



Year 3 History Curriculum Overview

The Big Picture

Prehistory (prehistoric) is a term used for the span of time before historical records were kept. This point in history includes everything that came before the invention of writing systems and so refers not only to dinosaurs but also early human existence. We understand that children can struggle to understand how the world changed over time and so we have designed their education to work like a giant timeline. Starting in the prehistoric times and moving through time, where children can see how civilisations developed and changed.

In this unit, children will focus on the evolution of humans from the Stone Age to Iron Age. The key theme is survival. Our ancestors faced many trials. Over thousands and millions of years, we slowly learned new skills and adapted to our changing environment. It is our ability to adapt that has allowed us to survive.

Year 3 History –
Scavengers and Settlers

What do we already know?

Knowledge Retrieval:

Children will know History is a study of people and events that happened in the past and children will have studied significant people and events.

Children should already have a basic understanding of historical language such as before, after, yesterday, today, chronology, past and present.

Children will be able to sort simple images/sources into past/present and give simple explanations as to why they think they are either from the past or present. They will also understand what artefacts are and that they are often kept in museums.

Children will be beginning to understand the monarchy and important figure heads within this.

NC objectives – Key Stage 2

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

Pupils should be taught about:

- changes in Britain from the Stone Age to the Iron Age
- The Roman Empire and its impact on Britain
- Britain's settlement by Anglo-Saxons and Scots
- The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- A local history study
- A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China
- Ancient Greece – a study of Greek life and achievements and their influence on the western world
- A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.

Key unit objectives

To understand that history can be split into decades and centuries – a **decade** represents the passing of ten years and a **century** represents the passing of 100 years.

To know about the main events, dates and characteristics of the past societies they have studied - These are used to help people discuss when something happened – refer back to Year 2 The Great Fire of London happened in the 17th century.

To know about the lives of people in those periods

To know about the main similarities and differences between the past societies they have studied

To be able to give some reasons for particular events and changes

To be able to gather information from simple sources

To be able to use their knowledge and understanding to answer simple questions about the past and about changes

To understand that the past can be considered in terms of different time periods

To be able to order significant events that have happened within the Iron Age.

To be able to compare the Stone Age/Iron Age time to that of life in the 16th century – looking at what is the same and what is different.

Key vocabulary and understanding for concept connectors

Recognise the difference between **primary** and **secondary sources** of information

BC means '**Before Christ**' and years start off higher and count down towards 0.

Identify the tools and weapons used in the **Bronze Age** and **Iron Age** and explain why they think this period is called '**The Iron Age**'.

Understand why people lived in **hill forts** to keep safe from attacks.

Understand why and how humans began to **settle** and discuss benefits and disadvantages to this.

Pre-history is a time before written records were kept.

Hunter-gathers became **farmers** when they made **settlements**.

Key Questions

What is the difference between a primary and secondary source of information?

Why did hunter-gathers become farmers?

Key Texts

Stone Age Boy – Satoshi Kitamura

The first drawing – Mordicai Gerstein

Range of non-fiction books for a range of secondary sources.



Year 3 History Curriculum Overview

The Big Picture

The earliest civilisations were founded by farmers, who chose to settle near rivers where they had easy access to water for their crops. The first farming communities are believed to have emerged in an area of the Middle East known as the Fertile Crescent. This area of land stretches in an arc through parts of modern Israel, Syria and Turkey. Farming eventually spread to other areas, including Europe, Africa, India and China.

In this unit, the children will begin with a study of Ancient Egypt, which is likely to be the most familiar to them. Most children of this age will have some prior knowledge that they can bring to the topic, even if it's only tombs, pyramids and mummies! From the familiar, the children can then delve deeper into the culture of the Ancient Egyptians, finding out more about their daily life and common beliefs. This learning can then be applied to a study of Ancient Sumner, helping the children to compare and contrast the two civilisations.

Year 3 History –
Tombs, Temples and Treasures

NC objectives – Key Stage 2

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

Pupils should be taught about:

- changes in Britain from the Stone Age to the Iron Age
- The Roman Empire and its impact on Britain
- Britain's settlement by Anglo-Saxons and Scots
- The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- A local history study
- A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China
- Ancient Greece – a study of Greek life and achievements and their influence on the western world
- A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.

What do we already know?

Knowledge Retrieval:

Children will know History is a study of people and events that happened in the past and children will have studied significant people and be able to use historical language to explain this.

Children will be able to sort simple images/sources into past/present and give simple explanations as to why they think they are either from the past or present. They will also understand what artefacts are and that they are often kept in museums.

Children will be beginning to understand the monarchy and important figure heads within this.

Children will understand pre-history and can work through time to see how changes occurred.

Key unit objectives

To know about the lives of people in the Ancient Egyptian times.

To know about the main similarities and differences between the past societies they have studied

To be able to gather information from simple sources

To be able to use their knowledge and understanding to answer simple questions about the past and about changes

To understand that the past has been recorded in a variety of different ways

To know what a civilisation is in relation to Ancient Egypt. Why was Ancient Egypt considered more civilised than the Stone Age?

To know that Ancient Egypt can be split into different eras by the rule of different Pharaohs – Tutankhamun (1332 to 1323 B.C), Cleopatra (52 – 31B.C) etc

To recall significant events from Ancient Egyptians times – the start of mummification, building of the pyramids etc

To understand religion in Ancient Egyptians times and the impact this had on people and their day to day rituals e.g belief in the afterlife – reincarnation where they would return as animals.

Key vocabulary and understanding for concept connectors

Ancient means very old.

Ancient times relates to a time a long time ago, but it is **after prehistory**.

Tutankhamun was a famous Egyptian Pharaoh.

Historical enquiry is when we ask questions about the **past**.

Ancient Egyptians had their own **religion** with their own set of gods.

A **civilisation** is where a **society** reaches an advanced stage of **development**.

Hieroglyphics were some of the first forms of writing.

Key Questions

Why were hieroglyphics so important?

What was lifelike in the Ancient Egyptians times? How do we know?

What is different about the Stone Age and Ancient Egypt?

Key Texts

Meet the Ancient Egyptians – James Davies

Egyptian Cinderella – Shirley Climbo

Marcy and the Riddle of the Sphinx – Joe Todd Stanton

The Story of Tutankhamun – Patricia Cleveland-Peck

Range of non-fiction books for a range of secondary sources.