

# What are the knowledge and skills being covered in History?

## Year 3

### Spring One – Prehistoric Britain

Enquiry question:

*Would you have preferred to live in the Stone Age, Bronze Age or Iron Age?*

*For their outcome, the children could choose which period of time they would have liked to have lived in, and create a settlement based on that era. They could then explain their reasoning to the other children, e.g. I chose the Iron Age because humans had developed a stronger understanding of everyday life and had begun trading.*

#### Prior learning:

- Year 2 History – learning about key significant events, e.g. Great Fire of London.
- Children have learnt about Mary Anning, who is a

#### Knowledge:

- To know that history is divided into periods of history e.g. ancient times, middle ages and modern.
- To know that BC means 'before Christ' and is the term used to date the years before Jesus was born.

#### Skills:

- Sequencing events on a timeline, referring to times studied in KS1 to see where these fit in.
- Understanding that history is divided into periods of history e.g. Stone Age, Neolithic period.
- Using dates to work out the interval between periods of time and the

#### Vocabulary:

- AD (Anno Domini)
- age
- barter
- BC (Before Christ)
- date
- evidence

<p>key historical figure.</p> <p><u>Future learning:</u></p>	<ul style="list-style-type: none"> <li>• To know that Anno Domini (AD) is Latin for 'in the Year of the Lord,' and is the term used to date the years after Jesus was born.</li> <li>• To know that prehistory is the period of time before written methods and stretches until the Roman invasion in AD43.</li> <li>• To know that prehistory is divided into the Palaeolithic, Mesolithic, Neolithic, Bronze Age and Iron Age periods.</li> <li>• To know that the Stone Age, Bronze Age and Iron Age periods are named after the materials that were commonly used to make tools.</li> <li>• To know that change can be brought about by advancements in transport and travel.</li> <li>• To know that change can be brought about by advancements in materials.</li> </ul>	<p>duration of historical events or periods.</p> <ul style="list-style-type: none"> <li>• Using BC/AD/century.</li> <li>• Beginning to develop a chronologically secure knowledge of local, British and world history across the periods studied.</li> <li>• Placing the time studied on a timeline.</li> <li>• Using dates and terms related to the unit and passing of time e.g. millennium, continuity and ancient.</li> <li>• Noticing connections over a period of time.</li> <li>• Identifying reasons for change and reasons for continuities.</li> <li>• Identifying what the situation was like before the change occurred.</li> <li>• Comparing different periods of history and identifying changes and continuity.</li> </ul>	<ul style="list-style-type: none"> <li>• export</li> <li>• historian</li> <li>• import</li> <li>• prehistory</li> <li>• primary source</li> <li>• reconstruction</li> <li>• secondary source</li> <li>• settlement</li> <li>• trade</li> </ul>
<ul style="list-style-type: none"> <li>• Year 3 History – Ancient Greece</li> <li>• Year 4 History - Romans</li> </ul>			

	<ul style="list-style-type: none"><li>• To know that change can be brought about by advancements in trade.</li><li>• To know that significant archaeological findings are those which change how we see the past.</li><li>• To know that archaeological evidence can be used to find out about the past.</li><li>• To know that we can make inferences and deductions using images from the past.</li><li>• To know that archaeological evidence has limitations: it does not give all the answers or tell us about the emotions of people from the past.</li><li>• To know that assumptions made by historians can change in the light of new evidence.</li><li>• To understand the development of groups,</li></ul>	<ul style="list-style-type: none"><li>• Describing the changes and continuity between different periods of history.</li><li>• Identifying the links between different societies.</li><li>• Identifying reasons for historical events, situations and changes.</li><li>• Identifying similarities and differences between periods of history.</li><li>• Explaining similarities and differences between daily lives of people in the past and today.</li><li>• Identifying similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world.</li><li>• Using a range of sources to find out about a period.</li><li>• Using evidence to build up a picture of a past event.</li><li>• Observing the small details when using artefacts and pictures.</li></ul>	
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	<p>kingdom and monarchy in Britain.</p> <ul style="list-style-type: none"> <li>• To understand that there are varied reasons for coming to Britain.</li> <li>• To know that settlement created tensions and problems.</li> <li>• To understand the impact of settlers on the existing population.</li> <li>• To understand the earliest settlements in Britain.</li> <li>• To know that settlements changed over time.</li> <li>• To understand how invaders and settlers influence the culture of the existing population.</li> <li>• To understand that society was organised in different ways in different cultures and times and consisted of</li> </ul>	<ul style="list-style-type: none"> <li>• Exploring different representations from the period e.g. archaeological evidence, museum evidence, cartoons and books.</li> <li>• Evaluating the usefulness of different sources.</li> <li>• Understanding how historical enquiry questions are structured.</li> <li>• Asking questions about the main features of everyday life in periods studied, e.g. how did people live.</li> <li>• Creating questions for different types of historical enquiry.</li> <li>• Using a range of sources to construct knowledge of the past.</li> <li>• Extracting the appropriate information from a historical source.</li> <li>• Identifying primary and secondary sources.</li> <li>• Interpreting evidence in different ways.</li> <li>• Understanding and making deductions from documentary as</li> </ul>	
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	<p>different groups with different roles and lifestyles.</p> <ul style="list-style-type: none"> <li>• To know that communities traded with each other and over the English Channel in the Prehistoric Period.</li> <li>• To understand that trade began as the exchange of goods.</li> <li>• To understand that trade routes existed between Britain in the Roman, Anglo-Saxon and Viking times. To understand that trade develops in different times and ways in different civilisations.</li> <li>• To understand that the traders were the rich members of society.</li> </ul>	<p>well as concrete evidence e.g. pictures and artefacts.</p> <ul style="list-style-type: none"> <li>• Making links and connections across a period of time, cultures or groups.</li> <li>• Asking the question “How do we know?”</li> <li>• Reaching conclusions that are substantiated by historical evidence.</li> <li>• Constructing answers using evidence to substantiate findings.</li> <li>• Identifying weaknesses in historical accounts and arguments.</li> <li>• Creating a structured response or narrative to answer a historical enquiry.</li> <li>• Describing past events orally or in writing, recognising similarities and differences with today.</li> </ul>	
<p><b><u>Critical Content Statements:</u></b></p> <ul style="list-style-type: none"> <li>• Within Prehistoric Britain, there were three main periods of time: The Stone Age, The Bronze Age and The Iron Age.</li> </ul>		<p><b><u>Common Misconceptions Pupils May Have:</u></b></p> <ul style="list-style-type: none"> <li>• Children may believe that dinosaurs were alive at the same time as humans.</li> </ul>	

- Dinosaurs lived millions of years before the first humans.
- Prehistoric Britain is categorised by historians as having three parts: Palaeolithic, Mesolithic and Neolithic eras.
- Hunter-gatherers were groups of people who moved around hunting or collecting food.
- A settlement is a place where people live together as a community.
- A tribe is a group of people who lived together in a hill fort and shared the same language, ideas and beliefs.
- In the Neolithic period, people started to live together in groups as communities, for example Skara Brae.
- By the Iron Age, people were living in community groups called tribes led by a chief or king. These were usually based around hill forts which were built to defend the tribe.

- Children may find it difficult to understand how long-ago Prehistoric Britain actually was and will need support and scaffolds when teaching chronology to understand this abstract concept.
- Children may find it challenging to understand that people within the Prehistoric era were the first humans alive and therefore lacked survival skills and skills such as weapon and house making. They should see a development in human ability from the Stone Age to the Iron Age.

## Summer Two – Ancient Greece

Enquiry question:

*What did the people of Ancient Greece leave behind?*

### Prior learning:

- Year 2 – our past
- Year 3 – Prehistoric Britain (Stone Age)

### Future learning:

- Year 4 – Romans
- Year 5 – Anglo Saxons, Vikings, Ancient Maya
- Year 6 – Ancient Egyptians

### Knowledge:

- To know that history is divided into periods of history, e.g. ancient times, middle ages and modern.
- To begin to understand that historical periods have characteristics that distinguish them.
- To know that AD means Anno Domini and can be used to show years from the year 1AD.
- With support, begin to understand how to work out durations of periods and events.

### Skills:

- Begin to sequence events on a timeline, referring to times studied in KS1 to see where these should fit in.
- Using the terms AD and BC in their work.
- With support, understand that history is divided into periods of history, e.g. ancient times.
- Begin to develop the foundations of a chronologically secure knowledge of local, British and world history across the periods studied.
- Be able to place the time studied on a timeline with support.
- Begin to describe changed throughout time.
- Begin to identify reasons for change and reasons for continuities.
- Explain similarities and differences between daily lives of people in the past and today.
- Giving reasons for historical events, the results of historical events, situations and changes.

### Vocabulary:

- AD
- BC
- BCE/CE
- Change
- Citizen
- Effects
- Era
- Period
- Importance
- Impact
- Trade
- Goods
- Occupation
- Parliament
- Politician
- Wealthy
- Ancient Greece

	<ul style="list-style-type: none"> <li>• To understand the process of democracy and link this to parliament in Britain.</li> <li>• To be aware of the different beliefs that different cultures, times and groups hold.</li> <li>• To acknowledge that society was organised in different ways in different cultures and times consisted of different groups with different roles and lifestyles.</li> <li>• To begin to understand that archaeological evidence can be used to find out about the past.</li> <li>• To acknowledge that change can be brought about by advancements in transport, travel, materials or trade.</li> <li>• To acknowledge that we can make inferences and deductions using images from the past.</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to identify the links between different societies.</li> <li>• When prompted, identify similarities and differences between periods of history.</li> <li>• With support, make links with different time periods studied.</li> <li>• Begin to recognise primary and secondary sources.</li> <li>• Using a range of sources to find out about a period of time.</li> <li>• Begin to compare accounts of events from different sources.</li> <li>• Begin to compare accounts of events from different sources.</li> <li>• Begin to interpret evidence in different ways.</li> <li>• Ask the question 'how do we know?'</li> <li>• With support, reach conclusions that are substantiated by historical evidence.</li> <li>• Begin to construct answers using evidence to substantiate findings.</li> <li>• With support, identify weaknesses in historical accounts and arguments.</li> </ul>	<ul style="list-style-type: none"> <li>• Mount Olympus</li> <li>• Zeus</li> <li>• Democracy</li> <li>• Legacy</li> </ul>
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**Critical Content Statements:**

- A civilisation is a group of people who have similar ideas.
- Athenian democracy was one of the first in the world.
- The Ancient Greeks believed 12 gods and goddesses lived on Mount Olympus.
- Ancient Greece began in 2100BC/BCE.
- The Ancient Greeks gave us lots of things, such as philosophy, Pythagoras and words we use today!

**Common Misconceptions Pupils May Have:**

- Children may find it difficult to understand how long ago the Ancient Greeks may have lived.
- Children may need a recap of learning from earlier in Year 3.
- Children will need support in sorting events onto a timeline.