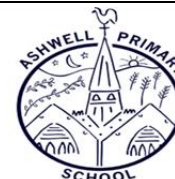


# Ashwell Primary School

## History Curriculum

### Year 3 - Knowledge and Skills Organiser



Year 3- Key historical skills to be developed during Year 3		Key vocabulary
<p><b><u>Chronological understanding and knowledge</u></b></p> <ul style="list-style-type: none"><li>Place historical periods studied on a time line and relate to historical events studied at key stage 1.</li><li>Understand a time line can be divided into BC and AD</li><li>Order significant events from the periods studied.</li></ul> <p><b><u>Change and development</u></b></p> <ul style="list-style-type: none"><li>Describe different aspects of the everyday lives of people from the historical periods or societies studied and compare with our life today e.g. building, clothes, leisure activities.</li><li>Relate the different periods of history studied to the local area e.g. Roman finds in Ashwell/Local Roman settlements- Verulamium</li></ul> <p><b><u>Cause and effect</u></b></p> <ul style="list-style-type: none"><li>Investigate, question and give reasons for events in the past (e.g. why did the first Roman invasions of Britain fail, but later ones were successful?)</li><li>Describe the impact of events on modern life (e.g. the legacy of the Roman Empire)</li></ul> <p><b><u>Significance and interpretation</u></b></p> <ul style="list-style-type: none"><li>Discuss how and why events and people being studied are significant.</li><li>Express preferences and personal responses to topics being studied and back-them up with evidence.</li></ul> <p><b><u>Historical enquiry</u></b></p> <ul style="list-style-type: none"><li>Ask relevant questions about history and begin to suggest how these might be answered.</li><li>Use phrases such as before, during, after, century, decade, BC, AD, ancient, modern, period, Empire, Age.</li></ul> <p><b><u>Using sources and evidence</u></b></p> <ul style="list-style-type: none"><li>Use a range of sources and artefacts to learn about the past</li><li>Begin to understand that there are different accounts of history.</li></ul>		<p>ancient modern era/period BC, BCE AD, CE century decade reasons impact before during empire legacy evidence significant</p>
<p><b>Prior skills this builds on:</b> <b><u>Year 2</u></b></p> <p><b><u>Chronological understanding and knowledge</u></b></p> <ul style="list-style-type: none"><li>Record some events and people onto a timeline.</li><li>Remember a few significant names and dates.</li><li>Use common words and phrases related to the passing of time (now, then, before).</li><li>Begin to use historical vocabulary (e.g. past, present, recently, decades, centuries)</li></ul> <p><b><u>Change and development</u></b></p> <ul style="list-style-type: none"><li>Describe how the past and present are the same and different.</li><li>Discuss the speed of change - sometimes in slow increments, sometimes in leaps.</li></ul> <p><b><u>Cause and effect</u></b></p>	<p><b>What comes next:</b> <b><u>Year 4</u></b></p> <p><b><u>Chronological understanding and knowledge</u></b></p> <ul style="list-style-type: none"><li>Place events from historical periods being studied on a time line and relate to events studied at key stage 1 and those at year 3</li></ul> <p><b><u>Change and development</u></b></p> <ul style="list-style-type: none"><li>Ask and answer questions about changes, similarities and differences.</li><li>Begin to have an understanding of broader trends / themes over time.</li><li>Explore differences between different people living at the same time.</li><li>Relate the different periods of history studied to the local area- e.g. Arbury banks</li></ul> <p><b><u>Cause and effect</u></b></p> <ul style="list-style-type: none"><li>Independently question the reasons behind historical events and changes.</li><li>Give increasingly historically accurate answers to these questions.</li></ul>	

- Recount key events from the past in their own words and begin to explain why these events happened.
- Begin to think about the impact that historical events have had on modern life

#### **Significance and interpretation**

- Understand why the people and events being studied are important.
- Give their view with reasons e.g. Who was the greatest explorer?

#### **Historical enquiry**

- Ask and answer historically relevant questions.
- Compare events from different periods in history (e.g. different discoveries/voyages).

#### **Using sources of evidence**

- Uses a wide range of historical sources to answer questions and find out about the past.
- Compare different versions of a past event e.g. two different accounts, two different photographs of person or event.

- Describe how the events/people being studied have an impact on the modern world.

#### **Significance and interpretation**

- Ask and answer questions about how and why events/people are significant.
- Recognise what the lives of people in the past would have been like and how they might have felt

#### **Historical enquiry**

- Ask relevant questions about history and suggest sources of evidence that could be used to answer them.
- Recognise the difference between primary and secondary sources.
- Use historical terms correctly.

#### **Using sources of evidence**

- Understanding that historical knowledge comes from a range of sources.
- Look at two versions of the same events identifying how they are similar/different.
- Discuss the accuracy of modern depictions of historical events.

## **Year 3 –Ancient Egypt**

### **Core Knowledge to be acquired:**

- Investigate early civilisations around the world, considering the key features that marked them out from tribal settlements that had gone before (e.g. Indus Valley, Shang Dynasty, Ancient Sumer, Egyptians).
- Plot these on maps & consider why civilisations first developed in these places (typically fertile soils & flood plains)
- Focus on Egypt- Identify the impact of the landscape on everyday life, and in particular the role of the River Nile.
- Investigate what artefacts tell us about life in Ancient Egypt.
- Explore Egyptian Gods and beliefs around life after death - tombs, pyramids & burial sites.
- Investigate the lives of the Pharaohs - how did they rule? Which were the most significant?
- Know what it would have been like to live in Ancient Egypt, beginning to understand how this varied depending on your status.

### **Key Vocabulary:**

Ancient  
pharaoh  
Nile  
Giza  
pyramid  
mummification  
After life  
Canopic jars  
hieroglyphics  
gods  
archaeologist

### **Curriculum Enrichment / Cultural Capital Opportunities**

- Opportunities to explore artefacts linked to the Ancient Egyptians
- Visit to Fitzwilliam Museum

## Year 3 – Romans

### Core Knowledge to be acquired:

- Investigate the Roman Empire in AD42 - key features of Roman life; how the Empire was ruled, Roman gods, what made the Roman army so powerful?
- Investigate the Roman invasion of Britain - How were the Romans able to conquer Britain? How long did this take?
- Investigate the reaction of the local tribes/Celts to the Roman invasion e.g. rebellion by Boudicca and the building of Hadrian's Wall.
- Identify and describe the impact of the Roman Empire on Britain - road building, new towns & villas, changes in lifestyle, introduction of new technology
- Identify and describe changes during Roman times - how the Empire developed and grew, introduction of new foods and how local people were treated by the Romans.
- Investigate the evidence for a Roman settlement in Ashwell – The Ashwell hoard.

### Key Vocabulary:

Empire  
 aqueduct  
 centurion  
 legionary  
 emperor  
 Boudicca  
 invasion  
 Emperor Hadrian  
 Roman baths  
 mosaic  
 archaeologist

### Curriculum Enrichment / Cultural Capital Opportunities

- Opportunities to explore artefacts linked to the Romans.
- Visit to Verulamium museum and park
- Visit to Ashwell Museum

### Prior knowledge this builds on:

Key Stage 1 - The study of changes within and beyond living memory, the lives of significant Individuals from the past and significant historical events, people and places in their own locality.

### What comes next:

#### British History

Year 4 - Changes in Britain from the Stone Age to the Iron Age