chronological knowledge / understanding (including characteristic features of periods)	Continue to develop chronologically secure knowledge of history Establish clear narratives within and across periods studied Note connections, contrasts and trends over time			Continue to develop chronologically secure knowledge of history Establish clear narratives within and across periods studied Note connections, contrasts and trends over time		Continue to develop chronologically secure knowledge of history Establish clear narratives within and across periods studied Note connections, contrasts and trends over time
Historical terms eg empire, peasant	Develop the appropriate use of historical terms			Develop the appropriate use of historical terms		Develop the appropriate use of historical terms
Historical enquiry - Using evidence / Communicating	Regularly address and sometimes devise historically valid questions			Regularly address and sometimes devise historically valid questions		Regularly address and sometimes devise historically valid questions

ideas	Understand how knowledge of the past is constructed from a range of sources Construct informed responses by ... Selecting and organising relevant historical information			Understand how knowledge of the past is constructed from a range of sources Construct informed responses by ... Selecting and organising relevant historical information		Understand how knowledge of the past is constructed from a range of sources Construct informed responses by ... Selecting and organising relevant historical information
Interpretations of history	Understand that different versions of the past may exist, giving some reasons for this			Understand that different versions of the past may exist, giving some reasons for this		Understand that different versions of the past may exist, giving some reasons for this
Continuity and change in and between periods	Describe / make links between main events, situations and changes within and across different periods/societies			Describe / make links between main events, situations and changes within and across different periods/societies		Describe / make links between main events, situations and changes within and across different periods/societies
Cause and consequence	Identify and give reasons for, results of, historical events, situations, changes			Identify and give reasons for, results of, historical events, situations, changes		Identify and give reasons for, results of, historical events, situations, changes
Similarity / Difference within a	Describe social, cultural, religious			Describe social, cultural, religious		Describe social, cultural, religious

period/situation (diversity)	and ethnic diversity in Britain & the wider world			and ethnic diversity in Britain & the wider world		and ethnic diversity in Britain & the wider world
Significance of events / people	Identify historically significant people and events in situations					Identify historically significant people and events in situations
Vocabulary	Roving Romans Stone Age to Iron Age Prehistory, hunter-gatherer, nomad, palaeolithic, mesolithic, neolithic, tribe, nomadic, Celt, bronze, roundhouse, hillfort, domesticated, archaeologists Ancient Egypt					
Resources						

Vocabulary and resources will be added as each unit is planned.