

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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