

# Year 3 History Curriculum

## History Curriculum - Technical Information

	Early Years	Year 1		Year 2		Year 3		Year 4		Year 5		Year 6	
Main Period	In living memory	Local History Study	Significant local event	Significant National event	Local History Study	Stone Age to Iron Age	Ancient Greeks	Romans	Egyptians	Anglo-Saxons & Vikings	Local Study	Maya	Post-1066 Study
Enquiry Questions	<p>How have I changed since I was a baby?</p> <p>How have toys changed over time?</p> <p>Why do we wear different clothes at different times of the year?</p> <p>What are our favourite celebrations each year?</p>	<p>What was life like in Howdon/ Killingworth 100 years ago?</p> <p>How has transport evolved in recent times?</p> <p>(George Stephenson)</p>	<p>What impact did the Great Fire of Gateshead have on our locality?</p>	<p>What impact did the Great Fire of London have on the nation?</p>	<p>Why are castles so important to our heritage?</p>	<p>Which period of prehistory do you prefer?</p>	<p>How did the Ancient Greeks compare to early Britain?</p>	<p>What made the Romans crucial to Britain's culture today?</p>	<p>How significant was the River Nile to Ancient Egypt's survival?</p>	<p>Was the post Roman period of Britain a never ending fight for survival?</p>	<p>Which industry has had the biggest impact on our local area?</p>	<p>How did the Mayan civilisation compare to Early Britain?</p>	<p>Was the effect of WW2 the most devastating disaster in British history?</p>
Chronological Knowledge/ Understanding	<ul style="list-style-type: none"> <li>- Develop an awareness of the past and present.</li> <li>- Use common words and phrases related to the passing of time.</li> <li>- An understanding why putting events in the correct sequence is important for explaining why events took place.</li> <li>- Begin to understand intervals</li> </ul>					<ul style="list-style-type: none"> <li>- An understanding of the <b>duration</b> of British, Local and World History.</li> <li>- An understanding that some events will overlap (<b>concurrency</b>)</li> <li>- Increasingly more confident in using <b>scaling</b> to understand the passing of time for the period they are studying.</li> <li>- Be able to use a wider range of time terms securely</li> </ul>			<ul style="list-style-type: none"> <li>- Able to <b>compare and contrast</b> between different periods</li> <li>- <b>Continuity and change</b>- what stayed the same over the period and what has changed - able to say why this is significant.</li> <li>- Be able to use a wider range of complex time terms securely 'last century', 'decade'.</li> </ul>				
Historical Enquiry / Skills	<ul style="list-style-type: none"> <li>- <b>Ask</b> and answer questions.</li> <li>- Understand some ways we find out about the past.</li> <li>- Choose and use parts of stories and other sources to show understanding of key events.</li> </ul>					<ul style="list-style-type: none"> <li>- Ask valid questions about <b>cause</b> and <b>significance</b> and same and difference. Understand <b>cause and consequence</b>.</li> <li>- What is the same and different between these periods and our world today?</li> </ul>			<ul style="list-style-type: none"> <li>- Know about <b>connections, contrasts</b> and <b>trends</b> over time</li> <li>Make a reasoned justification using a range of sources to answer the <b>enquiry</b> question.</li> <li>- Suggest strategies to help them to answer enquiry questions.</li> </ul>				
Specific skills	<p><b>Extracting</b> - is what children learn from a particular source.</p> <p><b>Evaluating</b> - Is the source of information reliable and valid?</p>					<p><b>Interrogation</b> - what else would the children like to find out?</p>							
Key Threads	Achievements (What is their legacy?)			Society	Settlements	Battles	Entertainment	Diet	Transport	Religion			

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### What's the big picture?

In Year 2 the children studied the Great Fire of London, they applied their prior learning from Year 1 to compare and contrast this event with the Great Fire of Gateshead.

They explored the enquiry question 'Why are castles so important to our heritage?', this work will prepare children for exploring early settlements, e.g hill forts when learning about the Stone Age period.

In Year 1 they completed a local area study, exploring maps and other sources to make links between the past and present. They will be able to refer to this prior learning when attempting to answer the enquiry question 'What was life like in Howdon 100 years ago?'.

The prehistory period and Ancient Greeks are both studied in Year 3 because they are concurrent and allow for easy comparison.

### National Curriculum Principles

- Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.
- They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.
- They should construct informed responses that involve thoughtful selection and organisation of relevant historical information.
- They should understand how our knowledge of the past is constructed from a range of sources.
- In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.
- Pupils should complete a local history study.
- Pupils should be taught about: changes in Britain from the Stone Age to the Iron Age
- Pupils should be taught about: Ancient Greece - a study of Greek life and achievements and their influence on the western world

### Websites/ Resources

<https://www.mrtdoeshistory.com>

<http://www.chronozoom.com/#/t00000000-0000-0000-0000-000000000000> - An interactive timeline resource to explore the scale of time

<https://www.timemaps.com> - An interactive timeline resource to help children concurrence

<https://www.mylearning.org> - Sources and artefacts from museums and archives

<https://schools.firstnews.co.uk/wp-content/uploads/sites/3/2018/09/Ancient-Wonders-Then-and-Now-Teacher-Pack.pdf>

[www.mrcarterrocks.wixsite.com/historyrocks](http://www.mrcarterrocks.wixsite.com/historyrocks)

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Enquiry Question -Which period of prehistory do you prefer?			
Objectives	Suggested enquiry specific 'I can' statements	Key Threads	Knowledge and Key Vocabulary
<ul style="list-style-type: none"> <li>I can understand when prehistory belongs on a timeline.</li> <li>I can plot the key events of prehistory on a timeline, considering scale, duration and intervals.</li> <li>I can gather views about prehistoric times from a range of sources, including Julius Caesar and consider its accuracy.</li> <li>I can understand why we may not know much about what happened during this prehistory period.</li> <li>I can begin to reach a reasoned conclusion in response to the enquiry questions.</li> </ul>	<ul style="list-style-type: none"> <li>I can consider the significance of prehistoric achievements, giving reasons for my opinions.</li> <li>I can identify changes in settlements and consider similarities and differences between different periods.</li> <li>I can identify the effect of Howick House/our area on society as a whole, and how we think about the Stone Age.</li> <li>I can consider the impact of a hillfort to prehistoric life and its significance, considering similarities and differences to castles.</li> <li>I can identify the changes in society between the Stone Age to Iron Ages and identify any continuities.</li> <li>I can understand the different methods of food collection during the Stone Age period.</li> <li>I can understand the <b>continuity and change</b> of entertainment, comparing it to today and other societies studied.</li> <li></li> </ul>	<p>Timeline Maps</p> <p>Achievements (what is their legacy) Artefacts</p> <p>Society (with battle and transport incorporated)</p> <p>Food and drink</p> <p>Settlements</p>	<p>Identify when <b>prehistory</b> occurred (address misconception of living with dinosaurs) ~ from around 300,000 years ago to 43AD (Roman invasion). Children to look at maps of Celtic Britain and research different tribes: which would we have belonged to? (Brigantes)</p> <p><b>Achievements:</b> inventing wheels, pottery, building houses, using metals, farming, taming horses to ride them, making sharp wooden and stone tools. Explore how <b>archaeology</b> &amp; other written sources including those from Julius Caesar have helped us to learn about these achievements.</p> <p><b>Settlements</b> - Temporary wooden huts, tents, caves, moving on to houses with foundations and built with wood, wattle and daub; some made of stone. Roofs made of straw. Started using animal skins and furs to cover structures. Furnishings: pots, animal furs, paintings, use of wooden supports, fire. Later developed hillforts and within them something called a roundhouse. Compare these, considering defense structures to castles (<b>as studied in year 2</b>) for similarities and differences. Examples of lasting settlements include; Skara Brae (Scotland), Amesbury (Stonehenge) Archer and Howick House (Northumberland) to discover what they tell us about this period.</p> <p><b>Food</b> - Men and women were hunter-gatherers - hunting animals and gathering fruits, nuts and berries. If they couldn't find anything they didn't eat. Society was <b>'nomadic'</b> and people moved to find the food. Then began farming, people stayed in the same place. Consider <b>consequences</b> of this lifestyle - hunter gather vs farms.</p> <p>By Iron age - began to have a leader or a ruler for their tribe. Village, living in hillfort would generally be ruled by a King - would perhaps create laws for own village.</p>

Enquiry Question - How did the Ancient Greeks compare to early Britain?

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Objectives	Suggested enquiry specific 'I can' statements	Key Threads	Knowledge and Key Vocabulary
<ul style="list-style-type: none"> <li>I can understand where Ancient Greece belongs on a timeline.</li> <li>I can begin to understand the term concurrence.</li> <li>I can plot the key events of Ancient Greeks on a timeline, considering scale, duration and intervals.</li> <li>I can show an understanding of some key terms such as democracy, civilisation, culture, ancient, modern</li> <li>I can understand that aspects of the past have been represented and interpreted in different ways.</li> </ul>	<ul style="list-style-type: none"> <li>I can consider the significance of Ancient Greece achievements, their influence and impact with reasoned judgement.</li> <li>I can consider the impact of Greek achievements on British society today, including our own area.</li> <li>I can identify the similarities and differences in Greek society, including the different city states.</li> <li>I can identify similarities and differences in aspects of Greek and U.K. life.</li> <li>I can identify the Ancient Greek beliefs and how it is similar and different to societies studied.</li> <li>I can identify the impact of sources on our understanding and interpret them.</li> </ul>	<p><b>Analysing sources, myths and photographs.</b></p> <p>Timeline</p> <p>Map</p> <p>Achievements (what is their legacy)</p> <p>Society</p> <p>Settlements</p> <p>Entertainment</p> <p>Food and Drink</p> <p>Battle</p> <p>Religion</p>	<p>Identify when Ancient Greeks were around - 4000 years ago, <b>plot this on a timeline, make comparisons to periods studied in previous years.</b></p> <p>Look at maps of Greek can children identify Greek City states: Corinth, Argos, Sparta, Athens, Megara (Athens and Sparta being main ones).</p> <p><b>Achievements:</b> Arts, Sports, medicine, law, language, science, mathematics, philosophy, buildings and inventions!</p> <p>Typically lived in cities, organised in streets. Single or 2-storey buildings. Building made of bricks and wood. Walls whitewashed and roofs made of clay tiles. Rectangular floor plan. Central courtyard - centre of family life. Reception room. Kitchen and pantry. Bathroom, slaves quarters, storage rooms, mens and womens rooms upstairs. Furniture ranged - bed, small table, stool/chair made of wood. Rooms heated with metal pots. <b>How is this similar/different to the houses already studied?</b></p> <p><b>Food &amp; Drink-</b> Enjoyed feasts - how does this compare to prehistoric period?</p> <p><b>Entertainment-</b> music and games but also created things like theatre and the Olympics (for men only women couldn't enter or even watch or perform in plays. Female parts played by men)</p> <p><b>Battles</b> - Athens and Sparta both in Greece but had different views about life and what was important. Look at differences between 2 cities. When Sparta and Athens battled, Sparta won and allowed Athens to remain as long as they didn't try to expand beyond borders. Children consider where they'd prefer to live. May want to explore wars with the Persian Empire, particularly the <i>Battle of Thermopylae</i>.</p> <p><b>Religion</b> - Greeks had a lot of different Gods. Explore them and their roles. Note a lot of these Gods were actually taken by the Romans and given a different name (studying next year). Gods often involved in fantastical myths and were used to tell stories and learn lessons from. Children to consider what it means to worship more than one God.</p>