



Y3 History overview 2019-20 Changes in Britain from Stone Age to the Iron Age; The Roman Empire and its impact on Britain

History Activity	Desired Skills	Approaches to Developing Skills Knowledge and Interpretation	Desired Knowledge and Understanding	Approaches Developing 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"> fit periods on a timeline set out on a timeline special events place a specific event on a timeline by decade, using BC and AD ask questions about historical events research facts about differences/similarities between different periods of history place features of historical events and people from past societies place periods in chronological order to be able to ask and answer questions use the web and books /different resources to gather information about historical events/ Stone Age/ Romans ask questions about change, cause, similarity and difference appreciate that some ancient civilization showed greater advancements than people who lived centuries after them summarise the main events from a specific period in history explain the order of key events 	<ul style="list-style-type: none"> understanding of British, local and world history recognise that Britain has been invaded by several different groups over time understand that the early Brits would not have communicates or have eaten as we do understand how life would have been like for the early settlers understand that different versions of past events may exist explain why certain objects were different in the past realise that invaders in the past have fought fiercely suggest why certain people acted as they did in history explain how Britain had a major influence on world history summarise what Britain may have learnt from other countries understand that wars start for a specific reason and can last for a very long time understand that wars brought lot of distress and blood shed 	<ul style="list-style-type: none"> Pupils should develop knowledge about the world They should understand basic subject-specific vocabulary relating to history and chronology Understand value of map use/ find historical places/route of explorers Pupils should extend their knowledge and understanding beyond the local area to include a contrasting locality Understand how History reflects a community/ culture 	<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"> recognise that archaeologists helped us to understand more about what happened in the past use various sources to piece together information about a period in history research specific event from the past find information to help them write about historical information investigating reasons –drawing conclusions (wars) identify similarities and differences between given periods in history use various sources to find answer to their questions 	<ul style="list-style-type: none"> Research and analyse case studies Modelling by teacher Review of investigations against criteria 			<p>TERM2:</p> <p>The Roman Empire and its impact on Britain</p>			
Historical Knowledge	<ul style="list-style-type: none"> suggest relationships between causes in history 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"> making timeline comparing distances (Roman Roads) convert km into m comparing distances on the map (Romans territory) comparing lives in different countries in Europe during Romans (population before/after the Romans, money, lifestyle) population in Rome/ Italy 	<ul style="list-style-type: none"> Observational opportunities to be part of each lesson 			<p>TERM3:</p>			
SMSC	<ul style="list-style-type: none"> Working with others of different religious, ethnic and socioeconomic backgrounds, according to given briefs wider knowledge of Y3 history curriculum Resolve conflicts and differing opinions should these arise Reflection on choices Investigating and offering views on ethical issues in topics studied Opportunities to and willingness to explore and understand cultures from various historical eras Investigating 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 						