

History in Year 3

Topics: Stone age to Iron Age(T1), Anglo Saxons (T2), Romans (T5)

Stone Age to Iron Age

National Curriculum Statement:

- Pupils should be taught about changes in Britain from the Stone age to the Iron age

Knowledge & understanding:

- Origins: what were the origins of the Stone Age people? What came before?
- Everyday life: What was life like in a Stone Age community?
- Changes: How did life change during the Stone Age period and why?
- Impact: How has the Stone Age impacted on subsequent periods?
- Ending: What led to the end of the Stone Age and why?

Skills: Teaching will be through the skills listed below and less through direct teaching

- Chronology:
 - Place events previously studied on a timeline Great fire of London, medieval, when school built, dinosaurs, when born.
 - Sequence artefacts from the previous mentioned eras.
- Enquiry:
 - ask questions about the Stone Age
 - answer questions using a balanced range of sources to find out about the period e.g. books, pictures / photos of artefacts, real artefacts, visits, internet searches.
 - learn to select the most relevant information
- Interpreting:
 - Evaluate the usefulness of different sources – which information should we keep and which should we discard?
 - Draw conclusions from information gathered e.g. what have we learnt? Identify reasons for and results of people's actions.
 - Make comparisons between Stone age and present day
- Communication of ideas:
 - Present, communicate and organise ideas about the past using a variety of art forms e.g. models, drama, role-play and also different genres of writing.
 - Use and understand appropriate historical vocabulary

Assessment Questions:

- Can children physically place events / artefacts on a timeline
- Can they describe at least 3 features of a Stone Age Community (verbally or written)?
- Were they able to research through a range of sources?
- Did they use evidence effectively to draw conclusions?
- Are they able to describe the impact of the Stone Age?

Anglo Saxons / Vikings

National Curriculum Statement:

- Pupils should be taught about Britain's settlement by Anglo Saxons

Knowledge & understanding:

- Origins: what were the origins of the Anglo Saxons? What came before?
- Everyday life: What was life like in an Anglo Saxon community?
- Changes: How did life change during the Anglo Saxon period?
- Impact: How has the Anglo Saxon era impacted on subsequent periods?
- Ending: What led to the end of the Anglo Saxon era and why?

Skills: Teaching will be through the skills listed below and less through direct teaching

- Chronology:
 - Place events previously studied on a timeline Great fire of London, medieval, when school built, dinosaurs, when born, Stone Age.
 - Sequence artefacts from the previous mentioned eras.
- Enquiry:
 - ask questions about the Anglo Saxons
 - answer questions using a balanced, range of sources to find out about the period e.g. books, pictures / photos of artefacts, real artefacts, visits, internet searches.
 - learn to select the most relevant information
- Interpreting:
 - Evaluate the usefulness of different sources – which information should we keep and which should we discard?
 - Draw conclusions from information gathered e.g. what have we learnt? Identify reasons for and results of people's actions.
 - Make comparisons between Anglo Saxons and present day
- Communication of ideas:
 - Present, communicate and organise ideas about the past using a variety of art forms e.g. models, drama, role-play and also different genres of writing.
 - Use and understand appropriate historical vocabulary

Assessment Questions:

- Can children physically place events / artefacts on a timeline
- Can they describe at least 3 features of an Anglo Saxon Community (verbally or written)?
- Were they able to research through a range of sources?
- Did they use evidence effectively to draw conclusions?
- Are they able to describe the impact of the Anglo Saxons?

Romans

National Curriculum Statement:

- Pupils should be taught about the Roman Empire and its impact on Britain

Knowledge & understanding:

- Origins: what were the origins of the Roman Empire? What came before?
- Everyday life: What was life like in a Roman community?
- Changes: How did life change during the Roman period?
- Impact: How has the Roman Empire impacted on subsequent periods?
- Ending: What led to the end of the Roman Empire and why?

Skills: Teaching will be through the skills listed below and less through direct teaching

- Chronology:
 - Place events previously studied on a timeline Great fire of London, medieval, when school built, dinosaurs, when born, Anglo Saxons, Romans.
 - Sequence artefacts from the previous mentioned eras.
- Enquiry:
 - ask questions about the Roman Empire
 - answer questions using a balanced, range of sources to find out about the period e.g. books, pictures / photos of artefacts, real artefacts, visits, internet searches.
 - learn to select the most relevant information
- Interpreting:
 - Evaluate the usefulness of different sources – which information should we keep and which should we discard?
 - Draw conclusions from information gathered e.g. what have we learnt? Identify reasons for and results of people's actions.
 - Make comparisons between Romans and present day
- Communication of ideas:
 - Present, communicate and organise ideas about the past using a variety of art forms e.g. models, drama, role-play and also different genres of writing.
 - Use and understand appropriate historical vocabulary

Assessment Questions:

- Can children physically place events / artefacts on a timeline
- Can they describe at least 3 features of a Roman Community (verbally or written)?
- Were they able to research through a range of sources?
- Did they use evidence effectively to draw conclusions?
- Are they able to describe the impact of the Roman Empire?