

{Overview Geography/History Year 3

	Autumn Term		Spring Term		Summer Term	
Big Question	What was here before me?		How do living things survive?		What creates change?	
Other Subject links	Prehistoric , Stone age, light, fossils rocks & soil, map skills.		Bronze age & their trading routes in the Middle East, food & diet. Iron age		Romans Forces and magnets/Materials (science)	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
National Curriculum Objectives	<ul style="list-style-type: none"> -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. -Identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use 	<ul style="list-style-type: none"> -Changes in Britain from the Stone Age to the Iron Age -late Neolithic hunter-gatherers and early farmers, for example, Skara Brae -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 -Identifying human and physical characteristics, key topographical features 	<ul style="list-style-type: none"> -Changes in Britain from the Stone Age to the Iron Age -Bronze Age religion, technology and travel, for example, Stonehenge. -They should understand how our knowledge of the past is constructed from a range of sources. -Use the 8 points of a compass, 4- and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom. -Locate the world's countries, using maps to focus on Europe (including the location of Russia) 	<ul style="list-style-type: none"> -Changes in Britain from the Stone Age to the Iron Age -Iron Age hill forts: tribal kingdoms, farming, art and culture -They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. -Identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time. 	<ul style="list-style-type: none"> - The Roman Empire and its impact on Britain. -Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. -understand geographical similarities and differences through the study of human and physical geography of a 	<ul style="list-style-type: none"> -The Roman Empire and its impact on Britain -Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. -understand geographical similarities and

	<p>patterns; and understanding how some of these aspects have changed over time.</p> <p>-Identify the position and significance of the Equator, Northern Hemisphere.</p>	<p>(including hills, mountains, coasts and rivers), and land-use patterns; and understanding how some of these aspects have changed over time.</p> <p>-Identify the position and significance of the Equator, Northern Hemisphere.</p>		<p>-human geography, including: types of settlement and land use, economic activity including trade links, -use the 8 points of a compass, 4- and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom</p>	<p>region in a European country</p> <p>-They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.</p> <p>-describe and understand physical geography, including: volcanoes and earthquakes</p>	<p>differences through the study of human and physical geography of a region in a European country</p> <p>-locate the world's countries, using maps to focus on Europe (including the location of Russia) concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p>
Knowledge	<p>Place this period on a timeline.</p> <p>Know that BC is 'Before Christ' and as you go further back in time, the number gets larger.</p> <p>Know that these periods are named after the resources that were available at the time.</p> <p>Discuss the significance of these resources to the people of the time.</p> <p>Compare themes of the three periods of the Stone Age (tools, housing, agriculture).</p> <p>Discuss the importance of the cave paintings as a tool to learn more about the Stone Age.</p>	<p>Place this period on a timeline.</p> <p>Know that BC is 'Before Christ' and as you go further back in time, the number gets larger.</p> <p>Know that these periods are named after the resources that were available at the time.</p> <p>Discuss the significance of these resources to the people of the time.</p> <p>Compare themes of the three periods of the Stone Age (tools, housing, agriculture).</p> <p>Discuss the importance of the cave paintings as a tool to learn more about the Stone Age.</p>	<p>Place this period on a timeline.</p> <p>Know that BC is 'Before Christ' and as you go further back in time, the number gets larger.</p> <p>Know that these periods are named after the resources that were available at the time.</p> <p>Discuss the significance of these resources to the people of the time.</p> <p>Compare themes of the three periods of the Stone Age (tools, housing, agriculture).</p> <p>Describe what life was like for the average person in the Stone, Bronze and Iron Ages.</p>	<p>Place this period on a timeline.</p> <p>Know that BC is 'Before Christ' and as you go further back in time, the number gets larger.</p> <p>Know that these periods are named after the resources that were available at the time.</p> <p>Discuss the significance of these resources to the people of the time.</p> <p>Compare themes of the three periods of the Stone Age (tools, housing, agriculture).</p> <p>Describe what life was like for the average person in the Stone, Bronze and Iron Ages.</p> <p>Compare aspects of the Stone, Bronze and Iron Ages (e.g. housing and weaponry).</p>	<p>Place this period on a timeline.</p> <p>Locate Rome on a map of Europe.</p> <p>Describe how Rome was founded and how it grew into an Empire.</p> <p>Discuss the life of Julius Caesar as an example of a 'significant' Roman.</p> <p>Describe what life in Rome was like for the average Roman.</p> <p>Recognise that a lot of the Roman Empire's strength came from the military.</p> <p>Describe how the Roman military was organised.</p>	<p>Place this period on a timeline.</p> <p>Locate Rome on a map of Europe.</p> <p>Describe how Rome was founded and how it grew into an Empire.</p> <p>Discuss the life of Julius Caesar as an example of a 'significant' Roman.</p> <p>Describe what life in Rome was like for the average Roman.</p> <p>Recognise that a lot of the Roman Empire's strength came from the military.</p> <p>Describe how the Roman military was organised.</p>

	<p>Describe what life was like for the average person in the Stone, Bronze and Iron Ages. Compare aspects of the Stone, Bronze and Iron Ages (e.g. housing and weaponry).</p> <p>Use the 8 points of a compass, 4- and 6-figure grid references, symbols and keys. Name and locate cities of the United Kingdom (Starters)</p>	<p>Describe what life was like for the average person in the Stone, Bronze and Iron Ages. Compare aspects of the Stone, Bronze and Iron Ages (e.g. housing and weaponry).</p> <p>Name and locate cities of the United Kingdom. Locate the world's countries, using maps to focus on Europe.</p>	<p>Compare aspects of the Stone, Bronze and Iron Ages (e.g. housing and weaponry). Describe what life was like for the average person in the Stone, Bronze and Iron Ages.</p> <p>Understand human geography, including: types of settlement and land use, economic activity including trade links.</p>	<p>Describe what life was like for the average person in the Stone, Bronze and Iron Ages.</p> <p>Understand human geography, including: types of settlement and land use, economic activity including trade links.</p> <p>Use the 8 points of a compass, 4- and 6-figure grid references, symbols and keys.</p>	<p>Name some of the Roman gods and goddesses.</p> <p>Describe and understand physical geography, including: volcanoes and earthquakes.</p> <p>Identify human and physical characteristics, key topographical features and land-use patterns; understanding how these aspects have changed over time.</p>	<p>Name some of the Roman gods and goddesses.</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region in a European country (Italy).</p> <p>Identify human and physical characteristics, key topographical features and land-use patterns; understanding how these aspects have changed over time.</p>
Vocabulary	<p>prehistory, bronze, iron, alloy, hunter-gatherer</p> <p>north, east, south, west, north east, south east, south west, north west, compass, photograph, aerial photograph, location, map, atlas, globe, continents.</p>	<p>prehistory, bronze, iron, alloy, hunter-gatherer</p> <p>equator, hemisphere, settlement, trade,</p>	<p>prehistory, bronze, iron, alloy, hunter-gatherer</p> <p>locality, town, village, city, settlement, trade, money, currency, resources, land use,</p>	<p>prehistory, bronze, iron, alloy, hunter-gatherer</p> <p>hills, mountains, coasts, rivers,</p> <p>north, east, south, west, north east, south east, south west, north west, compass, photograph, aerial photograph, location, map, atlas, globe, grid reference, symbol, key.</p>	<p>empire, emperor, republic, monarchy, soldier, legion, centenary</p> <p>volcanoes, earthquakes, fertile soil, mantle, magma, tectonic plates, eruption, crust.</p>	<p>empire, emperor, republic, monarchy, soldier, legion, centenary</p> <p>locality, town, village, city, settlement, trade, money, currency, resources.</p> <p>climate, seasons.</p>
Links to Big Question	Children will learn about how early humans began and how the world looked during prehistoric times.	Children will learn about how early humans began and how the world looked during prehistoric times.	Children will learn how Bronze Age people developed tools and materials which	Children will expand on previous half term to explain how Iron Age people further developed tools and materials	Children will be explaining how the Romans created change through Europe	Children will be explaining how Roman culture and arts had an impact across Europe

	Children be looking at how the world physically looked in prehistoric times.	Children will be looking at plotting the events of the Stone Age on a world map and the positioning of Skara Brae where it was discovered.	helped them to survive better Children will be learning how Bronze Age trade routes through Europe improved the lives of Bronze age people and aided survival.	which helped them to survive better. Children will be learning how Iron Age people survived by using hillforts for defence and iron trade links.	through Empire expansion. Children will be learning about how volcanos and earthquakes cause a physical change to the landscape and to people's lives.	and eventually into Britain. Children will be learning how the weather and climate in the Mediterranean are different to our own.
Skills	<p>I can describe events using periods and the words: BC, AD and decade.</p> <p>I can describe events from the past using dates when things happened.</p> <p>I can describe events and periods using the words: ancient & century.</p> <p>I can use a timeline within a specific time in history to set out the order things may have happened.</p> <p>I appreciate the early Brits would not have communicated/eaten as we do.</p> <p>I can begin to picture life for early settlers.</p> <p>I can suggest why certain people acted as they did in history.</p> <p>I can use correct geographical vocabulary to describe a place.</p> <p>I can identify key</p>	<p>I can describe events and periods using the words: BC, AD & decade.</p> <p>I can describe events from the past using dates when things happened.</p> <p>I appreciate the early Brits would not have communicated/eaten as we do.</p> <p>I can begin to picture life for early settlers.</p> <p>I can suggest why certain people acted as they did in history.</p> <p>I can find out about a locality by using different sources of evidence & asking questions</p> <p>I can use correct geographical words to describe a place & the events that happened there..</p> <p>I can name a number of countries in the northern hemisphere.</p>	<p>I can recognise the part that archaeologists have had in helping us understand more of what has happened in the past.</p> <p>I can use various sources of evidence to answer questions.</p> <p>I can use various sources of evidence to answer questions.</p> <p>I can use various sources of evidence to piece together information about a period in history.</p> <p>I can research a specific event from the past.</p> <p>I can, through research, identify similarities & differences between given periods in history.</p> <p>I can use my information finding skills in writing.</p> <p>I can name and locate some well known European countries.</p>	<p>I can recognise that Britain has been invaded by several different groups over time.</p> <p>I can, through research, identify similarities & differences between given periods in history.</p> <p>I can use various sources of evidence to answer questions.</p> <p>I can use various sources to piece together information about a period in history.</p> <p>I can use some basic OS map symbols.</p> <p>I can begin to use 4 figure grid references.</p> <p>I can make accurate measurements of distances within 100km.</p> <p>I can confidently describe physical features in a locality.</p>	<p>I can use my mathematical knowledge to work out how long ago events happened.</p> <p>I can recognise that Britain has been invaded by several different groups over time.</p> <p>I can suggest why certain events happened as they did in history</p> <p>I can use maps and atlases appropriately by using contents and indexes.</p> <p>I can describe how volcanoes are created.</p> <p>I can describe how earthquakes are created.</p> <p>I can describe how volcanoes have an impact on people's lives.</p> <p>I can locate and name some of the world's</p>	<p>I realise that invaders in the past would have fought fiercely, using hand to hand combat.</p> <p>I can suggest why certain people acted as they did in history.</p> <p>I can explain why a place is like it is.</p> <p>I can explain how the lives of people living in the Mediterranean would be different from my own.</p> <p>I can locate the Mediterranean and explain why it is a popular holiday destination.</p> <p>I am aware of different weather in different parts of the world, especially Europe</p> <p>I can name and locate the capital cities of neighbouring European countries.</p>

	<p>features of a locality by using a map.</p> <p>I can accurately plot NSEW on a map.</p> <p>I can use some basic OS map symbols.</p>		<p>I can accurately plot NSEW on a map.</p> <p>I can recognise the 8 points of the compass.</p>		<p>most famous volcanoes.</p>	
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<p>Extended writing</p>	<p>History- Diary entry in role about William Watt and his discovery of Skara Brae.</p> <p><i>Geography- Non chron report to explain where Orkney and to describe its geographical features?</i></p> <p><i>Need to have an example of some geog extended writing in this term :)</i></p>	<p>History - News Report explaining how Bronze Age people survived.</p> <p>Geography - Hill Forts Location Guide</p>	<p>History - Diary entry as a Roman soldier</p> <p>Geography - Non-Chronological report on volcanoes</p>
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