

## History Year 3

Know and understand the history of these islands	<ul style="list-style-type: none"> <li>• Changes in Britain from the Stone Age to Iron Age</li> <li>• The Roman Empire and its Impact on Britain</li> </ul>
Know and understand significant aspects of the history of the wider world	<ul style="list-style-type: none"> <li>• The Roman Empire and its Impact on Britain</li> </ul>
<b>These are National Curriculum statements</b>	<b>These can be used on curriculum star grids</b>
<p style="color: #a52a2a;">Understand where people and events fit into a chronological framework (including characteristic features of periods)</p> <p>Developing a chronologically secure knowledge and understanding (including characteristic features of periods-cultural, economic, military, political, religious, social)</p> <p><i>Every year group should use age-appropriate timelines across and within periods to support in meeting these objectives</i></p>	<ul style="list-style-type: none"> <li>• Refer to the past in terms of periods</li> <li>• Understand the idea of 'anachronism'</li> <li>• Show understanding of the main ideas associated with the society being studied</li> </ul>
<p style="color: #a52a2a;">Develop an awareness of the past, using common words and phrases relating to the passing of time</p> <p>Establish clear narratives within and across periods. Develop the appropriate use of historical terms</p>	<ul style="list-style-type: none"> <li>• Use words which mark the passing of time</li> <li>• Realise that ancient means thousands of years ago</li> </ul>
<p style="color: #a52a2a;">Identify similarities and differences between ways of life in different periods</p> <p>Address and devise historically valid questions about similarity and difference</p> <p><i>In KS2, Y3 and Y5 will focus on similarity and difference.</i></p>	<ul style="list-style-type: none"> <li>• Know that historians identify similarities and differences over time and be able to identify some similarities and differences between ways of life in different time periods</li> </ul>
<p style="color: #a52a2a;">Understand changes within living memory</p> <p>Address and devise historically valid questions about change and cause</p> <p><i>In KS2, Y4 and Y6 will focus on change and cause.</i></p>	
<p style="color: #a52a2a;">Understand significant historical events, people and places in their own locality</p> <p>Address and devise historically valid questions about significance</p> <p><i>In KS2, Y3 and Y5 will focus on significance.</i></p>	<ul style="list-style-type: none"> <li>• Know why historians deem some historical events to be significant</li> </ul>
<p style="color: #a52a2a;">Identify different ways in which the past is represented</p> <p>Understand how knowledge of the past is constructed from a range of sources</p> <p><i>In KS2, Y4 and Y6 will focus on different interpretations of a range of sources.</i></p>	

<p>Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events</p> <p>Understand some of the ways in which we find out about the past</p> <p>Construct informed responses that involve thoughtful selection and organisation of relevant historical information</p> <p>Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims</p> <p>Discern how and why contrasting arguments and interpretations of the past have been constructed</p> <p><i>When children have developed secure substantive knowledge of a time period, they will carry out at least one enquiry per unit. They will create their own enquiry question, although creating the question may be guided by the teacher e.g. focus on a specific topic or based upon specific sources available</i></p>	<ul style="list-style-type: none"> <li>• Know how historians make deductions from a source</li> <li>• Know how historians combine information from more than one source to construct a response</li> </ul>
<p>Note connections, contrasts and trends over time</p>	
<p>Create own structured accounts, including written narratives and analyses</p>	<ul style="list-style-type: none"> <li>• Write in accurate, sequenced sentences, using period-specific references</li> </ul>
<p>Greater Depth</p>	<ul style="list-style-type: none"> <li>• Show initiative in their research e.g. independently find and interpret sources which they believe to be useful in their enquiries</li> <li>• Independently make connections and apply ideas from previous learning, or learning from outside school</li> <li>• Identify information that the available sources do not reveal</li> </ul>
<p>Key Themes</p>	<ul style="list-style-type: none"> <li>• Conflict</li> <li>• Leadership and Democracy</li> <li>• Legacy</li> </ul>
<p>Diversity</p>	<ul style="list-style-type: none"> <li>• Is it historically accurate to depict all Romans as white people?</li> </ul>

<p>Defined End Point</p>
<p>Know how historians construct responses to historical enquiries based on similarity, difference and significance, combining information from more than one source.</p>

Key Stage 1 National Curriculum Subject Content  
Key Stage 2 National Curriculum Subject Content  
Aims of the National Curriculum

Area of Study and Key Figures	Themes			
	Chronology / Enquiry	Conflict	Leadership and Democracy	Legacy
Changes in Britain from the Stone Age to the Iron Age	anachronism chronological order era period BC and AD ancient civilisation ancient Palaeolithic Mesolithic Neolithic Homo Sapiens primary source secondary source	tool weapon hunting hammerstone spear arrow bronze iron sickle plow flint	hillfort tribe rivalry power	
The Roman Empire and its Impact on Britain  Julius Caesar Claudius Hadrian Boudicca		conquer legionaries legion centurion shield tactics military enemies hostage invasion warrior	empire emperor class slave soldier democracy	architecture language law aqueduct amphitheatre agriculture

Ideas for Historical Enquiry Questions	
Stone Age to Iron Age	The Roman Empire and its Impact on Britain
How do historians know about the Stone Age when they were not there?	Why was it so easy for the Romans to invade Britain (link to knowledge of Iron Age)?
How and why did weapons change between the Stone Age, Bronze Age and Iron Age?	Why do leaders want to create empires?  Which of these Roman emperors was the most significant?