



History

Year group: 3/4

Term: Spring

Prior knowledge

In KS1, children have learnt about significant people, events and changes that have occurred both within and beyond living memory, in their local area and those of national or global importance. The children have gained a wide range of key vocabulary and historical language relating to the passage of time. The children are beginning to develop an awareness of chronology through ordering pictures from oldest to newest and sorting into past and present, and creating simple timelines.

National Curriculum Objectives

In KS2, pupils will continue to develop a chronologically secure knowledge and understanding of British, local and world history. They will discuss connections, contrasts and trends over time and develop the appropriate use of historical terms. They will explore how our knowledge of the past is constructed from a range of sources.

Children will learn about:

- A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.

Topic overview

Benin Civilisation: The children will study artefacts and images to find out what it was like in Benin 500 years ago and its impact on the developing world. They will investigate key questions about Benin, and discover why British Victorians got involved in the country.

By the end of this unit, I will be able to:

- Describe events and periods using the words: BC, AD and century
- Know how previous historical studies fit in chronological order by exploring key dates/events on a timeline
- Explain how events from the past have helped shape our lives.
- To know that people who lived in the past cooked and travelled differently and used different weapons.
- Recognise that people's way of life was dictated by the work they did.
- Make inferences about Benin life from a range of sources. To place key events from Benin civilisation on to a timeline
- Recognise the part that archaeologists have had in helping us understand more about what happened in the past
- Use various sources of evidence to answer questions
- Give more than one reason to support an historical argument.

Key vocabulary

- civilisation
- AD/BC
- century
- timeline
- developments
- impact
- **Within living memory**
- **Beyond living memory**



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