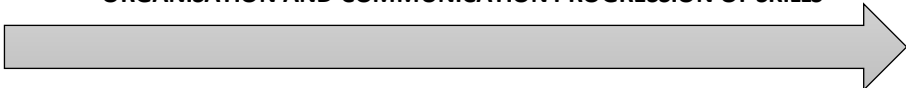


YEAR 3 HISTORY CURRICULUM			
Stone Age		Bronze Age to Iron Age	Ancient Civilisations
NATIONAL CURRICULUM	Pupils should be taught about: • Changes in Britain from the Stone Age to the Iron Age; • The Roman Empire and its impact on Britain; • Britain's settlement by Anglo-Saxons and Scots; • The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor; • A local history study; • A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066; • The achievements of the earliest civilizations – 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; • Ancient Greece – a study of Greek life and achievements and their influence on the western world; • 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.		
	CHRONOLOGICAL UNDERSTANDING PROGRESSION OF SKILLS	KNOWLEDGE AND UNDERSTANDING OF EVENTS IN THE PAST PROGRESSION OF SKILLS	HISTORICAL INTERPRETATION PROGRESSION OF SKILLS
* Place the time studied on a time line. (Chronology) * Use dates and terms related to the study unit and passing of time. (Chronology) * Sequence several events or artefacts. (Chronology)	* Compare with our life today. (Everyday Life) * Find out about everyday lives of people in time studied. (Everyday Life) * Identify reasons for and results of people's actions. (Significant Events/People) * Understand why people may have wanted to do something. (Significant Events/People)	* Identify and give reasons for different ways in which the past is represented. (Report and Conclude) * Look at representations of the period – museum, cartoons etc. and discuss their meaning. (Report and Conclude) * Distinguish between different sources – compare different versions of the same story. (Compare and Contrast)	* Begin to use the library and internet for research. (Research, Interpretation and Analysis) * Observe small details – artefacts or pictures. (Artefacts and Sources) * Select and record information relevant to the study. (Artefacts and Sources)
ORGANISATION AND COMMUNICATION PROGRESSION OF SKILLS 		Communicate their knowledge through: * Discussion * Drawing pictures * Drama/role play	* Making models * Writing * Using ICT. (Communication)
CHRONOLOGY ASSESSMENT DESCRIPTOR	EVENTS PEOPLE AND CHANGES PROGRESSION OF SKILLS ASSESSMENT DESCRIPTOR	INTERPRETATION, ENQUIRY AND USING SOURCES ASSESSMENT DESCRIPTOR	COMMUNICATION PROGRESSION OF SKILLS ASSESSMENT DESCRIPTOR
✓ To be able to use some dates and historical terms when ordering events and objects; ✓ To be able to demonstrate awareness that the past can be divided into different periods of time. To be able to explore trends and changes over time.	✓ To be able to describe and give reasons for some of the changes in Britain from the Stone Age to the Iron Age; ✓ To be able to describe some aspects of the Roman Empire and recognise its impact on Britain; ✓ To be able to demonstrate knowledge of aspects of history significant in their locality.	✓ To be able to use sources to address historically valid questions; ✓ To be able to recognise that our knowledge of the past is constructed from different sources of evidence; ✓ To be able to recognise that different versions of past events may exist; ✓ To be able to describe some of the ways the past can be represented.	✓ To be able to discuss some historical events, issues, connections and changes; ✓ To be able to select and organise historical information to present in a range of ways; ✓ To be able to use relevant historical terms and vocabulary linked to chronology.