

History Curriculum Map & Skills Progression



Year 3 National Curriculum Objectives		
Autumn Term	Spring Term	Summer Term
<p>Pupils should be taught about: changes in Britain from the Stone Age to the Iron Age.</p> <p>Pupils should: <u>note connections, contrasts and trends over time.</u></p> <p>Pupils should: regularly address historically valid questions about change and cause.</p> <p>Pupils should: <u>understand how our knowledge of the past is constructed from a range of sources.</u> <u>Overview and depth studies</u> to help pupils understand both the <u>long arc of development</u> and the complexity of specific aspects.</p> <p>[A study across stone age and iron age]</p>		<p>Ancient Greece – a study of Greek life and achievements and their influence on the western world.</p> <p><u>The legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day.</u></p> <p>Pupils should: should note connections, <u>contrasts</u> and trends <u>over time.</u></p> <p>[Linked to contrasts between two civilisations studied within Year 3]</p> <p>Pupils should: regularly address historically valid questions about change and cause.</p> <p>Pupils should: <u>understand how our knowledge of the past is constructed from a range of sources.</u></p> <p>Overview and <u>depth studies</u> to help pupils understand both the long arc</p>

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		of development and <u>the complexity of specific aspects.</u> [A study of the Ancient Greek era]
Year 3 Key Skills		
<p>Using specialist dates and terms, and by placing topics studied into different periods (<i>century, decade, Roman, Egyptian, BC, AD...</i>)</p> <p>Making some links between and across periods, such as the differences between clothes, food, buildings or transport.</p> <p>[Linking from Stone Age evidence to Ancient Greek evidence]</p> <p>Identifying where some periods studied fit into a chronological framework by noting connections, trends and contrasts over time.</p> <p>[Linking Stone Age and Ancient Greek era and passage of time between]</p>		<p>Understanding <i>some</i> of the ways in which people's lives have shaped this nation.</p> <p>[Linking to Ancient Greek philosophy and democracy – British Values]</p> <p>Describing how Britain has influenced and been influenced by the wider world.</p> <p>Understanding some significant aspects of history – nature of ancient civilisations; expansion of empires; characteristic features of non-European societies; achievements and follies of mankind.</p>
Year 3 Curriculum Enrichment Opportunities		
		Year 3 participate in a 'Makers of History' Greek experience.
Year 3 Vocabulary		

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<p>Stone Age Neolithic Mesolithic Palaeolithic Stonehenge Pyramids of Giza Ice Age Hunter-gatherer Forager Artefact</p> <p>Gunpowder Plot Day Guy Fawkes Houses of Parliament Bonfire/ effigy Gunpowder King James I Catholic/ Catholicism Robert Catesby John/ Christopher Wright Lord Monteaagle</p>	<p>WW2 Week Remembrance Invasion Allies Invasion D-Day Omaha Utah Gold Sword Juno Operation Overlord Normandy</p> <p>Iron Age Celt Roundhouse Smelting Bronze Hillfort Druid</p>		<p>Ancient Greeks Athens Parthenon Agora Mount Olympus Mythology Zeus Sparta Democracy Olympia Pankration</p>
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