

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

- 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