

# Year 3 History



Autumn Term	Spring Term	Summer Term
Where we study the changes in British, local and world history, putting these events into chronological order and understanding the impact of people's ideas and beliefs.		
<p><b>Achievements of ancient civilisation</b>  <b>Ancient Egyptians</b>            7500BC – 30BC</p>	<p><b>Britain from Stone age – Iron age (including Skara Brae)</b>            40,000BC – 50BC (stated that Stone Age actually started over 3.3 million years ago)</p>	<p><b>Roman Empire and its impact on Britain</b>            54BC – 410AD</p>
<p><b>Progression of Historical skills (entering) Knowledge</b></p> <ul style="list-style-type: none"> <li>• Pupils can remember a few key events about the areas they have studied</li> <li>• Pupils can begin to identify how we know about past events</li> <li>• Pupils can identify different representations of history e.g. books, visual clips, letters</li> </ul> <p><b>Questioning</b></p> <ul style="list-style-type: none"> <li>• Pupils can ask simple questions to develop their understanding</li> <li>• Pupils are able to answer some simple questions related to an area of study</li> <li>• Pupils can sometimes justify their answers using sources or stories</li> </ul> <p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>• Pupils can remember and use a few names and words specific to areas of study</li> <li>• Pupils can use words and phrases accurately to indicate periods of time e.g. a long time ago, ancient, centuries</li> </ul> <p><b>Chronological understanding</b></p>	<p><b>Progression of Historical skills (developing) Knowledge</b></p> <ul style="list-style-type: none"> <li>• Pupils remember key facts and information from areas of study in Year 3</li> <li>• Pupils can identify at least one way we gather information</li> <li>• Pupils can identify different representations of history e.g. books, visual clips, letters and are using at least one type with increasing confidence</li> </ul> <p><b>Questioning</b></p> <ul style="list-style-type: none"> <li>• Pupils can ask simple questions to develop understanding and may be beginning to ask more in-depth questions for their age to develop their understanding</li> <li>• Pupils are generally able to answer questions accurately related to the area of study</li> <li>• Pupils can generally use sources to justify their answers</li> </ul> <p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>• Pupils can remember and use names and words from the areas they have studied</li> <li>• Pupils can use words and phrases accurately to indicate periods of time (a long time ago, ancient) and may be beginning to use more specific</li> </ul>	<p><b>Progression of Historical skills (secure) Knowledge</b></p> <ul style="list-style-type: none"> <li>• Pupils remember a range of key facts and information from areas of study in Year 3</li> <li>• Pupils can identify at least two ways we gather information</li> <li>• Pupils are able to use at least one type of source of information confidently</li> </ul> <p><b>Questioning</b></p> <ul style="list-style-type: none"> <li>• Pupils are beginning to ask more in depth questions for their age to develop their understanding</li> <li>• Pupils are able to answer questions accurately related to the area of study</li> <li>• Pupils can use sources to justify their answers</li> </ul> <p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>• Pupils can remember and use a range of names and words from the areas they have studied in Year 3 as well as remembering a few names and words from previous study</li> <li>• Pupils are beginning to use more specific words and phrases to indicate time, talking about decades, centuries, millennium etc.</li> <li>• Pupils are beginning to learn a few words related to history in general as well as periods of history e.g. empire, parliament, civilisation etc.</li> </ul>

<ul style="list-style-type: none"> <li>• Pupils can accurately order events they have learnt about from furthest away to most recent</li> <li>• Pupils can draw timelines, beginning to place areas of study on them</li> <li>• Pupils can make a few comparisons between areas of study, identifying similarities between them</li> <li>• Pupils can make a few comparisons between areas of study, identifying differences between them</li> </ul>	<p>words and phrases to indicate time, talking about decades, centuries, millennium etc.</p> <ul style="list-style-type: none"> <li>• Pupils are being introduced to words related to history in general as well as periods of history e.g. empire, parliament, civilisation etc.</li> </ul> <p><b>Chronological understanding</b></p> <ul style="list-style-type: none"> <li>• Pupils are beginning to develop their knowledge of chronology and with some accuracy can place periods of history they have learnt about on a timeline</li> <li>• Pupils can generally make links between areas of history they have studied in Year 3 and previously, identifying similarities between them</li> <li>• Pupils can generally make links between areas of history they have studied in Year 3 and previously, identifying differences between them</li> </ul>	<p><b>Chronological understanding</b></p> <ul style="list-style-type: none"> <li>• Pupils are developing their knowledge of chronology and can generally place periods of history they have learnt about accurately on a timeline</li> <li>• Pupils can confidently make links between areas of history they have studied in Year 3 and previously, identifying similarities between them</li> <li>• Pupils can confidently make links between areas of history they have studied in Year 3 and previously, identifying differences between them</li> </ul>
<p><b>Topic key questions</b></p> <p><b>Can I become an Egyptologist?</b> Activity – PPT to introduce vocab, time line, famous for. Use the artefacts and picture from ‘Book of the Dead’ to look for clues how these people lived and to generate questions</p> <p><b>What information can I add to my knowledge?</b> Activity - Information strips around the room. Chn find the information and return with it (in their heads) to feed back to their group. Sketch a mind map with their new learning.</p> <p><b>How can we discover what Ancient Egypt was like 5,000 year ago?</b> Activity – show PPT, chn are to become archaeologist, use maps to draw conclusions and consider where to dig. Complete the enquiry form</p> <p><b>Why was embalming the dead so important?</b></p>	<p><b>Topic key questions</b></p> <p><b>What can we discover about the Stone age?</b> Activity – VR, artefacts, paintings Teach vocab, explore through various means and generate questions</p> <p><b>What are the different periods of this age?</b> Activity – time line, look at the three stages in this period, chn make comparisons between them</p> <p><b>Was Stone age man simply a hunter gatherer?</b> Activity – gather pictures and decide whether ‘hunter’ or ‘gatherer’ Chn annotate pictures to show what it tells us about this period (slide 1 PPT)</p> <p><b>How did life change once farming was discovered?</b> Activity Use images from 2 periods of time (Mesolithic and Neolithic) and discuss differences between them. Play youtube video explaining development of farming and agriculture</p>	<p><b>Topic key questions</b></p> <p><b>What do the artefacts tell us?</b> Activity – Slow reveal of artefacts – what do it tell us, what questions does this generate? Put photos of 4 artefacts in books and annotate conclusion and questions around each one</p> <p><b>Why did the Romans leave Italy?</b> Activity – role play Roman Advisors for and against invading. Use cards. Challenge in groups chn record all the reasons for/against can remember. Record two reasons in speech bubbles</p> <p><b>Was Boudicca’s uprising a success or failure?</b> <a href="https://www.youtube.com/watch?v=eC7ONgTJGKw">https://www.youtube.com/watch?v=eC7ONgTJGKw</a> Activity – living graph of the successes and failings in Boudicca’s uprising children each have a picture to show different parts of the rebellion if good step forward if bad step back two paces. Record a sentence in books if this was a success or fail or both? (she failed, but other tribes followed example and Romans never fully controlled Britain)</p> <p><b>How did the Romans manage to keep control of a vast empire?</b></p>

<p>Activity – watch book of the dead  <a href="https://www.youtube.com/watch?v=1yv_MXNYbA">https://www.youtube.com/watch?v=1yv_MXNYbA</a>  <a href="#">o</a>  Use ppt – Chn to help ‘the hope embalmer’ print slides, children sequence first in groups, then up in front of class. Each child verbally tells that process, use conjunctions too. If time write out instructions in book. Or record on iMovie</p> <p><b>Who were the victims of a 3,000-year-old crime? (Extra lesson)</b>  Activity – PPT Crimewatch style lesson. Chn are given facts and clues, they need to match the artefacts with the tombs they were stolen from using their knowledge and inference</p> <p><b>What did the Ancient Egyptians have in common with other ancient civilisations?</b>  Activity – chn make comparisons with Shanghai dynasty (China), Indus Valley (Pakistan) Mesopotamia/Sumer (Iraq) to see what they have in common, look for patterns and clues PPT</p>	<p>(<a href="https://www.youtube.com/watch?v=rboewQNMpdU">https://www.youtube.com/watch?v=rboewQNMpdU</a>)</p> <p>Group work sorting cards into changes or no changes. Challenge to sort changes into big or small changes. Chn complete table.</p> <p><b>What does Skara Brae tell us about how Stone age man lived?</b>  Activity – Chn have ariel photos of Skara Brae, using pot it notes chn annotate what they can see, what does this tell us about their way of life?  Challenge – look at the artefacts found, match with what tells us</p> <p><b>How should we remember the Bronze age?</b>  Activity – Create a list of 10 things that should be included about the Bronze age, tick off when video mentions them</p>	<p><a href="https://www.bbc.co.uk/bitesize/topics/zcyc7ty/articles/z6qt7yc">https://www.bbc.co.uk/bitesize/topics/zcyc7ty/articles/z6qt7yc</a>  c  Before watch video predict what reasons you think? Watch video and look at reasons why they managed. How important is each reason? Discussion. Split into 8 groups, each group research the reason.... This helped them to expand because.... Feedback as an expert on each reason to the class (print slides from PPT to write on)</p> <p><b>What legacies did the Romans leave for us?</b>  Activity – PPT starter activity Under the cloth. Reveal items that the Romans have left for us (see list of ideas)  Chn create a PPT of their own with the legacies that the Romans left us</p>
<p><b>Comparisons to then and now</b></p> <p>Upper and Lower Egypt split – United Kingdom is split into 4 countries, each with own governments  Ancient Egypt was invaded twice, Russia currently invading the Ukraine  Very similar to the Mayan ancient civilisation  People can still be embalmed today after their death</p>	<p><b>Comparison to then and now</b></p> <p>Continued farming of land, improved techniques and tools  Improvement in technology and the impact this has on our lives – compare the impact farming had on lives</p>	<p><b>Comparison to then and now</b></p> <p>The legacy the Romans left us with, for example roads, trade, central heating</p>
<p><b>School artefacts</b></p> <p>Bast cast      Anka      Chariot plaque  Obelisk          Canopic jar  Large Scarab beetle      Sphinx  Small symbolic amulets x 6  Papyrus 1 large 1 small      oil lamps x 2</p>	<p><b>School artefacts</b></p> <p>Toy bison    flint axe          flint knife  Flint hand tool      Stonehenge model  Mirror          scissors    VR headsets</p>	<p><b>School artefacts</b></p> <p>Helmets    shields    chain mail    armour  Shoes</p>
<p><b>National curriculum</b></p>	<p><b>National curriculum</b></p>	<p><b>National curriculum</b></p>

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**Key vocabulary for children**

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Ancient	Extremely old
Civilisation	The level of development where people live together peacefully in communities
Hieroglyphics	A pictorial form of ancient writing
Pharaoh	An ancient Egyptian ruler (king or queen)
Agriculture	Farming
Tomb	A large grave above ground usually with a sculpture or decoration on it
Monument	Large structure usually made out of stone, which is built to remind people of an event in history
Mummification	The process in which the flesh and skin of a corpse (dead body) is preserved (embalming)
Merchants	People who buy or sell goods in large quantities
Pyramid	A structure with triangular sides built as an Egyptian tomb
Burial chamber	A room that is often below ground level that is used to bury the remains of the dead

Prehistory	Period in time, in the past, before people could write
Humans	We are humans but there have been different types of humans over time, including Neanderthals
Homo-sapiens	The scientific name for modern humans. 'Homo' means man 'Sapiens' means wise
Hunter gathers	Groups of people who get food by hunting, foraging and fishing, rather than farming
Climate	The weather conditions in an area over a long period of time (during the ice age, the climate in Britain was extremely cold)
Tools	The first stone tools were made 3.3 million years ago
Village	A group of houses where people chose to live near each other
Agriculture	Farming
Stonehenge	A group of standing stones at Salisbury Plain in Southern England
Fossil	The preserved remains of plants or animals

Romulus and Remus	Mythical brothers who fought to found a city - Rome
Celts	The name given to the collection of different tribes who lived in Britain, before the invasion of the Romans
Legionary	Male citizen of Rome who fought in the heavily armed legions of the Roman army
Centurion	Leaders of a Roman century made up of 80 soldiers
Boudicca	British queen of the Iceni tribe
Trade	Imports included: coins, pottery, olive oil, wine, olives, salt, fish & glass. Exports included metals (silver, gold, lead, iron & copper) salt and agricultural produce
Economy	Mining and agriculture generated finances. By the 3 <sup>rd</sup> century, Britain's economy was diverse and well established
Settlements	Romans established a number of important settlements, many of which still survive. They introduced the idea of a town as a centre of power and administration
Religion	Druids were outlawed by Claudius, however Britons continued to worship in Celtic deities. Christianity was introduced in 200AD in Britain

Keys dates and events		Keys dates and events		Key dates and events	
7500BC	First settlers in the Nile Valley	814,000 BC	Earlier footprints and evidence of flints made into tools in Britain	54BC	Julius Caesar first invades Britain
3500BC	First use of hieroglyphic symbols	40,000 BC	Homs Sapiens arrived in Britain	43AD	Roman army lands in Britain, successful invasion ordered by Claudius
3100BC	Narmer unites regions of Lower and Upper Egypt	33,000 BC	Ice Age drove humans out of Britain	51AD	Iceni revolt against the Romans, led by Boudicca
2650BC	First step pyramid build	11,000 BC	Humans returned to Britain	79AD	Eruption of Mount Vesuvius
2600BC	Old Kingdom	6,000 BC	Doggerland flooded forming the English Channel, cutting Britain off from the rest of Europe	122AD	Construction of Hadrian's wall
2000BC	Middle Kingdom	4,400 BC	People began to settle across Britain. The beginning of farming	200AD	Introduction of Christianity
1540BC	New Kingdom	3,180 BC	Village built in Skara Brae, in the Orkney Islands, Scotland	306AD	Constantine proclaimed emperor of York
1472BC	Hatshepsut Becomes caretaker ruler, later declares herself Pharaoh	2,200 BC	Bronze Age began in Britain	406AD	Suevi, Alans, Vandals and Burgundians attack Gaul and break contact between Rome and Britain. Remaining Roman army in Britain mutinies (refuse to obey orders from their officers)
1336BC	Tutankhamen becomes Pharaoh	2,000 BC	Stonehenge was completed. Fields with walls were built		
1279BC	Ramses II becomes Pharaoh	1,200 BC	First hill forts	408AD	Devastating attacks by the Picts, Scots and Saxons
1100BC	Upper and Lower Egypt split	800 BC	The Iron Age began	409AD	Britons expel Roman officials and fight for themselves
332BC	Alexander the Great conquers Egypt	120 BC	Coins were used for the first time in Britain	410AD	Britain is independent
196BC	Rosetta stone carved	55 BC	Britons in war chariots defeated the Romans		
30BC	Egypt becomes a Roman province				
1922	Tutankhamen tomb is discovered				
<p><b>Cross curriculum links</b></p> <p>Geography (locations/landscapes)</p> <p>Music (through the ages)</p> <p>Literacy (spoken word, writing)</p> <p>Maths (concept of time)</p> <p>PE dance through the ages      Computing VR</p>					