



Subject/Area: History

Year Group: 3

Prior Learning	Year 3 Learning	Future Learning	Vocabulary - Subject Specific
<p><i>In Year 2 children should:</i></p> <p>Be able to identify some ways that people have impacted upon our lives.</p> <p>Recognise they we celebrate certain events, such as bonfire night, because of what happened may years ago.</p> <p>Begin to identify objects from the past and the main differences between old and new objects.</p> <p>Use a timeline to place important events.</p> <p>Use books, pictures and the internet to find out about the past.</p> <p>Ask questions about the past.</p>	<ul style="list-style-type: none"> - Place a number of events chronologically on a BC/AD timeline. Use appropriate historical terms when talking about chronology i.e. periods, BC, AD, age, century etc. - Make comparisons between ways of life at different times i.e. modern times/ancient times. - Describe different aspects of society during Ancient times i.e. social, cultural, religious customs. - Know who the significant people/events were and why they were important. - Know that aspects of life today have been affected by Ancient Civilizations. Can choose the best sources to help answer a question about the past. Know that the past can be represented and interpreted in different ways. - Use a frame/template to record knowledge of the past including key information and historical terms 	<p><i>In Year 4 children will:</i></p> <ul style="list-style-type: none"> - Place the periods of time being learnt about on a time line. - Find links between the periods of time studied. - Talk about the main events and key changes that took place within the time periods studied. - Compare and contrast beliefs and cultures of different groups of people living within Britain at the same time. - Know about significant people/events within the time periods studied and can describe their impact on life at that time. - Choose a range of sources to help talk in depth about different aspects of the past. - Give examples of how the past can be represented and interpreted in different ways. - Follow a set of success criteria in order to present their knowledge and understanding of History. 	<p>Century, BC/AD/BCE/CE, civilisation, in thecentury, in thedecade, first-hand account, era, date, time period, Roman times etc., chronology, chronologically, change, civilization, monarchy, democracy, war, peace, evidence, source, invade, settle, conquest, dig, excavate, archaeology, archaeologist, discoveries, monarch, eye-witness, primary source, secondary source, ancient, enemies, reasons, reliable source, timeline, (line of enquiry, perspective, empathy, conclusion, evaluate.</p>
KS2 National Curriculum Objectives	Enquiry questions	Key questions	Famous people links
<ul style="list-style-type: none"> • 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. 	<p>What have the Romans done for us?</p>	<p>Who are the most influential figures in history pre-1066? Where did the Vikings/Romans settle and where did they come from? Why did the Vikings / Romans invade? When are the historical milestones in time?</p>	<p>Boudicca Cleopatra Rameses Mary Anning</p>

<ul style="list-style-type: none"> • A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. • The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China. • Ancient Greece – a study of Greek life and achievements and their influence on the western world. • A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300. 			
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Working historically – key concepts:

Enquiry	Sequencing the past	Change and Continuity	Cause and Effect	Significance	Planning and decision making	Using sources as evidence
Can cross-reference (compare) sources to help make more secure claims.	Can sequence a number of the most significant events, objects, themes, societies, periods and people using some dates, period labels and terms.	Can identify changes (and where things have stayed the same or regressed) over time by looking at developments across a more extended chronology or in a range of locations.	Can explain how different causes link together in a web of related causes or events.	Can explain significance by discussing the duration and size of the impact a historical event or person led.	Recognises that people may have different points of view and as a result may want/ take different decisions. Knows that plans needs to meet at least some criteria but also need to make a coherent whole.	Understand how our knowledge of the past is constructed from a range of sources.

Assessment Opportunities

<p>Chronological understanding:</p> <ul style="list-style-type: none"> • Can they describe dates of and order significant events from the period studied? <p>Historical interpretation:</p> <ul style="list-style-type: none"> • Can they give a plausible explanation about what an object was used for in the past?

- Can they begin to use more than one source of information to bring together a conclusion about an historical event?
- Can they use specific search engines on the internet to help them find out information?

Historical understanding:

- Can they begin to use more than one source of information to bring together a conclusion?

Knowledge and understanding:

- Can they describe differences and similarities between people, events and artefacts studied?