

Year 3 HISTORY Topic 1: Amazing Archaeologists

Key Assessment Questions

What's the difference between prehistoric and historic eras? What does BC and AD mean? Why is it important? What is the role of an archaeologist and historian? Describe a source of evidence from period? How do historians use evidence? How did life change for people across the 3 ages (materials, settlement and farming)?

SCHOOL VALUES (Autumn 1): Service and Friendship Children will explore the idea of the changes to settlements over Stone Age to Iron Age. By the Iron Age, people had started to live in hillfort communities. How did they serve each other in these communities? Could you have lived as a Stone Age nomad?

KNOW

DO

UNDERSTAND

Terms

Know what the term **history** means something that happened in the past.

Know that **prehistory** is a time before people and events were written down. Know that **age** means a long period of time. Know **era** that means the same as age.

VOCABULARY

Talk about the past and present from own life, events and people covered in KS1. Explain the terms **ancient civilisation** and **chronological, sources** and **evidence**. Explain why this period is counted as history **beyond living memory**. (Revisit)

New Vocabulary introduced: **prehistory, BC and AD and age, era, Celts, tribal kingdom, hillfort, hunter gatherer, archaeologist and artefact.**

Chronological Understanding

- Know what the word **chronological** means - where events are put in the correct time order.
- Know that **BC** means anything that happened before Christ was born. Know that **AD** means events after Christ's birth.
- **Paleolithic**- Old **Mesolithic** – Middle **Neolithic** - New

Create a timeline showing periods of Stone Age, Bronze Age to the Iron Age and where they fit with other periods studied in Year 2.

Understand why these periods have been named by historians (characterized by the materials people used).
Name and explain 3 periods within the Stone Age.

Revisit timeline work from Year 2.

Make the link to Aborigines studied in Year 2.

Explain that they date back to prehistoric era.

Maths Link: understanding place value will help to make a timeline of the 3 ages.

Enquiry (Sources and interpretation)

- Know that a **source** is a thing or a person that gives us information.
- Know that an **archaeologist** makes findings and digs up remains and artefacts from the ground.
- Know that an **artefact** is something that an archaeologist finds, it becomes a source for the historian.
- Know that a **hunter-gatherer** means a person in who had to find food from the wild. Know that a **tribal kingdom** is a community of people with a leader. Know that a **hillfort** is a settlement at the top of a hill, surrounded by fencing to protect it.

Is it true to say that Stone Age man was just a simple hunter gatherer only interested in food and shelter? (Understand how evidence can be used by historians to show that Early Stone Age man was not merely primitive.)*

Research aspects of life (food, clothing, housing, religion, technology) in the Stone, Bronze and Iron Ages by looking at sources. Literacy Link

Consider artefacts discovered at prehistoric sites and what historians argue they say about life in the Neolithic Stone Age (Skara Brae/ Stonehenge).

Explain why some archaeologists/historians don't always agree on the same things e.g. the timing of the Stone age. This is called **historical interpretation**.

As historical enquiry skills are developed and children should now understand more of how knowledge of the past is constructed from a range of sources

Geography Link – children should be able to name and locate significant historical sites: *Skara Brae* and *Stonehenge*.

DT Link – Design and make their own Iron Age clay pots, stew and weapons.

Children should begin to understand that different versions of the past may exist because archaeologists and historians understand evidence in different ways.

Enquiry: Cause & consequence & continuity & similarity & difference & significance

- Know that periods of prehistory are very important to understand the world we live in now.
- Know that life changed for people in Britain over these 3 periods, we know this from the way that people went from being nomads to living in hillfort communities.
- I know that historians have some influence in deciding who should be remembered in history.

How much did life change when man learned to farm? * How do historians understand this change? What does archaeologist Raksha Dave argue about the introduction of farming to Britain?

<https://www.youtube.com/watch?v=5AoOh7wXgnY>

Describe extent of changes to life over the 3 ages and reasons for these with focus on settlement.

What does historian Dr Mairi Davies argue about the women archaeologists involved in discovering Skara Brae? What does this tell us about how historians have influence on deciding who is remembered in history?

<https://www.bbc.co.uk/news/uk-scotland-north-east-orkney-shetland-47639736>

Children are now making links between main events, situations and changes within and across different periods in Britain.

They are also looking at trends and contrasts over time..

Year 3 HISTORY Topic 3: Genius Geologists (6 weeks)

	Key Assessment Questions <i>What is the difference between and primary and secondary source? When did Mary Anning live and how do historians view her? Where, when and how did Pompeii happen? Do all historians agree about what the sources tell us?</i>		
	SCHOOL VALUES (Autumn 2): Perseverance and Respect Children will explore both values in the life of Mary Anning. She persevered in her passion of fossils, even though in her time, her work was not taken seriously as a woman. She was not treated with respect. Why was this wrong? (Link with Year 2 learning on the Victorians).		
	KNOW	DO	UNDERSTAND
	VOCABULARY Revisit terms: chronological, sources and evidence, prehistory and AD and archaeologist and artefact . New vocabulary introduced: fossil, reliability, primary and secondary sources of evidence, Pompeii, Mount Vesuvius . Explain why periods are counted as history beyond living memory . (Revisit)		
Chronological Understanding	<ul style="list-style-type: none"> Know what the word chronological means - where events are put in the correct time order. Know that BC means anything that happened before Christ was born. Know that AD is events after Christ's birth. Know that Mary Anning loved fossils and lived from 1799 to 1847 in Lyme Regis in England. Know that Mount Vesuvius erupted many times before AD79 but in AD79, it destroyed Pompeii buried it. 	<p>Plot Mary Anning's life and the date of the Pompeii eruption on a timeline, showing other known events from Y1, Y2 and prehistory.</p> <p>Tell a narrative of the events of AD79 Vesuvius eruption in Pompeii and plot on a timeline.</p>	<p>While this unit provides a science and geography focus, it also allows children to understand the significance of fossils and how they help historians, understand sources of evidence in reference to Pompeii in AD79.</p> <p>Understand chronological progression from prehistory to ancient civilisations (Romans) in Italy and then compare to much later on, to the time of Mary Anning.</p> <p>The focus on AD79 should not only link with the end of the Iron Age but set up an awareness of the period for the next two units <i>Greek and Roman Civilisations</i>.</p>
Enquiry (Sources and interpretation)	<ul style="list-style-type: none"> Know that a fossil is something buried in the ground from prehistoric time and the earth or rock as kept it as it was. Know that Pompeii was discovered in 1748, by explorers. Underneath all the dust, it was almost exactly as it had been almost 2,000 years before. Primary Sources Letters and diaries, drawings, maps, photographs and video footage, official documents and records and artefacts. Secondary Sources Books Encyclopedia Websites Gives information from a primary source Historical interpretation can mean that historians don't always agree on how and when something happened. 	<p>Look at different sources of evidence on Pompeii (diary entries, accounts, photos of artefacts, John Martin's 1821 artist impression of the eruption) and consider what they tell historians.</p> <p>How do 2 versions of historians' accounts of Pompeii compare? What does this tell us about historical interpretation? (Letter of Pliny to Tacitus and Cassius Dio's account.)</p>	<p>Understand how knowledge of the past is constructed from a range of sources</p> <p>Children should begin to understand that different versions of the past may exist because the same event may affect people differently.</p> <p>Understand that different versions of the past may exist, giving some reasons for this. Growing understanding of how historians use evidence to build own arguments.</p>
Enquiry: Cause & consequence, change & continuity, similarity & difference significance	<ul style="list-style-type: none"> Know that Mary Anning helps historians to understand what life was like in the past. Mary Anning's work has contributed significantly to scientists and paleontologists today. Historians have the influence over who is remembered in history. 	<p>How have historians changed the way that they see Mary Anning? What discrimination has she faced during her own time?</p> <p>How do historians now see her?</p>	<p>Understand historically significant people and events in situations. Make links between situations and changes within and across different periods/societies</p> <p>Science Link: Geology and fossils</p> <p>Children should see the significance for historians and archaeologists around the world of both Mary Anning's and Pompeii's discoveries.</p>

Year 3 HISTORY Topic 4: Gods and Heroes		
<p>Key Assessment Questions</p> <p><i>What is an ancient civilisation? What other ancient civilisations can you name? Where and when did Ancient Greece exist? What legacy have the Ancient Greeks left? How was life in Ancient Greece different/same as life in Iron Age Britain? How can historians understand the same event differently? Can you give an example?</i></p>		
<p>SCHOOL VALUES (Spring 1): Justice and Courage Children will explore the idea justice in the context of a civilisation building a system of government and fair rules. Children need to understand that much of how we understand justice today was created by the Ancient Greeks. Children should do a mini focus study on slavery in Ancient Greece. What was slavery? Why was it wrong? Compare with Year 2 learning on Columbus and slavery. Do we have modern slavery in the world today?</p>		
	KNOW	DO
	<p>Know that ancient civilizations were people groups who organised their cities and decided how to live together (politics), how to provide for themselves (economic) and how to protect themselves.</p>	<p>VOCABULARY</p> <p>Revisit terms: ancient civilization, chronological, primary and secondary sources, prehistory, BC and AD.</p> <p>Explain why this period is counted as history beyond living memory.</p> <p>New vocabulary introduced: democracy, philosophy, trading, Western Civilisation, legacy, slavery.</p>
Chronological Understanding	<ul style="list-style-type: none"> Know that BC means anything that happened before Christ was born. Know that AD is events after Christ's birth. Know that Ancient Greece and Ancient Rome both happened from 700BC onwards. Know some key events in Ancient Greece to put onto a timeline: 776 BC First Olympic Games. 450BC City of Athens becomes powerful. 432 BC Parthenon in Athens is finished (building). 404 BC City of Sparta defeats Athens. 146 BC Roman defeat Greeks. End of Ancient Greek Empire. 	<p>Identify the place of Ancient Greece on a chronological timeline with some of Year 1, 2 and 3 known events.</p> <p>Show significant events of Ancient Greece on a timeline, showing that it spans a huge period of time.</p> <p>Understand that historians have coined the terms BC and AD, and split Ancient Greece into chunks of time (bit like 3 ages of prehistory in Britain).</p>
Enquiry (Sources and interpretation)	<ul style="list-style-type: none"> Know that democracy is what we live in today. It is a way of organising a country so that the people decide how to be ruled over. Know that philosophy is when people think about and study the meaning of life. Know that trading is and was a way of people to make money by swapping things with people, sometimes in other countries. Historical interpretation means that historians don't always agree on when or how something happened. 	<p>Describe what life was like in Ancient Greece (democracy, sport, theatre, gods, slavery, philosophy, economy and trading).</p> <p>Explain how democracy worked in Ancient Greece and how historians know.</p> <p>How could David of Athens beat the Goliath of Persia? (The Battle of Marathon. A history mystery)* Consider different explanations/interpretations of the same event.</p> <p>Why do we have so many versions of the original marathon run? * Consider arguments of at least 2 different historians.</p>
Enquiry: Cause & consequence, change & continuity & difference & significance	<ul style="list-style-type: none"> Know that life in Modern Day Greece is very different from life in Ancient Greece. Know that while at the same time in Greece, Britain was in the Iron Age with Celtic tribes who were at war with each other. Know that Western Civilisation is modern life in Western Europe and North America. A legacy is something from a time in history that has been passed down and remains today. 	<p>Explain ways that Modern Greece is different from Ancient Greece (food, clothes, music, theatre and technology, and transport). Geography Link</p> <p>How do historians compare life in Ancient Greece with life in Iron Age Britain during the same period?</p> <p>Describe some ways that the Ancient Greeks have influenced our lives today. What legacy have they left?</p>
		UNDERSTAND
		<p>Children should continue to develop chronologically secure knowledge of periods studied.</p> <p>Children should be given the opportunity to think about connections e.g. Ancient Greece, Bronze/Iron Ages and Pompeii.</p> <p>Geography Link – all of the learning in this unit should be centred on some understanding of ancient and modern maps of Europe.</p>
		<p>PSHE and British Values</p> <p>Children should do a mini focus study on slavery in Ancient Greece. What was slavery? Why was it wrong? Compare with Year 2 learning on Columbus and slavery.</p> <p>Children begin to build schemata of how historians use evidence to build arguments.</p>
		<p>Note contrasts over time. Understand how to make links between events and changes within and across different periods, countries and societies.</p> <p>Children should understand the huge impact that Ancient Greece has on our lives today and ways in which Ancient Greece gave Western Civilization its beginnings.</p>

Year 3 HISTORY Topic 7: The Empire Strikes Back (6 Weeks)

Key Assessment Questions

Who was in Britain when the Romans invaded? When, why and how did they invade? What was life like in Roman Britain? How do historians know? Do all historians agree with each other about what sources tell us? What were the legacies of Roman occupation in Britain? How have historians played a part in how we see Boudicca?

SCHOOL VALUES (Summer 2): Respect With reference to the value of respect, children should be given the chance to explore and debate the ethics of invasion and occupation, and reflect on complexity of this, since the Romans left such an important legacy in the end.

KNOW

DO

UNDERSTAND

Know that an **empire** is groups of people under one person or group's leadership.
(Revisit from Y2)
VOCABULARY
Revisit terms: **ancient civilization, empire, chronological, sources** and **evidence, BC and AD**

Explain why this period is counted as history **beyond living memory**.
New vocabulary introduced during this unit: **military and army, invasion, occupation and resistance** Children should develop an understanding of ancient civilization and empire and reference this period with their knowledge of Ancient Greece.

Chronological Understanding

Know that Ancient Greece and Ancient Rome both happened from 700BC onwards.
Know some key events in the spread of the Roman Empire

- 753 BC City of Rome is founded.
- 509 BC Rome becomes a Republic run by elected officials called senators.
- In 237 BC the Roman Empire was only in modern day Italy.
- By 44 BC the Empire had taken over most of Europe except Britain.
- 306 AD Roman Empire became Christian.

Know that there were 2 attempts made to invade and takeover Britain.

Identify the place of Ancient Rome on a timeline with some of Year 1, 2 and 3 known events.

Show clear narrative of the spread of the Roman Empire across Europe on a timeline and/or a map, showing important details and facts.

Connect Aztecs with Ancient Greeks, Ancient Rome and the end of the Iron Age.
The bigger chronological picture is coming together.

Geography Link – all of the learning in this unit should be centred on understanding of ancient and modern maps of Europe.

Enquiry (Sources and interpretation)

- Know that **invasion** is when an army goes to another country to fight for land and goods.
- Know that **occupation** means that the army has defeated the people who live in that country and now control them.
- Know that **resistance** means that you fight to stop others from taking what is yours.
- Historical interpretation means historians don't always agree on how the same event in history took place.**

Research and explain what life for a Roman gladiator was like. Literacy Link
Describe what life was like in Roman Britain, using secondary sources.

Whose version was right when thinking about the defeat of Boudicca? Compare 2 historians' views of how she was defeated (Tacitus and Cassius Dio's).

Investigate artefacts found in Wales and begin to see how historians deduce whether they show us that there was a Roman villa or not.*

Children should be more confident in understanding that our knowledge of the past is constructed from a range of sources.

Children should build deeper understanding of how historians use evidence to understand the past.

Enquiry: Cause & consequence, change & continuity, similarity & difference **Significance**

- Know that modern Rome is very different from Ancient Rome.
- Know that modern day life in UK would not be the same if the Romans had not come to Britain.
- Legacy** means something that has been left behind or passed on.

Why did the Roman Emperor Claudius leave hot sunny Italy to invade cold wet Britain?*

What image do we have of Boudicca today? How have historians played a part in how we see Boudicca?*

Describe some ways that the Roman invasion and occupation have influenced our lives today
Should the Romans have invaded Britain? What do historians think?

Make links between events and changes within and across different periods, countries and societies.
PSHE and British Values
Children should explore the ethics of invasion and occupation and reflect on complexity of this.
By the end of the unit, the children will understand how and why the Romans left Britain by 410 AD.