

Year 3 History Curriculum

History Cornerstone Topics

Topics lending to History	2014 National Curriculum Links	Resources
Gods and Mortals	<i>Ancient Greece</i> – a study of Greek life and achievements and their influences on the western world	<ul style="list-style-type: none"> ♦ Ancient Greeks activity sheet A comprehension exercise in which pupils scan information about two major cities. ♦ Athens versus Sparta A presentation that gets pupils to spot the differences between the two cities. ♦ Ancient Greek murder mystery A double lesson with worksheets and videos to help pupils solve a mystery set in Ancient Greece. ♦ Ancient Greece scheme of work
Tribal Tales	<i>Changes in Britain from the Stone Age to the Iron Age</i> Examples (non-statutory) This could include: • late Neolithic hunter-gatherers and early farmers, for example, Skara Brae • Bronze Age religion, technology and travel, for example, Stonehenge • Iron Age hill forts: tribal kingdoms, farming, art and culture	<ul style="list-style-type: none"> ♦ Neolithic Britain A bank of images that could be used to introduce the Neolithic period or promote deeper questioning of the time. ♦ Skara Brae teacher's guide Background information to the area and its history. ♦ Step into the Stone Age A detailed PowerPoint with links to introduce the Stone Age. ♦ Stonehenge scheme A complete overview plan of a significant national site. ♦ Changes to Britain from the Stone Age to the Iron Age

		<p>A scheme of work with links and suggested activities.</p> <ul style="list-style-type: none"> ♦ Iron Age Britain A visual presentation with accompanying worksheet on the Iron Age. ♦ Stone Age to Iron Age timeline plan A lesson that will help students with their chronological understanding of the period. ♦ People of the Iron Age A great selection of images from the period for students to make inferences from.
Scrumdiddlyumptious	Know and understand how people's lives have shaped this nation – James Lind	

Local History / Geography Week

National Curriculum Links
A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality – The Monastery

Knowledge skills and understanding Breakdown

Chronological Understanding	Historical perspective and knowledge	Historical Enquiry
<ul style="list-style-type: none"> • To 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. • Able to recount the main events from a significant event in history. (Giving some interesting details) • To use a time line to place events. • Understand that a time line can be divided into BCE (Before Common Era and AD Anno Domini). 	<ul style="list-style-type: none"> • To note connections, contrasts and trends over time and develop the appropriate use of historical terms. • Able to describe how some of the things they have studied from the past affect life today. • Able to describe some similarities and differences between some people, events and objects (artefacts) they have studied. 	<ul style="list-style-type: none"> • Use information to describe the past. • Use information and find out about the past to describe the differences between then and now. • Look at evidence to give and explain reasons why people in the past may have acted in the way they did

<p>Can they describe events and periods using the words: BC, AD and decade?</p> <ul style="list-style-type: none">• Can they describe events from the past using dates when things happened?• Can they describe events and periods using the words: ancient and century?• Can they use a timeline within a specific time in history to set out the order things may have happened?• Can they use their mathematical knowledge to work out how long ago events would have happened?	<p>Do they appreciate that the early Brits would not have communicated as we do or have eaten as we do?</p> <ul style="list-style-type: none">• Can they begin to picture what life would have been like for the early settlers?• Can they recognise that Britain has been invaded by several different groups over time?• Do they realise that invaders in the past would have fought fiercely, using hand to hand combat?• Can they suggest why certain events happened as they did in history?• Can they suggest why certain people acted as they did in history?	<p>Do they recognise the part that archaeologists have had in helping us understand more about what happened in the past?</p> <ul style="list-style-type: none">• Can they use various sources of evidence to answer questions?• Can they use various sources to piece together information about a period in history?• Can they research a specific event from the past?• Can they use their 'information finding' skills in writing to help them write about historical information?• Can they, through research, identify similarities and differences between given periods in history?
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