

History Curriculum Overview

Year 3

Term	Theme	Knowledge and understanding	Skills	What I will know and remember	Vocabulary
1	Stone Age to Iron Age	<p>Develop an awareness of changes in Britain from the Stone Age to the Iron Age.</p> <p>Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>Continue to develop chronologically secure knowledge of British and world history, establishing clear narratives within and across the periods they study.</p> <p>Develop the appropriate use of historical terms.</p> <p>Note connections, contrasts and trends over time.</p> <p>Understand how our knowledge of the past is constructed from a range of sources.</p> <p>Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p>	<p>Identify some key features of Stone Age life and know what people needed to survive as hunter-gatherers.</p> <p>Note connections and contrasts between life in the Palaeolithic (or Old) and Neolithic (or New) Stone Age, recognising significant changes and developments like technology, growth of new settlements and agriculture.</p> <p>Understand some of the ways in which historians and others investigate the past through exploring evidence from Skara Brae.</p> <p>Research aspects of life in the Bronze Age, making clear comparisons with these aspects of life in the Palaeolithic (or Old) and Neolithic (or New) Stone Age.</p> <p>Address questions relating to the building of Stonehenge and give explanations that show their reasoning.</p>	<p>I can explain how people survived during the Stone Age.</p> <p>I can identify how life changed for people during the Stone Age.</p> <p>I can explore how we know about life in the Stone Age.</p> <p>I can describe some ways in which life changed from the Stone Age to the Bronze Age.</p> <p>I can explore what archaeology has told us about Britain's prehistoric tombs and monuments.</p> <p>I can learn about the lives of the Celtic tribes in Iron Age Britain.</p> <p>I can discover why people built hillforts in Iron Age Britain and what we know about them.</p>	<p>Stone Age</p> <p>Neolithic</p> <p>Bronze Age</p> <p>Iron Age</p> <p>tribal</p> <p>farmer</p> <p>nomad</p> <p>hunter-gatherer</p> <p>Skara Brae</p> <p>Stonehenge</p> <p>primary source</p> <p>secondary source</p> <p>evidence</p>

			<p>Evaluate the impact on daily life of changes in metalworking skills in the Iron Age.</p> <p>Recognise the significance in the arrival of Celtic tribes to Britain, including their impact on the landscape in the Iron Age.</p> <p>Recognise and describe the chronology of Prehistoric Britain from the Stone Age to the Iron Age.</p>		
<u>Working towards</u>		<u>End of unit assessment</u>			<u>Working above</u>
2	Romans	<p>Develop a chronologically secure knowledge and understanding of the Roman Empire.</p> <p>Understand how our knowledge of the past is constructed from a range of sources by investigating different accounts of historical events and be able to explain some of the reasons why the accounts may be different.</p>	<p>Use and create timelines to show chronology.</p> <p>Ask questions and find answers about the Romans.</p> <p>Explore evidence and critically evaluate sources, understanding that our knowledge of history comes from a variety of sources.</p>	<p>I can say who the Romans were and how they built their empire.</p> <p>I can identify reasons why the Romans invaded Britain.</p> <p>I can understand why and how the Romans built new roads and towns in Britain.</p> <p>I can use historical evidence to answer questions about the past.</p>	<p>Empire</p> <p>Legacy</p> <p>Chronology</p> <p>Invasion</p> <p>Conquest</p> <p>Bathhouse</p> <p>Boudicca</p> <p>Rebellion</p> <p>Milecastle</p> <p>Garrison</p>

		Construct informed responses that involve thoughtful selection and organisation of relevant historical information. Develop the appropriate use of historical terms.		I can say who Boudicca was and why she led a rebellion against the Romans. I can say why Hadrian's wall was important and about the lives of those who lived there. I can explore the legacy of the Roman Empire in Britain.	
<u>Working towards</u>		<u>End of unit assessment</u> <u>Working at</u>		<u>Working above</u>	
3	Local History study	Understand how our knowledge of the past is constructed from a range of sources by investigating different accounts of historical events and be able to explain some of the reasons why the accounts may be different. They will focus on its local historical links and its impact on their local area. Using historical maps they will study the development of the local area and how people lived as well as	Explore evidence and critically evaluate sources, understanding that our knowledge of history comes from a variety of sources. Recognise the significance in the arrival of mining to Northumberland, including the impact on the local people and landscape. Establish clear narratives using sources and evidence from a mining disaster. Ask and answer historically valid questions.	I can describe what mining is through exploring sources. I can understand the impact mining had on local people. I can describe the impact mines have had on local towns. I can explain the impact of a mining disaster. I can explore modern mining in my local area.	Mining Miner Pit head Disaster Opencast mine

		national developments through the Hartley Pit Disaster.			
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<u>Working towards</u>	<u>End of unit assessment</u>	<u>Working at</u>	<u>Working above</u>
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