








Year 3 History Curriculum Overview

Historical skills

	<p>Explain what has been found out</p>		<p>Ask a variety of questions</p>
	<p>Carry out historical enquiry</p>		<p>Put events in chronological order</p>
	<p>Compare sources/events/individuals</p>		<p>The facts I need to know (Substantive knowledge)</p>
	<p>Use a range of sources</p>		

Autumn Term

Spring Term

Summer Term

Where we study the changes in British, local and world history, putting these events into chronological order and understanding the impact of people's ideas and beliefs.

Achievements of ancient civilisation
Ancient Egyptians
7500BC - 30BC

Britain from Stone age - Iron age (including Skara Brae
40,000BC - 50BC (stated that Stone Age actually started over 3.3 million years ago)

Roman Empire and its impact on Britain
54BC - 410AD

Progression of Historical skills (entering) Knowledge

- Pupils can remember a few key events about the areas they have studied
- Pupils can begin to identify how we know about past events
- Pupils can identify different representations of history e.g. books, visual clips, letters

Questioning

- Pupils can ask simple questions to develop their understanding
- Pupils are able to answer some simple questions related to an area of study
- Pupils can sometimes justify their answers using sources or stories

Vocabulary

- Pupils can remember and use a few names and words specific to areas of study
- Pupils can use words and phrases accurately to indicate periods of time e.g. a long time ago, ancient, centuries

Progression of Historical skills (developing) Knowledge

- Pupils remember key facts and information from areas of study in Year 3
- Pupils can identify at least one way we gather information
- Pupils can identify different representations of history e.g. books, visual clips, letters and are using at least one type with increasing confidence

Questioning

- Pupils can ask simple questions to develop understanding and may be beginning to ask more in-depth questions for their age to develop their understanding
- Pupils are generally able to answer questions accurately related to the area of study
- Pupils can generally use sources to justify their answers

Progression of Historical skills (secure)

Knowledge

- Pupils remember a range of key facts and information from areas of study in Year 3
- Pupils can identify at least two ways we gather information
- Pupils are able to use at least one type of source of information confidently

Questioning

- Pupils are beginning to ask more in depth questions for their age to develop their understanding
- Pupils are able to answer questions accurately related to the area of study
- Pupils can use sources to justify their answers

Vocabulary

- Pupils can remember and use a range of names and words from the areas they have studied in Year 3 as well as remembering a few names and words from previous study
- Pupils are beginning to use more specific words and phrases to indicate time, talking about decades, centuries, millennium etc.
- Pupils are beginning to learn a few words related to history in general as well as periods of history e.g. empire, parliament, civilisation etc.

Chronological understanding

- Pupils can accurately order events they have learnt about from furthest away to most recent
- Pupils can draw timelines, beginning to place areas of study on them
- Pupils can make a few comparisons between areas of study, identifying similarities between them
- Pupils can make a few comparisons between areas of study, identifying differences between them

Vocabulary

- Pupils can remember and use names and words from the areas they have studied
- Pupils can use words and phrases accurately to indicate periods of time (a long time ago, ancient) and may be beginning to use more specific words and phrases to indicate time, talking about decades, centuries, millennium etc.
- Pupils are being introduced to words related to history in general as well as periods of history e.g. empire, parliament, civilisation etc.

Chronological understanding

- Pupils are beginning to develop their knowledge of chronology and with some accuracy can place periods of history they have learnt about on a timeline
- Pupils can generally make links between areas of history they have studied in Year 3 and previously, identifying similarities between them
- Pupils can generally make links between areas of history they have studied in Year 3 and previously, identifying differences between them

Chronological understanding

- Pupils are developing their knowledge of chronology and can generally place periods of history they have learnt about accurately on a timeline
- Pupils can confidently make links between areas of history they have studied in Year 3 and previously, identifying similarities between them
- Pupils can confidently make links between areas of history they have studied in Year 3 and previously, identifying differences between them

Topic key questions

Immersion lesson Can I become an Egyptologist?



Activity - PPT to introduce vocab, time line, famous for. Use the artefacts and picture from 'Book of the Dead' to look for clues how these people lived and to generate questions Show map of location.

Topic key questions

Immersion lesson - What can we discover about the Stone age?



Activity Show time line, - Hunt and gather the fact cards from around the room. In groups discuss and sequence the facts. Can your group be the expert? VR to be used - pre-teach what the children will be seeing to gain most from experience. Fastest finger first quiz as plenary.



Topic key questions

Immersion lesson -The Ancient Romans



Show a map of Italy have the children locate Rome. Give a brief version of how Rome got its name - Romulus and Remus. Show Timeline and photos/artefacts of the Romans and where they lived. Children to generate questions and see if can find answers. Annotate why, where, when around picture of ancient Rome.

What information can I add to my knowledge?



Activity - Information strips around the room. Chn find the information and return with it (in their heads) to feed back to their group. Sketch a mind map with their new learning.

How can we discover what Ancient Egypt was like 5,000 year ago?



Activity - show PPT, chn are to become archaeologist, use maps to draw conclusions and consider where to dig. Complete the enquiry form

Why was embalming the dead so important?



Activity - watch book of the dead https://www.youtube.com/watch?v=1yv_MXNYbAo

Use ppt - Chn to help 'the hope embalmer' print slides, children sequence first in groups, then up in front of class. Each child verbally tells that process, use conjunctions too. If time write out instructions in book. Or record on iMovie

Who were the victims of a 3,000-year-old crime? (Extra lesson)



Activity - PPT Crimewatch style lesson. Chn are given facts and clues, they need to match the artefacts with the tombs they were stolen from using their knowledge and inference

What did the Ancient Egyptians have in common with other ancient civilisations?



Activity - chn make comparisons with Shanghai dynasty (China), Indus Valley (Pakistan) Mesopotamia/Sumer (Iraq) to see what they have in common, look for patterns and clues PPT

What are the different periods of this age?

Activity - time line, look at the three stages in this period, chn make comparisons between them

Was Stone age man simply a hunter gatherer?



Activity - gather pictures and decide whether 'hunter' or 'gatherer' Chn annotate pictures to show what it tells us about this period (slide 1 PPT)

How did life change once farming was discovered?



Activity Use images from 2 periods of time (Mesolithic and Neolithic) and discuss differences between them. Play You tube video explaining development of farming and agriculture (<https://www.youtube.com/watch?v=rboewQNMpdu>)

Group work sorting cards into changes or no changes. Challenge to sort changes into big or small changes. Chn complete table.

What does Skara Brae tell us about how Stone age man lived?



Activity - Chn have ariel photos of Skara Brae, using pot it notes chn annotate what they can see, what does this tell us about their way of life? Challenge - look at the artefacts found, match with what tells us

How should we remember the Bronze age?



Activity - Create a list of 10 things that should be included about the Bronze age, tick off when video mentions them (video link is on the ppt)

Why did the Romans leave Italy?



Activity - role play Roman Advisors for and against invading. Use cards. Challenge in groups chn record all the reasons for/against can remember. Record two reasons in speech bubbles

Was Boudicca's uprising a success or failure?



<https://www.youtube.com/watch?v=eC7ONgTJGKw>
Activity - living graph of the successes and failings in Boudicca's uprising children each have a picture to show different parts of the rebellion if good step forward if bad step back two paces. Record a sentence in books if this was a success or fail or both? (she failed, but other tribes followed example and Romans never fully controlled Britain)

How did the Romans manage to keep control of a vast empire?



<https://www.bbc.co.uk/bitesize/topics/zcyc7ty/articles/z6qt7yc>

Before watch video predict what reasons you think? Watch video and look at reasons why they managed. How important is each reason? Discussion. Split into 8 groups, each group research the reason.... This helped them to expand because.... Feedback as an expert on each reason to the class (print slides from PPT to write on)

What legacies did the Romans leave for us?



Activity - PPT starter activity Under the cloth. Reveal items that the Romans have left for us (see list of ideas) Chn create a PPT of their own with the legacies that the Romans left us

Comparisons to then and now

Upper and Lower Egypt split - United Kingdom is split into 4 countries, each with own governments
 Ancient Egypt was invaded twice, Russia currently invading the Ukraine
 Very similar to the Mayan ancient civilisation
 People can still be embalmed today after their death

Comparison to then and now

Continued farming of land, improved techniques and tools
 Improvement in technology and the impact this has on our lives - compare the impact farming had on lives

Comparison to then and now

The legacy the Romans left us with, for example roads, trade, central heating

Ofsted latest guidance of learning

TOPIC: Substantive Knowledge or first order concepts (The substance of the topic, facts and context. The aspects of the topic you will teach) For example: people, events, ideas

Topic knowledge

Pupils need a rich knowledge of the period, place, society,
 (Who, where, when, what)

Chronological knowledge

Pupils need a secure overview of major developments and periods to contextualise their new learning. Children can see where events or features of a period 'fit in'.
 In KS2 learn secure narrative across and within periods. (Use of timelines to discuss and compare)

Knowledge of substantive concepts

For example:
 Monarchy, civilisation, parliament, democracy, tax,

TOPIC: Disciplinary knowledge or second order concepts (How historians learn about the past and form their arguments)

Cause and consequence

How historians construct arguments about causes and consequences of events

Change and continuity

How historians construct arguments about the nature, pace and extent of change in the past

Historical significance

How historians attribute significance to past events, people, deeming them worthy of study and attention

Similarity and difference

How historians construct arguments about the similarity and differences between places, people and groups in the past

Sources and evidence

How historians use evidence to answer questions about the past

Interpretations

How historians construct the accounts of the past, including how and why these can differ

<p>School artefacts Bast cast Anka Chariot plaque Obelisk Canopic jar Large Scarab beetle Sphinx Small symbolic amulets x 6 Papyrus 1 large 1 small oil lamps x 2</p>	<p>School artefacts Toy bison flint axe flint knife Flint hand tool Stonehenge model Mirror scissors VR headsets</p>	<p>School artefacts Helmets shields chain mail armour Shoes</p>																																												
<p>National curriculum Historical enquiry Pupils continue to develop a chronologically secure knowledge and understanding of British, local and world history. They begin to note connections and develop the appropriate use of historical terms. They begin to construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p>	<p>National curriculum Historical enquiry Pupils continue to develop a chronologically secure knowledge and understanding of British, local and world history. They begin to note connections and develop the appropriate use of historical terms. They begin to construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p>	<p>National curriculum Historical enquiry Pupils continue to develop a chronologically secure knowledge and understanding of British, local and world history. They begin to note connections and develop the appropriate use of historical terms. They begin to construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p>																																												
<p>Key vocabulary for children</p> <table border="1" data-bbox="85 762 680 1461"> <tr><td>Ancient</td><td>Extremely old</td></tr> <tr><td>Civilisation</td><td>The level of development where people live together peacefully in communities</td></tr> <tr><td>Hieroglyphics</td><td>A pictorial form of ancient writing</td></tr> <tr><td>Pharaoh</td><td>An ancient Egyptian ruler (king or queen)</td></tr> <tr><td>Agriculture</td><td>Farming</td></tr> <tr><td>Tomb</td><td>A large grave above ground usually with a sculpture or decoration on it</td></tr> <tr><td>Monument</td><td>Large structure usually made out of stone, which is built to remind people of an event in history</td></tr> <tr><td>Mummification</td><td>The process in which the flesh and skin of a corpse (dead body) is preserved (embalming)</td></tr> <tr><td>Merchants</td><td>People who buy or sell goods in large quantities</td></tr> </table>	Ancient	Extremely old	Civilisation	The level of development where people live together peacefully in communities	Hieroglyphics	A pictorial form of ancient writing	Pharaoh	An ancient Egyptian ruler (king or queen)	Agriculture	Farming	Tomb	A large grave above ground usually with a sculpture or decoration on it	Monument	Large structure usually made out of stone, which is built to remind people of an event in history	Mummification	The process in which the flesh and skin of a corpse (dead body) is preserved (embalming)	Merchants	People who buy or sell goods in large quantities	<p>Key vocabulary for children</p> <table border="1" data-bbox="712 762 1308 1461"> <tr><td>Prehistory</td><td>Period in time, in the past, before people could write</td></tr> <tr><td>Humans</td><td>We are humans but there have been different types of humans over time, including Neanderthals</td></tr> <tr><td>Homo-sapiens</td><td>The scientific name for modern humans. ‘Homo’ means man ‘Sapiens’ means wise</td></tr> <tr><td>Hunter gathers</td><td>Groups of people who get food by hunting, foraging and fishing, rather than farming</td></tr> <tr><td>Climate</td><td>The weather conditions in an area over a long period of time (during the ice age, the climate in Britain was extremely cold)</td></tr> <tr><td>Tools</td><td>The first stone tools were made 3.3 million years ago</td></tr> </table>	Prehistory	Period in time, in the past, before people could write	Humans	We are humans but there have been different types of humans over time, including Neanderthals	Homo-sapiens	The scientific name for modern humans. ‘Homo’ means man ‘Sapiens’ means wise	Hunter gathers	Groups of people who get food by hunting, foraging and fishing, rather than farming	Climate	The weather conditions in an area over a long period of time (during the ice age, the climate in Britain was extremely cold)	Tools	The first stone tools were made 3.3 million years ago	<p>Key vocabulary for children</p> <table border="1" data-bbox="1357 762 1953 1489"> <tr><td>Romulus and Remus</td><td>Mythical brothers who fought to found a city - Rome</td></tr> <tr><td>Celts</td><td>The name given to the collection of different tribes who lived in Britain, before the invasion of the Romans</td></tr> <tr><td>Legionary</td><td>Male citizen of Rome who fought in the heavily armed legions of the Roman army</td></tr> <tr><td>Centurion</td><td>Leaders of a Roman century made up of 80 soldiers</td></tr> <tr><td>Boudicca</td><td>British queen of the Iceni tribe</td></tr> <tr><td>Trade</td><td>Imports included: coins, pottery, olive oil, wine, olives, salt, fish & glass. Exports included metals (silver, gold, lead, iron & copper) salt and agricultural produce</td></tr> <tr><td>Economy</td><td>Mining and agriculture generated finances. By the 3rd century, Britain’s economy</td></tr> </table>	Romulus and Remus	Mythical brothers who fought to found a city - Rome	Celts	The name given to the collection of different tribes who lived in Britain, before the invasion of the Romans	Legionary	Male citizen of Rome who fought in the heavily armed legions of the Roman army	Centurion	Leaders of a Roman century made up of 80 soldiers	Boudicca	British queen of the Iceni tribe	Trade	Imports included: coins, pottery, olive oil, wine, olives, salt, fish & glass. Exports included metals (silver, gold, lead, iron & copper) salt and agricultural produce	Economy	Mining and agriculture generated finances. By the 3 rd century, Britain’s economy
Ancient	Extremely old																																													
Civilisation	The level of development where people live together peacefully in communities																																													
Hieroglyphics	A pictorial form of ancient writing																																													
Pharaoh	An ancient Egyptian ruler (king or queen)																																													
Agriculture	Farming																																													
Tomb	A large grave above ground usually with a sculpture or decoration on it																																													
Monument	Large structure usually made out of stone, which is built to remind people of an event in history																																													
Mummification	The process in which the flesh and skin of a corpse (dead body) is preserved (embalming)																																													
Merchants	People who buy or sell goods in large quantities																																													
Prehistory	Period in time, in the past, before people could write																																													
Humans	We are humans but there have been different types of humans over time, including Neanderthals																																													
Homo-sapiens	The scientific name for modern humans. ‘Homo’ means man ‘Sapiens’ means wise																																													
Hunter gathers	Groups of people who get food by hunting, foraging and fishing, rather than farming																																													
Climate	The weather conditions in an area over a long period of time (during the ice age, the climate in Britain was extremely cold)																																													
Tools	The first stone tools were made 3.3 million years ago																																													
Romulus and Remus	Mythical brothers who fought to found a city - Rome																																													
Celts	The name given to the collection of different tribes who lived in Britain, before the invasion of the Romans																																													
Legionary	Male citizen of Rome who fought in the heavily armed legions of the Roman army																																													
Centurion	Leaders of a Roman century made up of 80 soldiers																																													
Boudicca	British queen of the Iceni tribe																																													
Trade	Imports included: coins, pottery, olive oil, wine, olives, salt, fish & glass. Exports included metals (silver, gold, lead, iron & copper) salt and agricultural produce																																													
Economy	Mining and agriculture generated finances. By the 3 rd century, Britain’s economy																																													

Pyramid	A structure with triangular sides built as an Egyptian tomb
Burial chamber	A room that is often below ground level that is used to bury the remains of the dead

Village	A group of houses where people chose to live near each other
Agriculture	Farming
Stonehenge	A group of standing stones at Salisbury Plain in Southern England
Fossil	The preserved remains of plants or animals

	was diverse and well established
Settlements	Romans established a number of important settlements, many of which still survive. They introduced the idea of a town as a centre of power and administration
Religion	Druids were outlawed by Claudius, however Britons continued to worship in Celtic deities. Christianity was introduced in 200AD in Britain

Keys dates and events

7500BC	First settlers in the Nile Valley
3500BC	First use of hieroglyphic symbols
3100BC	Narmer unites regions of Lower and Upper Egypt
2650BC	First step pyramid build
2600BC	Old Kingdom
2000BC	Middle Kingdom
1540BC	New Kingdom
1472BC	Hatshepsut Becomes caretaker ruler, later declares herself Pharaoh
1336BC	Tutankhamen becomes Pharaoh
1279BC	Ramses II becomes Pharaoh
1100BC	Upper and Lower Egypt split
332BC	Alexander the Great conquers Egypt
196BC	Rosetta stone carved
30BC	Egypt becomes a Roman province
1922	Tutankhamen tomb is discovered

Keys dates and events

814,000 BC	Earlier footprints and evidence of flints made into tools in Britain
40,000 BC	Homo Sapiens arrived in Britain
33,000 BC	Ice Age drove humans out of Britain
11,000 BC	Humans returned to Britain
6,000 BC	Doggerland flooded forming the English Channel, cutting Britain off from the rest of Europe
4,400 BC	People began to settle across Britain. The beginning of farming
3,180 BC	Village built in Skara Brae, in the Orkney Islands, Scotland
2,200 BC	Bronze Age began in Britain
2,000 BC	Stonehenge was completed. Fields with walls were built
1,200 BC	First hill forts
800 BC	The Iron Age began
120 BC	Coins were used for the first time in Britain
55 BC	Britons in war chariots defeated the Romans

Key dates and events

54BC	Julius Caesar first invades Britain
43AD	Roman army lands in Britain, successful invasion ordered by Claudius
51AD	Iceni revolt against the Romans, led by Boudicca
79AD	Eruption of Mount Vesuvius
122AD	Construction of Hadrian's wall
200AD	Introduction of Christianity
306AD	Constantine proclaimed emperor of York
406AD	Suevi, Alans, Vandals and Burgundians attack Gaul and break contact between Rome and Britain. Remaining Roman army in Britain mutinies (refuse to obey orders from their officers)
408AD	Devastating attacks by the Picts, Scots and Saxons
409AD	Britons expel Roman officials and fight for themselves
410AD	Britain is independent

Cross curriculum links

Geography (locations/landscapes)

Music (through the ages)

Literacy (spoken word, writing)

Maths (concept of time)

PE dance through the ages

Computing VR