**Knowledge, Skills and Understanding Progression – History: Year 3**

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| **National Curriculum Requirements of History at KS2** | | | | |
| Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this.  In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.  **Breadth of Study KS2:**  Changes in Britain from the Stone Age to the Iron Age  The Roman Empire and its impact on Britain   |  | | --- | | Britain’s settlement by Anglo-Saxons and Scots | | The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor  A local history study  A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 | | A non-European society that provides contrasts with British history  The achievements of the earliest civilizations  Ancient Greece | | | | | |
| **YEAR 3** | | **Term 1** | **Term 2** | **Term 3** |
| **Historical**  **Enquiry** | * To observe or handle evidence to ask questions and find answers to questions about the past. * To use various sources e.g. artefacts, pictures, stories, the Internet and databases to research a specific event or period in history, with support and guided questions. * To develop the appropriate use of historical terms and note connections and contrasts over time. * To recognise the part that archeologists have had in helping us to understand the past. * To address historically valid questions about similarities and differences between given periods in history. | Stone Age | Bronze and Iron Age | Local History |
| **Knowledge &**  **Interpretation** | * To appreciate that the early Brits would not have communicated as we do or have eaten as we do? * To begin to picture what life would have been like for the early settlers? * To recognise that Britain has been invaded by several different groups over time? * To realise that invaders in the past would have fought fiercely, using hand to hand combat? * To suggest why certain events happened as they did in history? * To suggest why certain people acted as they did in history? | Stone Age | Bronze and  Iron Age | Local History |
| **Chronological**  **Understanding** | * To use common words and phrases such as: recently, AD, BC, prehistory/prehistoric, decades, ancient and centuries related to the passing of time. * To place events and objects in order on a time line. * To describe topics, events using dates and people studied. * To establish clear narratives within and across periods studied. * To use mathematical knowledge to work out how long ago events happened. | Stone Age | Bronze and  Iron Age |  |