

Year 3 and Year 4 – History Big Questions and Target Memories

2026 - 2027			2027-2028		
Autumn	Spring	Summer	Autumn	Spring	Summer
A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066: (Non-statutory examples) changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century.	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.	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.	<i>Changes in Britain from the Stone Age to the Iron Age.</i> This could include: - late Neolithic hunter-gatherers and early farmers, for example, Skara Brae. - Bronze Age religion, technology and travel, for example, Stonehenge - Iron Age hill forts: tribal kingdoms, farming, art and culture.	<i>The Roman Empire and its impact on Britain.</i> This could include: - the Roman Empire by AD 42 and the power of its army - successful invasion by Claudius and conquest, including Hadrian's Wall - British resistance, for example, Boudica 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity.	<i>Britain's settlement by Anglo-Saxons and Scots.</i> This could include: - Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire - Scots invasions from Ireland to north Britain (now Scotland) - Anglo-Saxon invasions, settlements and kingdoms: place names and village life - Anglo-Saxon art and culture - Christian conversion – Canterbury, Iona and Lindisfarne
<u>How have children's lives changed?</u> In the past, children had to work from a young age because there were no laws to protect them. Children in Tudor and Victorian times did different kinds of work depending on the period and their family's needs. Lord Shaftesbury worked to improve children's lives by changing laws about work, safety and education. Illnesses and diseases were treated differently in the past because people did not have modern medicine, vaccines, or a scientific understanding of how illnesses spread. Children's leisure time has changed because society, technology, and schooling have changed.	<u>What was important to ancient Egyptians?</u> Ancient civilisations began when people settled, farmed the land, and built organised societies. Ancient Egypt developed along the River Nile in northeast Africa, where the desert and fertile farmland shaped how people lived. The River Nile was essential to Ancient Egyptians because it provided water, fertile soil, food, and transport. The Rosetta Stone was important because it allowed historians to understand and translate ancient Egyptian hieroglyphics. Ancient Egyptians believed in many gods and goddesses, who they thought controlled nature, life, and death. Ancient Egyptians believed in an afterlife, so they mummified important people and buried them with items they would need for the next world.	<u>How did the achievements of the ancient Maya impact their society and beyond?</u> The Ancient Maya lived a long time ago in Mesoamerica, in the area that is now parts of Mexico and Central America. The Maya settled in rainforest areas and solved problems like thick forests and little sunlight by clearing land, growing crops and hunting for food. The Maya believed in many gods and carried out special ceremonies and rituals to honour them. Maya cities had important buildings such as temples, palaces, ball courts and plazas, with homes built around the edges of the city. The Maya created important inventions, such as calendars, writing and the ball game, which helped them organise their lives and show their beliefs. The Maya civilisation declined for several reasons, including farming problems, wars and changes in the environment.	<u>Would you prefer to have lived in the Stone, Bronze or Iron Age?</u> Life in the Stone Age can be understood through archaeological sites such as Skara Brae, which shows how early communities lived and used simple tools. Prehistory is divided into the Stone Age, Bronze Age and Iron Age, and each period can show how life and technology developed over time. Archaeological evidence helps us understand how people lived in the Bronze Age, including the tools, homes and objects they made and used. Bronze changed prehistoric life by allowing people to make stronger tools, weapons and objects, leading to new ways of working, trading and living. By the Iron Age, communities lived in larger settlements such as hillforts and developed increasing levels of trade between Britain and Europe. When we compare Neolithic and Iron Age settlements, we can see how life changed over time: early farmers lived in small communities, while Iron Age tribes built larger hillforts and organised their settlements in new ways.	<u>Why did the Romans invade and settle in Britain?</u> The Romans invaded Britain to expand their empire, gain valuable resources like metals, and show the power of Rome. Emperor Claudius successfully invaded Britain in AD 43, beginning a period of Roman control across much of the island. Boudicca, queen of the Iceni, led a major rebellion against Roman rule, showing that many Britons resisted becoming part of the Roman Empire. The Roman army was powerful because it was highly trained, well-organised, and used effective battle formations such as the testudo and wedge. Roman settlement changed life in Britain by introducing new buildings, roads, towns, and ways of living that shaped society for centuries. The Romans left Britain in AD 410, but their legacy continued through their laws, language influences, architecture, and technological ideas.	<u>What changed in Britain after the Anglo-Saxon invasion?</u> Anglo-Saxons and Scots came to Britain after the Romans left, settling from different parts of northern Europe and shaping early medieval society. Anglo-Saxon settlements were small villages made of wooden, wattle-and-daub houses. The discovery of Sutton Hoo helps historians understand Anglo-Saxon beliefs, leadership and craftsmanship through the objects found in the burial. Christianity spread through Britain as monks and missionaries, such as Augustine, Aidan and Columba, taught people and established churches and monasteries. King Alfred is remembered as 'Great' because he defended his kingdom from Viking attacks, promoted learning, and strengthened the laws of England. Anglo-Saxon rule ended in 1066 when William of Normandy won the Battle of Hastings and became the new king of England.

