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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 kingdomsreliability continuity significance discussion argument reasoning | frame historically-valid draw contrastsanalyse trendsAncient Sumer; Indus Valley; Ancient Egypt; mummification pyramid western world |