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| History - Year 3 | Autumn | | Spring | | | Summer | |
| End Points | To develop a knowledge of how Britain changed between the, Bronze Stone and Iron Ages and explore benefits of a settler’s lifestyle as opposed to nomad’s lifestyle. | | | | | Describe the achievements of The Ancient Egyptians and understand how their historical inheritance is still imperative today; study the life short of Tutankhamun and explain how he became the famous ‘Boy King’. | |
| **The Stone Age** | **Bronze Age and Iron Age** | | | |
| Curriculum Objectives (Substantive Knowledge) | **Changes in Britain Stone Age, Bronze Age and Iron Age**  • A coherent narrative knowledge and understanding of Britain’s past and the wider world • Use evidence to ask questions and find answers to questions about the past.  • To understand that the past is divided into differently names periods of time and use some dates to explain British, local, world history.  • Place events, people and changes of British, local & world using appropriate dates/chronological conventions e.g. BC, BCE &AD.  • Place events, artefacts and historical figures on a time line using dates and the concept of change over time | | | | | **The achievements of the earliest civilization – an overview where and when the first civilization appeared in a depth study of one of the following:**  -Ancient Sumer  - Indus Valley  **-Ancient Egypt**  -Ancient China  **In depth study of Ancient Egypt – the achievements of the earliest civilizations** Compare some of the times studied with those of other areas of interest around the world. | |
| Historical Enquiry Skills (Disciplinary Knowledge) | | | | Key Vocabulary | | | |
| Use original sources from the local area to ask and answer questions;  • Ask questions about the past, begin to think about open and closed questioning; • Use some historical vocabulary to communicate, including: dates; time period; era; change; chronology;  • Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.  • Describe different accounts of a historical event, suggest some of the reasons why the accounts may differ;  • Describe some characteristic features of the past, including ideas, beliefs, attitudes and think about how the experiences of men, women and children might be similar and different;  • Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history; • Understand the concept of change over time, and why things change.  **Local History, Power, Settlement, Migration, Empire. Diversity** | | | | Britain  temporary/ permanent Palaeolithic  hunter-gatherers Mesolithic  Neolithic  early farmers/ farming deforestation  Skara Brae  Bronze Age | Stonehenge  Iron Age  hill  forts  tribal kingdoms  reliability  continuity  significance  discussion  argument  reasoning | | frame  historically-valid  draw contrasts  analyse trends  Ancient Sumer;  Indus Valley;  Ancient Egypt; mummification  pyramid  western world |