

## HISTORY

### YEAR GROUP: 3

Y3 children will learn :	Autumn	Spring	Summer
<b>CHRONOLOGICAL UNDERSTANDING</b>			
To continue to securely use the words past present and future securely and also linked to days of the week and months of the year confidently in pair talk			
To raise questions using the appropriate time vocab especially when addressing a guest speaker using how when why who where and what if...			
To begin to use dates when discussing a time period and be able to start to order using these dates			
To learn about BC and AD on a timeline			
To explain that there are differences and similarities between different time periods and these do have names Eg Tudor Victorian Roman			
To use the word 'century' link back to 'decade' in Y2 =10 years before Christ relating to the passing of time			
To answer questions using these phrases			
<b>KNOWLEDGE AND UNDERSTANDING OF EVENTS PEOPLE AND CHANGES</b>			
To use a source of evidence in a group/pair to describe the everyday lives of people from the past Eg key features clothes or food or cooking			
To use artefacts to 'walk a step' in the lives of people they study .			
To make comparisons is giving similarities and differences			
To confidently compare key features their lives with the period being studied			
To use the time period being studied to suggest why people acted as they did			
In discussions with the teacher begin to suggest why these changes may have happened- <i>very hard at this conceptual point of development</i>			
<b>HISTORICAL INTERPRETATION</b>			
That 'contrast' means what is different or the opposite			
To compare /contrast 2 versions of the same story in a pair and begin to suggest reasons why there may be differences			
To look at ways a period of history has been 'represented' using photos. Eg. ask when looking at the photo /picture how would you feel about living there ...why?			
<b>HISTORICAL ENQUIRY</b>			
To ask questions about sources using 'who' 'what' 'when' 'why' and 'how' and also 'What if.....'			
To use skills of sketching and recording in the local environment to reinforce the idea of it being a source of historical evidence.			

To discuss the reliability of sources that they can see in the local area that can give information about the past.			
To use e-learning to support the analysis of evidence –(see <a href="http://www.nationalarchives.org">www.nationalarchives.org</a> )			
To begin to make choices of which evidence is the best to answer the question raised – in pairs			
To raise questions of the lives of different people Eg rich or poor by using the stimulus of ‘teacher-in-role’			
<b>COMMUNICATION</b>			
To describe objects people or events from different times being able to say how living in that time might feel			
To use dates and correct vocabulary when describing both orally and in writing a period of time.			
To begin to consider the best way to communicate their ideas Eg diagrams or descriptions or role-play depending on the purpose.			
To use drama to gain an insight into history – use of hot seating – teacher in role –role on the wall- conscience alley- to develop empathy skills			
<b>BREADTH OF STUDY</b>			
Pupils should be taught about: <ul style="list-style-type: none"> <li>• Changes in Britain from the Stone Age to the Iron Age</li> <li>• The Roman Empire and its impact on Britain</li> <li>• Britain’s settlement by Anglo Saxons and Scots</li> <li>• The Viking and Anglo Saxon struggle for the Kingdom of England to the time of Edward the Confessor</li> <li>• A local history study</li> <li>• A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066</li> <li>• The achievements of the earliest civilizations</li> <li>• An overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China</li> <li>• Ancient Greece - a study of Greek life and achievements and their influence on the western world</li> <li>• A non - European society that provides contrasts with British history. One study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300</li> </ul>			