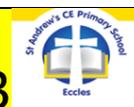




# History – Year 3



<p><u>Honesty</u> Describe feelings Be honest when something hasn't gone right</p>		<p><u>Love</u> Understand how love can be depicted through artists in history.  How individuals give their love to help others.  How love can be expressed.</p>		<p><u>Forgiveness</u> Forgiving mistakes Understanding that people make mistakes through poor choices</p>		<p><u>Respect</u></p> <ul style="list-style-type: none"> <li>Respecting other people's opinions</li> <li>Respect for others personal lives</li> </ul>		<p><u>Cultural Capital Opportunities</u></p> <ul style="list-style-type: none"> <li>Stone Age/Iron Age visitors</li> <li>Archaeological dig – ask Man Uni</li> <li>Aztec or Mayan art workshop- 20<sup>th</sup> day of the month festival</li> </ul>					
<p><u>A Love Of Language</u> see key skills below <u>Reading:</u> Read different sources. <u>Listening:</u> Opportunities to listen to videos of sources.  <u>Speaking:</u> Opportunities to speak and listen to others to share our thoughts on events.  Being able to speak about our own lives.  <u>Writing:</u> Write about different events from our past.</p>		<p><u>Aspirations</u> Aspiring to make your own history in life  Aspiring to achieve a career they want.  Standing up for what you believe in.</p>		<p><u>Bringing Learning To Life</u></p> <ul style="list-style-type: none"> <li>Role play of different significant people.</li> <li>Making Mayan calendars</li> <li>Mayan masks</li> <li>Horrible Histories Aztec Song</li> </ul>		<p><u>Emotional Well-Being</u> Understanding why people argue Being able to regulate emotions Understanding others points of view</p>		<p><u>Resilience</u> Understanding significant individual's resilience during key events. Understanding that sometimes adults disagree  Understand the problems that individuals have overcome to succeed.</p>		<p><u>Valuing Our Diversity</u> Understanding that different people have different beliefs.</p>		<p><u>Respect and Responsibility</u>  We are responsible for our own actions.  We value others beliefs.  Understand that our actions have consequences.</p>	
What will they learn?				In what order?				End points					
Key Concepts		Key Skills		Autumn		Spring		Summer					

<ul style="list-style-type: none"> <li>• Look at changes in Britain from the Stone Age to the Iron Age</li> <li>• Explore the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared</li> <li>• Complete an in-depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China</li> <li>• Local and world history</li> <li>• Explore narratives linking to this period in history.</li> <li>• Continue to develop historical terms.</li> </ul>	<p><u>Chronology</u> Show their increasing knowledge and understanding of the past by:</p> <ul style="list-style-type: none"> <li>• Using specialist dates and terms, and by placing topics studied into different periods. (century, decade, Roman, Egyptian, BE, AD, ...)</li> <li>• Making some links between and across periods, such as the differences between clothes, food, buildings or transport.</li> </ul> <p><u>Events, people and change</u> Be able to describe some of the main events, people and periods they have studied by:</p> <ul style="list-style-type: none"> <li>• Understanding some of the ways in which people's lives have shaped the nation</li> <li>• Describing how Britain has influenced and been influenced by the wider world</li> </ul> <p><u>Communication</u></p> <ul style="list-style-type: none"> <li>• Construct informed responses that</li> </ul>	<p><b>Stone Age to Iron Age</b></p> <p><b>Look at changes in Britain from the Stone Age to the Iron Age</b></p> <ul style="list-style-type: none"> <li>• Understand that a timeline can be divided into BC (Before Christ) and AD( Anno Domini)</li> <li>• Read dates and place events in chronological order on a timeline.</li> <li>• Using specialist dates and terms, and by placing topics studied into different periods. (century, decade, Roman, Egyptian, BE, AD, ...)</li> <li>• Making some links between and across periods, such as the differences between;</li> </ul> <p>-clothes food( late Neolithic hunter-gatherers and early farmers, for example Skara Brae -buildings (Iron Age hill forts, tribal kingdoms, farming) - transport ( Stonehenge)</p> <ul style="list-style-type: none"> <li>• Be able to describe some of the main events, people and periods they have</li> </ul>	<p><b>Early Civilisations eg The Aztecs, The Celts or The Mayans.</b></p> <p><b>Explore the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared. Eg The Aztecs, The Celts, The Mayans, Ancient China.</b></p> <ul style="list-style-type: none"> <li>• Mayan- farmwork, artwork, etc.</li> <li>• Examine artefacts from ancient civilisations and understand their purpose.</li> <li>• Understand what a society is and why it was needed.</li> <li>• Explore the Wonders of the World.</li> <li>• Making some links between and across periods, such as the differences between clothes, food, buildings or transport.</li> <li>• Be able to describe some of the main events, people and periods they have studied</li> <li>• Understanding some of the ways in which people's lives have shaped the</li> </ul>	<p><b>Ancient Sumer, The Indus Valley, The Shang</b></p> <p><b>Complete an in-depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang</b></p> <p><b>*Must use Ancient Egyptians</b></p> <ul style="list-style-type: none"> <li>• Ancient Egyptian mummification. Why did they do this? What did they believe? How does this link to nursing in the past eg link back to nursing in Yr1.</li> <li>• Discuss a significant individual in history eg Tutankhamen, Nefertiti or Cleopatra.</li> <li>• Explore Ancient Egyptian society linking to trade, slavery, clothing, food, buildings and transport.</li> <li>• Be able to describe some of the main events, people and periods they have studied linking to a structure.</li> <li>• Describe dates of and order significant events from the period</li> </ul>	<p><u>Autumn:</u></p> <ul style="list-style-type: none"> <li>• Understand that a timeline can be divided into BC (Before Christ) and AD( Anno Domini)</li> <li>• Read dates and place events in chronological order on a timeline.</li> </ul> <p><u>Spring:</u></p> <ul style="list-style-type: none"> <li>• Understand what a society is</li> <li>• Make links between periods</li> <li>• Understanding how lives shapes nations</li> </ul>
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	<p>involve thoughtful selection and organisation of relevant historical information (When doing this they should use specialist terms like settlement, invasion and vocabulary linked to chronology).</p> <p><u>Enquiry, interpretation and sources.</u></p> <ul style="list-style-type: none"> <li>• Understand some of the methods of historical enquiry, and how evidence is used in sources to make detailed observations, finding answers to questions about the past.</li> <li>• Use some sources to start devising historically valid questions about change, cause, similarity and difference, and significance.</li> <li>• Identify some of the different ways in which the past can be represented, and that different versions of the past such as an event may exist (artist's pictures, museum displays, written sources)</li> </ul>	<p>studied.</p> <ul style="list-style-type: none"> <li>• Construct informed responses that involve thoughtful selection and organisation of relevant historical information through genres of writing, drawing, diagrams, data-handling, role play, Computing etc.</li> <li>• Understand some of the methods of historical enquiry, and how evidence is used in sources to make detailed observations, finding answers to questions about the past.</li> </ul>	<p>nation</p> <ul style="list-style-type: none"> <li>• Describing how Britain has influenced and been influenced by the wider world</li> <li>• Construct informed responses that involve thoughtful selection and organisation of relevant historical information (When doing this they should use specialist terms like settlement, invasion and vocabulary linked to chronology).</li> <li>• Use some sources to start devising historically valid questions about change, cause, similarity and difference, and significance.</li> <li>• Identify some of the different ways in which the past can be represented, and that different versions of the past such as an event may exist (artist's pictures, museum displays, written sources)</li> </ul>	<p>studied linking to structures.</p> <ul style="list-style-type: none"> <li>• Understanding some of the ways in which these structures have changed people's lives and shaped the nation.</li> <li>• Complete an enquiry asking historical questions.</li> </ul>	<p><u>Summer:</u></p> <ul style="list-style-type: none"> <li>• Understand what a society is</li> <li>• Make links between periods</li> <li>• Understanding how lives shapes nations</li> <li>• Create an enquiry</li> </ul>
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