



Year 3			
Subject	Knowledge	Skills	Key Vocabulary
<p><b>Changes in Britain from the Stone Age to the Iron Age</b> (Aut 1: Stone to Iron Age)</p>	<p>This unit is structured around 4 sequential history enquiries:</p> <ol style="list-style-type: none"> <li>1. What was 'new' about the New Stone Age?</li> <li>2. Which was better, bronze or iron?</li> <li>3. If you were Julius Caesar, would you have invaded Britain in 55BC?</li> <li>4. When do you think it was better to live – Stone Age, Bronze Age or Iron Age?</li> </ol> <p>As so much of this topic is contested histories, pupils will begin to realise that conclusions must be based on evidence, and that new evidence, like the discoveries at Howick House and the Salcombe Shipwreck, can change the way we look at the past.</p> <p>They will begin to realise that new inventions can have dramatic impacts on the way people live and work, but that also, as in the case of houses, sometimes the continuities are as important as the changes.</p> <p>Children will begin to question the significance of events –why Julius Caesar came to Britain – and how they are portrayed. By using a wide range of evidence – archaeology, written, autobiography – they will appreciate the way historians put together arguments and ideas. They might begin to think about cause and consequence, and that events – like Caesar’s trips to Britain – do not happen in a vacuum.</p> <p>Children will learn to draw together work from different activities in order to reach a conclusion. They might also begin to consider the provisionality of conclusions in history as, no doubt, they will need to rethink previous answers in the light of further work.</p> <p>Children will learn to:</p> <ul style="list-style-type: none"> <li>• Understand what came before / after/ alongside (around the world)</li> <li>• Understand cause and consequence of key developments and discoveries (tools, housing, farming, clothing, religion, weapons, technology)</li> <li>• Name and recognise images from the period</li> <li>• Understand how society was organised and the way of life for each group (i.e. pharaohs, slaves, democracy etc.)</li> <li>• Compare with own lives and think about what it would be like to live in this society.</li> <li>• Place knowledge – where does it appear on a map – what else is happening around the world?</li> </ul>	<p><b>Chronological Understanding</b></p> <ul style="list-style-type: none"> <li>• Place the time studied on a time line</li> <li>• Identify the names of more historical periods</li> <li>• Understand more complex terms e.g. BC/AD</li> <li>• Use dates and terms related to the study unit and passing of time</li> <li>• Sequence several events or artefacts</li> </ul> <p><b>Range and Depth</b></p> <ul style="list-style-type: none"> <li>• Find out about everyday lives of people in time studied</li> <li>• Develop historical vocabulary specific to the period studied (quern stone etc.)</li> <li>• Explore life in the stone age and key achievements – make link to different periods</li> <li>• Identify reasons for and results of people's actions</li> <li>• Place knowledge – where does it appear on a map – what else is happening around the world?</li> </ul> <p><b>Interpretation of History</b></p> <ul style="list-style-type: none"> <li>• Identify and give reasons for different ways in which the past is represented</li> <li>• Distinguish between different sources – compare different versions of the same story</li> <li>• Look at representations of the periods</li> </ul> <p><b>Historical Enquiry</b></p> <ul style="list-style-type: none"> <li>• Use a range of sources to find out about a period</li> <li>• Observe small details – artefacts, pictures. Describe and compare artefacts. Make informed judgements on what we can learn from them.</li> <li>• Select and record information relevant to the study</li> <li>• Begin to use various means of research</li> <li>• Ask questions about cause and consequence. Use them to compare and contrast historical periods and their lives now</li> </ul> <p><b>Organisation and Communication</b></p> <ul style="list-style-type: none"> <li>• Communicate their knowledge through: Discussion, drawing pictures, drama/role play, making models, writing and using ICT</li> </ul>	<p>Julius Caesar Chronology (BC AD) Evidence Artefacts Technology Travel Religion Art and culture Archeologist Ruler Dynasty Preserved Authority History</p> <p>Paleolithic Mesolithis Neolithic Hunter gatherer Skara Brae Stone Henge Hillfort Tribes/ tribal</p>



<p><b>Ancient Greece</b> <b>(Spr 1: Ancient Greece)</b></p>	<p>Ancient Greece –a study of Greek life and achievements and their influence on the western world. There will be a focus on the everyday lives of the Ancient Greeks and establishing a clear understanding of similarities and differences to the children’s own lives.</p> <p>Children will be provided with:</p> <ul style="list-style-type: none"> <li>➤ structured guidance on completing the written tasks</li> <li>➤ Modelling of the process of historical investigation</li> <li>➤ Introducing the children to a narrower range of sources and ensuring that these are widely accessible</li> <li>➤ Introduction to age appropriate versions of Greek myths and legends and supplementing these with visual images</li> </ul> <p>Children use a range of sources to find about the life and achievements of the Ancient Greeks. Through their investigations, they find out about the city-states of Athens and Sparta, warfare and seamanship, everyday life, beliefs, culture, and through Greek mythology, some of the key events and individuals from this period. The focus of the second part of this unit is on the continuing legacy of Ancient Greeks and the children explore their influence on education, language, architecture, government and the Olympic Games. Links can be made with other ancient civilisations and societies they have studied. The emphasis throughout the unit is on developing the children’s skills of historical enquiry including how evidence is used to make historical claims, and on developing their understanding of historical concepts such continuity and change, similarity and difference, and significance.</p> <p>This unit is structured around 2 sequential history enquiries:</p> <ol style="list-style-type: none"> <li>1. How can we find out about the civilisation of Ancient Greece?</li> <li>2. Can we thank the Ancient Greeks for anything in our lives today?</li> </ol>		<p>Empire Democracy Slaves Government City State Citizen Enemy Hoplite Armour Weapons Tactics Persian Parthenon Stadium Marathon Gymnasium Ancient Greece Acropolis Temple Theatre</p>
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<p><b>A Local History Study</b> <b>Sum 1:Local History</b></p>	<p>A study of history of the local area including <b>transport</b>.</p> <p>This unit is structured around three sequential history enquiries:</p> <ol style="list-style-type: none"> <li>1. How did early transport hold back developments in the locality?</li> <li>2. Why were improvements made to transport in the locality?</li> <li>3. How much difference did these improvements in transport make to the local area?</li> </ol> <p>The activities address a number of historical and broader concepts as well as an expanding database of knowledge related to the locality as well as the wider context. This awareness should include big picture/outline as well as depth based on more detailed local analysis and case studies.</p> <p>These skills and concepts include:</p> <ul style="list-style-type: none"> <li>➤ Acquisition of specialised vocabulary and terminology;</li> <li>➤ Historical enquiry including research;</li> <li>➤ Organising material by devising criteria;</li> <li>➤ Making inferences and imagining historical situations and choices;</li> <li>➤ Discussing significance;</li> <li>➤ Historical narrative and sequence and a sense of chronology and duration;</li> <li>➤ A sense of space and geography;</li> <li>➤ Cause, consequence and motivation;</li> <li>➤ Change, continuity, progression and regression;</li> <li>➤ Comparison and contrast, similarity and difference, variety;</li> <li>➤ An understanding of the nature and use of evidence;</li> <li>➤ Communicating historical understanding in different ways such as orally, written, charts, role play.</li> </ul>		
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