

# Year on Year History Coverage, Skills (Concepts) and Vocabulary

Year 3	National Curriculum	Key Purpose Questions	Key concepts (Skills)	Vocabulary	Key Takeaways/Assessment
<b>Autumn 1 Stone Age to Iron Age</b>	Changes in Britain from the Stone Age to the Iron Age	<ol style="list-style-type: none"> <li>1. Was Stone Age man simply a hunter and gatherer, concerned only with survival?</li> <li>2. How different was life in the Stone Age when man started to farm?</li> <li>3. What can we learn about life in the Stone Age from a study of Skara Brae?</li> <li>4. How much did life really change during the Iron Age and how can we possibly know?</li> </ol>	<p><b>Chronology:</b> Start to talk about the past in terms of periods e.g. Ancient Greeks, Romans, Stone Age...</p> <p>Start to use the terms BC/AD, decade, ancient, century</p> <p><b>Change and Continuity:</b> Can explain simple changes from the beginning to the end of a very long period e.g. differences between Stone Age and Iron Age.</p> <p><b>Enquiry:</b> Children see that some sources are more useful than others and start to can explain why.</p>	<p>BC/AD Century Period</p> <p>Hunter-gatherers Mesolithic Neolithic Paleolithic Prehistoric</p>	<p>Sequence in the correct order the names used by historians to describe different periods during this time</p> <p>Say what was distinctive about 3 different periods from this time e.g. Bronze Age</p> <p>Explain what the two biggest changes that developed in Britain during the New Stone Age were and describe the impact on daily life</p> <p>Describe the ways in which life changed during the Iron Age</p> <p>Explain how we can know so much about a time that happened thousands of year ago.</p>
<b>Summer 1 Ancient Greece</b>	A study of Greek life and achievements and their influence on the western world	<ol style="list-style-type: none"> <li>1. How can we possibly know so much about the Ancient Greeks who lived over 2,500 years ago?</li> <li>2. What can we work out about everyday life in Ancient Athens from the pottery evidence that remains?</li> <li>3. What was so special about life in 5th Century BC Athens that makes us study it?</li> <li>4. What can we tell about the Ancient Greeks from their interest in the theatre and festivals like the Olympics?</li> <li>5. In what ways have the Ancient Greeks influenced our lives today?</li> </ol>	<p><b>Chronology:</b> Start to use the terms BC/AD, decade, ancient, century.</p> <p>Start to talk about the past in terms of periods e.g. Ancient Greeks, Romans, Stone Age...</p> <p><b>Similarities and Differences:</b> Starting to show an understanding that not everyone in the past lived in the same way (rich and poor). Start to explain the similarities and differences in beliefs, attitudes and life of the people in the period of history being covered.</p>	<p>Ancient Democracy Archaeologists</p> <p>Greece Greek Parliament Tax/taxes Olympics</p>	<p>Explain the main features of Ancient Greek society</p> <p>Explain the unique way that Ancient Athens was ruled at the time - democracy</p> <p>Give 2 important examples of Ancient Greek achievements</p> <p>Explain ways in which the Greeks have influenced our lives today</p>
<b>Summer 2 The Romans</b>	The Roman Empire and its impact on Britain	<ol style="list-style-type: none"> <li>1. Why on earth would Julius Caesar want to leave sunny Italy invade cold Britain and what would he have found here?</li> <li>2. Why did the Emperor Claudius invade Britain a cold bleak country, on the edge of empire?</li> <li>3. Why did Boudica stand up to the Romans and what image do we have of her today?</li> <li>4. How were the Romans able to keep control over such a vast empire?</li> <li>5. How much of our lives today can possibly be influenced by the Romans who lived here 2,000 years ago?</li> </ol>	<p><b>Chronology:</b> Can sequence events in a simple narrative on a timeline e.g. Boudicca's Revolt. Starting to use some key dates as important markers of events e.g. Caesar's landing, Claudius' invasion, Boudicca's revolt, 1066.</p> <p><b>Cause and Consequence:</b> Start to analysing actions of people in historical settings; focusing only on what one person wanted e.g. why Claudius wanted to invade?</p> <p><b>Interpretation:</b> Start to understand that there are often different interpretations because the gaps in the evidence are so large they have to be filled by imaginative reconstruction. This is particularly true of events from the remote past e.g. we have no pictures showing what Boudicca really looked like so historians and artists work for written sources and come up with different views</p>	<p>Cause Empire Invasion/Invader Decade</p> <p>Conquer/conquest Emperor Rebellion Rule/ruler</p>	<p>Explain why the Romans were so powerful but then left Britain after nearly 400 years</p> <p>Describe how Boudica stood up to the Romans</p> <p>Explain why we have different interpretations of Boudica today</p> <p>Describe the main ways in which the Romans still impact on our lives today, 2000 years later</p>

