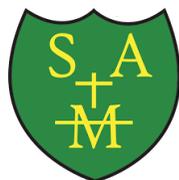


History at St Augustine's Catholic Primary School



Y3 End Points

	Autumn	Spring	Summer
	<p>Stone Age -> Iron Age</p> <p>What was life like in prehistoric times?</p>	<p>Ancient Egypt</p> <p>Who were the Ancient Egyptians?</p>	<p>Life in Roman Britain</p> <p>What was the impact of the Roman Empire on Britain?</p>
Pupils will be able to...			
	<p>The children will have a knowledge of the changes that occurred from the Stone Age (3 periods), through the Bronze Age and the Iron Age.</p> <p>The children will have used a selection of sources/evidence to ask questions and find answers to questions about the past.</p> <p>They will need to learn how to communicate history using appropriate vocabulary and they will also be required to think like a historian,</p>	<p>Identify where Egypt is in the world, and describe some ancient sites/landmarks, which tell us about the civilisation of Ancient Egypt; recognise some similarities and differences between Ancient and modern-day Egypt.</p> <p>Children will understand where the Ancient Egyptian civilisation fits in time, when it began and how long it lasted.</p> <p>They will know the main 'blocks of time' of this civilisation (Old, Middle and New Kingdom) and be</p>	<p>Children need to develop an understanding of who the Romans were and why they invaded Britain and settled there.</p> <p>To Know how Britain resisted the invasion and why the Roman Army were so effectively.</p> <p>Explore and begin to understand how the Romanisation of Britain demonstrates how Britain has</p>

	<p>considering change and effect and then expressing their preferences (assessment task).</p>	<p>able to identify the key features of these eras.</p> <p>Explain how a primary source (The Rosetta Stone) can give historians information about a time period and develop an understanding of how we know about Ancient Egypt.</p> <p>Describe the structure of society in Ancient Egypt and recognise diversity between different people; identify where the power lay in Ancient Egypt.</p> <p>Explain the importance of religion in Ancient Egypt, and how beliefs (religious deities, belief in afterlife) underpinned daily life.</p> <p>Summarise important aspects of religious life/religious beliefs (mummification, the weighing of the heart)</p> <p>Describe a significant archaeological discovery (Howard Carter – Tomb of Tutankhamun) and say how this has helped historians learn more about Egyptian life and beliefs.</p>	<p>been influenced by the wider world.</p> <p>Analysis of a range of sources and evidence of the time as a way of investigating the past, including visiting the remains of a Roman fort.</p>
<p>Developing understanding of Chronology</p>	<p>The children will place events on a timeline, detailing the shift from the Stone Age → Bronze Age → Iron Age.</p>	<p>Placing the Ancient • Egyptian civilisation in time, recognising ‘crossover’ between some time periods, e.g. Stone Age – Bronze Age in England; Ancient Greeks.</p> <p>Timeline of Ancient Egypt (pre-dynastic – New Kingdom) and key features of each period.</p>	<p>Using specialist dates and terms, and by placing the Romans and events studied into different periods (century, decade, Roman, BC, AD, BCE, CE...).</p> <p>Making some links between and across periods from Iron Age to Roman invasion and settlement, including aspects such as the</p>

		<p>Chronology of important discoveries linked to sources studied (Rosetta Stone, Tutankhamun's tomb)</p>	<p>differences between clothes, food, buildings or transport.</p> <p>Identifying where the Roman period fits into a chronological framework by noting connections, trends and contrasts over time.</p>
<p>Communicating History</p>	<p>The children will recognise connections, contrasts and trends over time and they will begin to use the appropriate historical terms/vocabulary (see below).</p> <p>They will ask and answer historically valid questions about change, cause, similarity and difference, and significance.</p> <p>They will begin to make informed responses based upon relevant historical information.</p> <p>They will begin to understand how our knowledge of the past is constructed from a range of sources.</p> <p>Vocabulary (this list may not be exhaustive) - B.C., caveman, Palaeolithic, Neanderthal, hunter-gatherer, Mesolithic, nomadic, Neolithic, society, hide, homo sapien, settlement, domesticated, quern, plough, sickle, loom, ancestors, Skara Brae, ancestors,</p>	<p>Using historical terms and key vocabulary to ask and answer questions, describe and explain aspects of the Ancient Egyptian civilisation.</p>	<p>Ask and answer questions using appropriate historical language and specialist terms. Construct responses that are formed from relevant historical facts and sources.</p> <p>Demonstrate a knowledge of how things change over time using relevant historical data and terms, including dates and terminology.</p>

	consequence, climate, communal, historical source, copper, tin, bronze, agriculture.		
Investigating the Past Historical Enquiry	<p>The children will explore life and some of the achievements from each of the 3 Ages</p> <p>They will identify how we know about this period of history (refer to the limited evidence base)</p>	<p>Understand how a primary source can give historians information about a time period. religions.</p> <p>Significance of historical sources of evidence, and archaeological discovery.</p>	<p>Understand some of the methods of historical enquiry, and how evidence is used to make detailed observations, finding answers to questions about the past.</p> <p>Understand some of the methods of historical enquiry, how evidence is used to make historical claims</p>
Thinking like a Historian	<p>Cause and effect - What were the causes of past events? What were the effects? Who or what made the change happen?</p> <p>Change and continuity -What changed/ remained the same? Who benefited/did not benefit and why?</p> <p>Using the past - How does the past help us to make sense of the present?</p> <p>Through their eyes - How do you think people in the past viewed their world? What values,</p>	<p>Compare and contrast Ancient Egypt with modern-day Egypt; Ancient Egyptian religion with other</p> <p>Consider what we can learn from a range of historical sources.</p> <p>Recognise diversity between different people (power and importance) in Egyptian society.</p>	<p>Change and continuity - what has changed or remained the same within this period and between others? Are there similarities/ differences between certain periods/societies? How was this change brought about?</p> <p>Cause and consequence - what were the causes of events in the past and their effects? Identify and give reasons for and results of historical events, situations and changes.</p>

	skills and knowledge did people need to succeed/survive?		Significance - what is the significance of certain people/events? How does our understanding of the past help us to make sense of the present?
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