

Subject: History Year 3

What are the aims and intentions:

That all the children:

- know and understand history as a coherent, chronological narrative, from the earliest times to the present day
- understand how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world, e.g. the nature of ancient civilisations
- gain and deploy a historically grounded understanding of abstract terms such as 'civilisation'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, frame historically-valid questions and create structured accounts, including written narratives and analyses
- understand the methods of historical enquiry
- gain historical perspective by placing their growing knowledge into different contexts
- understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

Previous Learning:

- use a timeline to place important events
- learn about significant individuals from the past who have contributed to national and international achievements.
- ask questions about the past

Term:	Topic:	Knowledge	Skills:	Key Questions
Autumn	All aboard	<ul style="list-style-type: none"> • Learn about a significant turning point in British history (the first railways) • Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites as evidence about the past. • Ask questions and find answers about the past. • Use a timeline to place historical events in chronological order. • Describe dates of and order significant events from the period studied. 	<ul style="list-style-type: none"> • Sequence (time periods) • Read (maps) • Infer • Deduce (from a source) • Describe • Compare/contrast • Use (primary & secondary sources) • Identify (what has changed/stayed the same) • Discuss • Raise questions • Explain • Recall 	<ul style="list-style-type: none"> • What forms of transport were available before the invention of the steam engine? • Who were important figures in designing the first steam engines and locomotives? • How were steam engines powered? • Who was George Stephenson? What did he invent? • Why are railways important in our locality (Darlington to Stockton Railway)? • What were the benefits/ detriments of the railway? • How did the railway change over time? Why?
	Key Vocabulary	locomotive, invented, water pump, engine, coal, steam, rails, tracks, railway, water-tank, diesel, electric, carriage,		
		Cultural Capital: Visit to Shildon Locomotion Railway Museum Visit to Darlington Railway Museum How the railways have shaped our local landscape		
Spring	Fighting Fit	<ul style="list-style-type: none"> • Learn about the Scots invasions from Ireland to north Britain (now Scotland) 	<ul style="list-style-type: none"> • Sequence (time periods) • Read (maps) • Infer 	<ul style="list-style-type: none"> • Where did the Anglo-Saxons come from? • Why did they come to England?

		<ul style="list-style-type: none"> Learn about the Anglo-Saxon invasions, settlements and kingdoms: place names and village life, Anglo-Saxon art and culture Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites as evidence about the past. Ask questions and find answers about the past. Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) Use a timeline to place historical events in chronological order. Describe dates of and order significant events from the period studied. 	<ul style="list-style-type: none"> Deduce (from a source) Describe Compare/contrast Use (primary & secondary sources) Identify (what has changed/stayed the same) Discuss Raise questions Explain Recall 	<ul style="list-style-type: none"> What did an Anglo-Saxon settlement look like? What were their houses like? What did they eat? What did they wear? What jobs did they do? Who did they worship? Who ruled over Anglo-Saxon Britain? What did they name different towns and cities and what did these mean? How do we know about the Anglo-Saxons today?
	Key Vocabulary	Anglo Saxon, Geats, Jutes, settlement, invaders, weaving, chainmail, pagan, runes, Lindisfarne, myth, warrior, Bayeux Tapestry, tunic, peplos, chronology, century, millennia, BC/AD		
		Cultural Capital: Histrionics visitor – Anglo Saxon soldier Local place names (Anglo-Saxon origin)		
Summer	Walk Like an Egyptian	<ul style="list-style-type: none"> Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites as evidence about the past. Ask questions and find answers about the past. Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) Use a timeline to place historical events in chronological order. Describe dates of and order significant events from the period studied. 	<ul style="list-style-type: none"> Sequence (time periods) Read (maps) Infer Deduce (from a source) Describe Compare/contrast Use (primary & secondary sources) Identify (what has changed/stayed the same) Discuss Raise questions Explain Recall 	<ul style="list-style-type: none"> When was the Ancient Egyptian civilization? What was the hierarchy in Ancient Egypt? Can you name some pharaohs who ruled during the period? How were pyramids built and how were they used? Who did the Ancient Egyptians worship? What did they wear? What did they eat? Where did they live? What forms of writing did they have? What happened when someone died?
	Key Vocabulary	Ancient, Egypt, Egyptian, chronology, century, millennia, BC/AD, city, civilisation, Pharaoh, ruler, farming, hieroglyphics, River Nile, hierarchy, sphinx, cartouche, pyramid, mummification, afterlife, Tutankhamun		
		Cultural Capital: Visit to Durham Oriental Museum		