



Y3 History overview 2021-22

History Activity	Building Skills and Disciplinary Knowledge	Approaches to Developing Skills and Disciplinary Knowledge	Building Substantive Knowledge and Understanding	Approaches to Developing Substantive Knowledge and Understanding	Curricula Materials	Assessed through (T1 T2 T3)		
						Chronological Understanding Historical Enquiry Knowledge and Interpretation		
Chronological Understanding	<ul style="list-style-type: none"> • Can fit periods on a timeline • Can set out on a timeline special events • Can place a specific event on a timeline by decade, using BC and AD • Can ask questions about historical events • Can research facts about differences/similarities between different periods of history • Can place features of historical events and people from past societies • Can place periods in chronological order • Can ask and answer questions • Can use the web and books /different resources to gather information about historical events/ Stone Age/ Romans • Can ask questions about change, cause, similarity and difference • Can appreciate that some ancient civilizations showed greater advancements than people who lived centuries after them • Can summarise the main events from a specific period in history • Can explain the order of key events 	<ul style="list-style-type: none"> • Modelled research of British, local and world history • Opportunities to describe historical events from different periods • Opportunities to ask questions about connections, contrasts and trends over time • Modelled skill in how to research knowledge of past from a range of sources • Opportunities to make comparisons between historical periods • Discussions for explaining things that have changed and things which have stayed the same • Exposure to different versions of past events that exist and modelled interpretation of these resources • Opportunities to present information and findings 	<ul style="list-style-type: none"> • Pupils should develop knowledge about the wider world and events that have impacted it over time • Pupils should understand basic subject-specific vocabulary relating to history and chronology • Understand the value of map use/ find historical places/routes of explorers on a variety of maps 	<ul style="list-style-type: none"> • Class teacher led presentations with children note-taking • Group research opportunities • Modelled strategies relating to research • Field studies off-site • Visits to centres of historical interest • Planned opportunities for use of and access to varied resources 	<p>TERM1:</p> <p>Changes in Britain from Stone Age to the Iron Age</p>	Most children will be able to... (working at)	Some children will not yet be able to...(working towards)	Some children are confidently able to... (exceeding)
Historical Enquiry	<ul style="list-style-type: none"> • Can recognise that archaeologists helped us to understand more about what happened in the past • Can use various sources to piece together information about a period in history • Can research specific event from the past • Can find information to help them write about historical information • Can investigate reasons –drawing conclusions (wars) • Can identify similarities and differences between given periods in history • Can use various sources to find answer to their questions 	<ul style="list-style-type: none"> • Opportunities to research and analyse case studies • Modelling by teacher • Opportunities to review investigations against criteria 	<ul style="list-style-type: none"> • Pupils should extend their knowledge and understanding beyond the local area to include a contrasting locality • Pupils understand how History reflects a community/ culture through customs, food, skills, values and the arts 		<p>TERM2:</p> <p>The Roman Empire and its impact on Britain</p>			
Historical Knowledge	<ul style="list-style-type: none"> • Can suggest relationships between causes in history • Can trace the main events that show the growth of the Roman Empire 	<ul style="list-style-type: none"> • Modelled analysis of historical maps • Planned opportunities to investigate different types of resources 						
Maths links	<ul style="list-style-type: none"> • Can make a timeline • Can compare distances (Roman Roads) • Can convert km into m • Can compare distances on the map (Romans territory) • Can compare lives in different countries in Europe during Romans (population before/after the Romans, money, lifestyle) 	<ul style="list-style-type: none"> • Observational and recording opportunities to be part of lessons where applicable 			<p>TERM3:</p> <p>-</p>			
SMSC	<ul style="list-style-type: none"> • Can work with others of different religious, ethnic and socioeconomic backgrounds, according to given briefs wider knowledge of Y3 history curriculum • Can resolve conflicts and differing opinions should these arise • Can reflect on choices • Can investigate and offering views on ethical issues in topics studied • Can show a willingness to explore and understand cultures from various historical eras • Can investigate with a team, seeking knowledge of wider world, interviewing older people, learning about archaeologists, visiting museums and exhibitions and undertaking trips 	<ul style="list-style-type: none"> • Plan for trips to museums and opportunities to investigate with a partner/group • Plan for real experiences in centres of historical interest 						