

Year 3 Scheme of Work – History

Unit	Time (Wks)	Activities	Outcomes	Differentiation	Assessment	NC Links	Other Subject Link
			<p>Previous learning: Y2 – Chronological Understanding To know that events in history may last different amounts of time. To know a decade is ten years. Sequencing up to six photographs, focusing on the intervals between events. Placing events on a timeline, building on times studied in Year 1. Beginning to recognise how long each event lasted. Knowing where people/events studied fit into a chronological framework.</p>	<p>Previous learning: Y2 – Substantive Concepts To know that a monarch in the UK is a king or queen. To begin to understand that power is exercised in different ways in different culture, times and groups e.g. monarchy. To know that Britain was organised into kingdoms and these were governed by monarchs. To begin to identify achievements and inventions that still influence their own lives today (e.g. Schools, travel). To know the legacy and contribution of some inventions (e.g. flight). To be aware of the achievements of significant individuals (e.g. those involved with the history of flight).</p>			
			<p>Previous learning: Y2 – Disciplinary Concepts Recognising some things which have changed / stayed the same as the past. Identifying simple reasons for changes. To know that daily life has changed over time but that there are some similarities to life today Asking questions about why people did things, why events happened and what happened as a result. Recognising why people did things, why events happened and what happened as a result. To know that changes may come about because of improvements in technology. Identifying similarities and difference between ways of life at different times. Finding out about people, events and beliefs in society. Making comparisons with their own lives. To know that there are explanations for similarities and differences between children’s lives now and in the past. Discussing who was important in a historical event. To know that some events are more significant than others. To know the impact of a historical event on society. To know that ‘historically significant’ people are those who changed many people’s lives. Using artefacts, photographs and visits to museums to ask and answer questions about the past. Making simple observations about a source or artefact. Using sources to show an understanding of historical concepts (see above). Identifying a primary source. To know that we can find out about how places have changed by looking at maps. To know that historians use evidence from sources to find out more about the past.</p>	<p>Previous learning: Y2 – Historical interpretations Recognising different ways in which the past is represented (including eye-witness accounts). Comparing pictures or photographs of people or events in the past. Developing their own interpretations from photographs and written sources. To know that the past is represented in different ways.</p>			
<p>Would you prefer to have lived in the Stone Age, Bronze Age or Iron Age?</p>	5	<ul style="list-style-type: none"> To recognise the chronology and significance of prehistory. To use archaeological evidence to learn about the prehistoric dwellings of Skara Brae. To use archaeological evidence to investigate the Bronze Age. To use deductions to explain how bronze transformed prehistoric life. To understand the importance of trade during the Iron Age. To compare settlements in the Neolithic period and Iron Age by exploring continuity and 	<ul style="list-style-type: none"> Understand that prehistory was a long time ago. ☑ Accurately place AD and BC on a timeline. ☑ Identify conclusions that are certainties and possibilities based on archaeological evidence. ☑ Explain the limitations of archaeological evidence. ☑ Use artefacts to make deductions about the Amesbury Archer’s life. ☑ Identify gaps in their knowledge of the Bronze Age. ☑ Explain how bronze was better than stone and how it transformed farming. 			<p>Geography Pupils should be taught:</p> <ul style="list-style-type: none"> Human geography, including trade links. <p>Spoken language Pupils should be taught to:</p> <ul style="list-style-type: none"> Develop understanding through speculating, hypothesising, imagining and exploring ideas. 	

Extended writing opportunities in green

Year 3 Scheme of Work – History

		change.	<ul style="list-style-type: none"> ☑ Explain how trade increased during the Iron Age and why coins were needed. ☑ Identify changes and continuities between the Neolithic and Iron Age periods. ☑ Explain which period they would prefer to have lived in, providing evidence for their choice. 				
3.2 Why did the Romans settle in Britain	5	<ul style="list-style-type: none"> To understand why the Romans invaded Britain. To create a visual interpretation of Boudicca. To understand how Roman soldiers were equipped for war. To understand Roman army battle formations. To make inferences about life in Roman times. To identify the Roman legacy in Britain. 	<ul style="list-style-type: none"> Explain the meaning of empire and invasion. Understand the chronology of the Roman invasion of Britain. Identify the consequences of the Roman invasion. Create an interpretation of Boudicca using sources. Explain why the Romans needed a powerful army. Identify a soldier's equipment. Explain how the Roman army was organised and perform simple manoeuvres and drills. Make observations about an artefact. Explain the meaning of legacy, identifying how the Romans changed Britain and ordering legacies by their significance. 	Discussions Picture stimulus Timeline	Continuous throughout Observations Comparisons	<p>The Roman empire and its impact on Britain</p> <p>Continue to develop a chronologically secure knowledge and understanding of British and world history, establishing clear Narratives within and across the periods they study.</p> <p>Construct informed responses that involve thoughtful selection and organisation of historical information.</p> <p>Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference and significance.</p>	Geography – roads, location
3.3 What did the ancient Egyptians believe?	5	<ul style="list-style-type: none"> To know when and where the ancient Egyptians lived. To explain the importance of the Egyptian gods and goddesses. To evaluate the challenges of building an Egyptian pyramid. To explain how and why the Egyptians mummified people. To make inferences about Egyptian beliefs using primary sources and evaluate significant ancient Egyptian beliefs. 	<ul style="list-style-type: none"> Identify the ancient civilisations and key periods in ancient Egypt. Describe the physical features of Egypt. Explain the Egyptian creation story. Identify the characteristics of important gods or goddesses. Explain why the pyramids were built. Identify the stages and challenges of building a pyramid. Explain the links between ancient Egyptian beliefs and mummification. Name sources that can be used to find out about ancient Egyptian beliefs. Explain some Egyptian beliefs about the afterlife. 	Discussions Picture stimulus Timeline	Continuous throughout Observations Comparisons	<p>The achievements of the earliest civilisations – an overview of where and when the first civilisations appeared and a depth study of Ancient Egypt</p> <p>Continue to develop a chronologically secure knowledge and understanding of world history, establishing clear narratives within and across the periods they study.</p> <p>Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>Understand how our knowledge of the past</p>	Literacy – Egyptian writing

Extended writing opportunities in green

Year 3 Scheme of Work – History

						<p>is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this.</p> <p>Note connections, contrasts and trends over time and develop the appropriate use of historical terms.</p>	
<p>Next learning: Y4 – Chronological Understanding Sequencing events on a timeline, referring to times studied in KS1 to see where these fit in. Understanding that history is divided into periods of history e.g. ancient times, middle ages and modern. Using dates to work out the interval between periods of time and the duration of historical events or periods. Using BC/AD/Century. Sequencing eight to ten artefacts, historical pictures or events. Beginning to develop a chronologically secure knowledge of local, British and world history across the periods studied. Placing the time studied on a timeline. Using dates and terms related to the unit and passing of time e.g. millennium, continuity and ancient. Noticing connections over a period of time. Making a simple individual timeline.</p>				<p>Previous learning: Y4 – Substantive Concepts To understand the development of groups, kingdom and monarchy in Britain. To know who became the first ruler of the whole of England. To understand the expansion of empires and how they were controlled across a large empire. To understand that societal hierarchies and structures existed including aristocracy and peasantry. To understand some reasons why empires fall/collapse. To be able to identify achievements and inventions that still influence our lives today from Roman times. To know the legacy and contribution of the Anglo-Saxons and Vikings to life today in Britain. To be aware that the achievements of ancient civilisations contributed to the development of technology, culture and science. To know that there were different reasons for invading Britain. To understand that there are varied reasons for coming to Britain. To know that there are different reasons for migration. To know that settlement created tensions and problems. To understand the impact of settlers on the existing population. To understand the earliest settlements in Britain. To know that settlements changed over time. To understand how invaders and settlers influence the culture of the existing population. To understand that society was organised in different ways in different cultures and times and consisted of different groups with different roles and lifestyles. To know that education existed in some cultures, times and groups. To know that communities traded with each other and over the English Channel in the Prehistoric Period. To understand that trade began as the exchange of goods. To understand that trade routes existed between Britain in the Roman, Anglo-Saxon and Viking times. To understand that the Roman invasion led to a great increase in British trade with the outside world. To understand that trading ships and centres (e.g. York) were a reason for the Vikings raiding Britain. To understand that trade develops in different times and ways in different civilisations. To understand that the traders were the rich members of society To understand that there are different beliefs in different cultures, times and groups. To know about paganism and the introduction of Christianity in Britain. To know how Christianity spread. To compare the beliefs in different cultures, times and groups.</p>			
<p>Previous learning: Y4 – Disciplinary Concepts Identifying reasons for change and reasons for continuities. Identifying what the situation was like before the change occurred. Comparing different periods of history and identifying changes and continuity. Describing the changes and continuity between different periods of history. Identifying the links between different societies</p>				<p>Previous learning: Y4 – Historical interpretations Understanding how historical enquiry questions are structured.</p> <p>Creating historically-valid questions across a range of time periods, cultures and groups of people.</p> <p>Asking questions about the main features of everyday life in periods studied, e.g. how did people live.</p>			

Extended writing opportunities in green

Year 3 Scheme of Work – History

<p>To know that change can be brought about by advancements in transport and travel.</p> <p>To know that change can be brought about by advancements in materials.</p> <p>To know that change can be brought about by advancements in trade.</p> <p>Identifying the consequences of events and the actions of people.</p> <p>Identifying reasons for historical events, situations and changes.</p> <p>To know that the actions of people can be the cause of change (eg. Lord Shaftesbury).</p> <p>To know that advancements in science and technology can be the cause of change.</p> <p>Identifying similarities and differences between periods of history.</p> <p>Explaining similarities and differences between daily lives of people in the past and today.</p> <p>Identifying similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world.</p> <p>Recalling some important people and events.</p> <p>Identifying who is important in historical sources and accounts.</p> <p>To know that significant archaeological findings are those which change how we see the past.</p> <p>To know that ‘historically significant’ events are those which changed many people’s lives and had an impact for many years to come.</p> <p>Using a range of sources to find out about a period.</p> <p>Using evidence to build up a picture of a past event.</p> <p>Observing the small details when using artefacts and pictures.</p> <p>Identifying sources which are influenced by the personal beliefs of the author.</p> <p>To know that archaeological evidence can be used to find out about the past.</p> <p>To know that we can make inferences and deductions using images from the past.</p> <p>Identifying and giving reasons for different ways in which the past is represented.</p> <p>Identifying the differences between different sources and giving reasons for the ways in which the past is represented.</p> <p>Exploring different representations from the period e.g. archaeological evidence, museum evidence, cartoons and books.</p> <p>Evaluating the usefulness of different sources.</p> <p>To know that archaeological evidence has limitations: it does not give all the answers or tell us about the emotions of people from the past.</p> <p>To know that assumptions made by historians can change in the light of new evidence.</p>	<p>Creating questions for different types of historical enquiry.</p> <p>Asking questions about the bias of historical evidence.</p> <p>Using a range of sources to construct knowledge of the past.</p> <p>Defining the terms ‘source’ and ‘evidence’.</p> <p>Extracting the appropriate information from a historical source.</p> <p>Selecting and recording relevant information from a range of sources to answer a question.</p> <p>Identifying primary and secondary sources.</p> <p>Identifying the bias of a source.</p> <p>Comparing and contrasting different historical sources.</p> <p>Understanding that there are different ways to interpret evidence.</p> <p>Interpreting evidence in different ways.</p> <p>Understanding and making deductions from documentary as well as concrete evidence e.g. pictures and artefacts.</p> <p>Making links and connections across a period of time, cultures or groups.</p> <p>Asking the question “How do we know?”</p> <p>Understanding that there may be multiple conclusions to a historical enquiry question.</p> <p>Reaching conclusions that are substantiated by historical evidence.</p> <p>Recognising similarities and differences between past events and today.</p> <p>Communicating knowledge and understanding through discussion, debates, drama, art and writing.</p> <p>Constructing answers using evidence to substantiate findings. Identifying weaknesses in historical accounts and arguments.</p> <p>Creating a simple imaginative reconstruction of a past event using the evidence available to draw, model, dramatise, write or retell the story.</p> <p>Creating a structured response or narrative to answer a historical enquiry.</p> <p>Describing past events orally or in writing, recognising similarities and differences with today.</p>
---	---

Extended writing opportunities in green