

| Year 3 | | History | | | |
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| Autumn – Stone Age | | Autumn - Egypt | | Summer – Romans | |
| <p>Key Skills: Pupils show factual knowledge and understanding of aspects of the history of Britain and the wider world.</p> <p>Through:</p> <ul style="list-style-type: none"> the realisation (<u>through careful teaching and visual support</u>) that the past can be divided into different periods of time, <u>beginning to recognise</u> of some of the similarities and differences between these periods <u>with scaffolding</u>. <u>listening to the use of dates and terms and recalling them verbally</u>. beginning to give <u>a couple of</u> reasons for the <u>change in lifestyle</u> (hunter gatherers to farmers). <u>beginning to identify</u> some of the different ways in which the past is represented. using a <u>few sources</u> of information in ways that go beyond simple observations to answer questions about the past. | | <p>Key Skills Pupils show factual knowledge and understanding of aspects of the history of Britain and the wider world.</p> <p>Through:</p> <ul style="list-style-type: none"> <u>beginning to recognise</u> of some of the similarities and differences <u>between different cultures from similar periods</u>. <u>listening to the use of dates and terms and recalling them verbally with greater fluency</u>. beginning to show knowledge and understanding of some of the <u>people</u> studied. <u>continuing to recognise and identify</u> some of the different ways in which the past is represented. using <u>a selection of sources</u> of information in ways that go beyond simple observations to answer questions about the past. beginning to select information from a given source and with support use a given structure to present information making use of appropriate use of dates and terms (link to English). | | <p>Key Skills Pupils show factual knowledge and understanding of aspects of the history of Britain and the wider world.</p> <p>Through:</p> <ul style="list-style-type: none"> the realisation that the <u>past of Britain</u> can be divided into different periods of time <u>and are beginning to identify periods on a timeline</u>. <u>developing recognition</u> of some of the similarities and differences between these periods, <u>and the verbal and pictorial use of dates and terms</u>. show <u>increased</u> knowledge and understanding of some of the main events, people and changes studied <u>and able to articulate these verbally</u>. beginning to give <u>a few reasons</u> for, and results of, the main events and changes. <u>continuing to identify</u> some of the different ways in which the past is represented. | |
| <p>Key Question(s): Were the dinosaurs in the Stone Age? What was life like in the Stone Age?</p> | | <p>Key Question(s): How did Tutankhamun die?</p> | | <p>Key Question(s): Who were the Romans and where did they live? Why did the Romans settle in Britain?</p> | |
| Learning | Activities | Learning | Activities | Learning | Activities |
| Pupils should be taught about: | Learn about the 3 different periods of | Pupils should be taught about: | Discuss the comparison between | Pupils should be taught about: | Learn about the origin of Rome and |

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| <p>Changes in Britain from the Stone Age to the Iron Age.</p> | <p>the Stone Age using a timeline. Learning about the shift from hunter gatherers to farmers. Learn how cave paintings are representations of the past. Solve the mystery of Stone Henge and Maiden Castle using photos and maps.</p> | <p>The achievements of the earliest civilisations (Ancient Egypt).</p> | <p>the achievements of Ancient Egypt and Stone Age Britain. Timeline used for support to draw comparisons. Learn about Egyptian Gods Learn about the significance of hieroglyphics, tomb paintings (including the Book of the Dead) and architecture and how they represent the past. Solve the mystery of what really happened to King Tutankhamun using pictures, videos, hieroglyphics and secondary sources. Learn about the process of mummification and why it was used.</p> | <p>The Roman Empire and its impact on Britain. A local history study (Bignor Roman Villa).</p> | <p>place this on a timeline. Romulus and Remus Learn about Roman society to make comparisons to other societies studied and also our own. Learn about the Roman army and how the empire spread. Learning about Boudicca and how Romans integrated into British society.</p> |
| <p>Extension and Enrichment Opportunities</p> | | | | | |
| <p>Trip to Butser Ancient Farm Stone Age Art – collecting natural paints and paintbrushes from the school grounds and experimenting with these before creating their own cave painting.</p> | <p>Egypt Day in which children make a Canopic jar, a scarab beetle and take part in an Egyptian banquet. Art – drawing an image from the book of the dead and using watercolours to add colour.</p> | <p>Trip to Bignor Roman Villa Various artefacts already in school. Mosaic making Make a Roman shield and learn to fight off an attack from the Celts.</p> | | | |

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