

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</u>, contrasts and trends <u>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</u> from a range of sources. <u>Overview</u> and in-depth <u>studies</u> to help pupils understand both the <u>long arc of development</u> and the complexity of specific aspects. [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>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</u> from a range of sources.</p> <p>Overview and <u>depth studies</u> to help <u>pupils understand</u> both the long arc of development and <u>the complexity of specific aspects</u>.</p>

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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>Identifying where some periods studied fit into a chronological framework by noting connections, trends and contrasts over time.</p>		<p>Understanding some 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 Knowledge and Sequence		
<p><u>Stone Age to Iron Age</u></p> <ul style="list-style-type: none"> • What is prehistory? Earliest footprints & cave paintings. Ice Age. Sources. • Stone Age people. • Farming, food and tools. • Changes in housing between the 3 periods of the Stone Age. • Skara Brae • Stonehenge 		<p><u>Ancient Greeks</u></p> <ul style="list-style-type: none"> • Who were the Ancient Greeks? Where is Greece and Athens? Key features of Athens from the time of the Greeks. Historical significance. • Life in Ancient Greece. Culture. • Olympics & Vases – sources. • Democracy

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<ul style="list-style-type: none"> • Bronze Age • Iron Age – make comparisons between the different ages. • Timeline <p>WW2 Week – D-Day</p>		<ul style="list-style-type: none"> • Ancient Greek culture - Significance of Greek culture today – including the alphabet, Pythagoras, theatre, etc. • Athens and Sparta • Gods and Goddesses <p>Greek Empire and Alexander the Great</p>
Year 3 Vocabulary		
<div> <div> Stone Age Neolithic Mesolithic Palaeolithic Stonehenge Pyramids of Giza Ice Age Hunter-gatherer Forager Artefact </div> <div> Gunpowder Plot Day Guy Fawkes Houses of Parliament Bonfire/ effigy Gunpowder King James I Catholic/ Catholicism </div> </div> <div> <div> WW2 Week Remembrance Invasion Allies Invasion D-Day Omaha Utah Gold Sword Juno Operation Overlord Normandy </div> <div> Iron Age Celt Roundhouse Smelting Bronze Hillfort Druid </div> </div>		Ancient Greeks Athens Parthenon Agora Mount Olympus Mythology Zeus Sparta Democracy Olympia Pankration

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