

## Year 3 History Curriculum Overview

Term	Autumn 1 6 weeks	Autumn 2 7 weeks	Spring 1 7 weeks	Spring 2 6 weeks	Summer 1 6 weeks	Summer 2 7 weeks
<b>Year Group Theme</b>	LITHIC		CANOPY		VINDOLANDA	
<b>Subject Focus</b>	Stone Age to Iron Age-10,000 years! Development of man from hunter-gatherers to the arrival of the Romans Settlement-Famine-Trade-Society-Ruler-Civilization-Agriculture-Religion				Boudicca and the Celtic Britons and Roman Britain Conflict-Army-Conquest-Military-War-Tribe-Empire-Colony-City-Emperor	
<b>Essential Questions/ Key concepts</b>	Stone Age-Bronze Age-Iron Age-changes in society, complexity of civilizations and the changes in human thought and behavior: religion, art, civilization, agriculture and settlement				Change from Iron Age tribal Britain and its trade routes to Roman Britain as part of an empire, change in population and development of towns-abandonment and collapse into 'Dark Ages'	
<b>National curriculum-knowledge and skills</b>	-changes in Britain from the Stone Age to the Iron Age -late Neolithic hunter-gatherers and early farmers, for example, Skara Brae Bronze Age religion, technology and travel, for example, Stonehenge Iron Age hill forts: tribal kingdoms, farming, art and culture - understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses				-the Roman Empire and its impact on Britain -Julius Caesar's attempted invasion in 55-54 BC the Roman Empire by AD 42 and the power of its army successful invasion by Claudius and conquest, including Hadrian's Wall British resistance, for example, Boudicca 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity - gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.	

Hope  
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<b>Spark, Trips, Visitors, events</b>	Ancient House Stone Age camp visitor		Ancient House Visit to Norwich Castle
<b>Diversity/PSHE links</b>	Emergence of humanity out of East Africa, diversity of humanity		
<b>Maestro/Cross-curricular links</b>	Through the ages, Tribal Tales		Emperors and Empires, I am warrior Link to Iron Age topic
<b>Key vocabulary</b>	Archaeologist, artefact, Beaker folk, bronze, Bronze Age collapse, Celts, circa, hillfort, stone circle, sacrifice, torc, votive offering, cremation, barrow, flint, prehistory		Absolute power, aqueduct, consul, empire, hierarchy, hypocaust, Roman citizen, Romanise, Romano-British culture
<b>Skills progression</b>	<ul style="list-style-type: none"> <li>● <b>3a</b> When I talk or write about features, events, people and themes from the past, I can include some details.</li> <li>● <b>3b</b> I can place events, objects, themes and people from my history topic on a timeline</li> <li>● <b>3c1</b> I can use some “historical period” terms.</li> <li>● <b>3c2</b> I can also use “century”, “decade”, “BC”/”BCE”, “AD”/”CE”</li> <li>● <b>3d</b> I can point out some similarities and differences between aspects of life at different times in the past</li> <li>● <b>3e</b> I can describe some similarities and differences between people (e.g. rich and poor), events and beliefs in the period of history I am studying</li> <li>● <b>3f</b> I can pick out some reasons for and results of people’s actions and events</li> <li>● <b>3g</b> I can point out which people were historically important</li> <li>● <b>3h</b> I can compare different sources of evidence about a person, object, event or change in history and point out some similarities and differences</li> <li>● <b>3i</b> I can say which sources (from a selection) are likely to be the most useful for a task</li> <li>● <b>3j</b> I can present my findings about past using my speaking, writing, maths (data handling), ICT, drama and drawing skills</li> </ul>		
<b>Prior knowledge check</b>	Knowledge of prehistory? Knowledge of chronology and lengths of time? How long have humans been around? What were we like long ago? How did we live? How did we change? How have our tools changed? How do we know about the past? Who writes the past?		Why did the Romans invade? Who was here before them? What were they like? What did the Romans do? Who were they? Were they Italian? What happened to ‘Britain’?

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**Assessment**

**By the age of 9:**

What do you know about people in the past from Thetford/Norfolk? · What do you know about people in the past in Britain? Tell me what you know about \_\_\_\_\_?

What do you know about people in the past from \_\_\_\_\_? Tell me what you know about \_\_\_\_\_?

Can you put these things in the order that they happened?

What are some of the main achievements of \_\_\_\_\_? What changed during the time of the \_\_\_\_\_?

What are the similarities and differences between \_\_\_\_\_ and \_\_\_\_\_?

Why do you think \_\_\_\_\_ happened during \_\_\_\_\_?

What do \_\_\_\_\_ and \_\_\_\_\_ have in common?

How do we know about this period? What does this object tell you about the \_\_\_\_\_?

Can you use this \_\_\_\_\_ to tell me about \_\_\_\_\_? Which is the best source to help you answer the question?