

## Whitefield Primary School - Long Term Curriculum Overview - Year 3

### History

NC: Pupils should continue to develop chronologically secure knowledge of British history.  
 They should note connections, contrasts and trends over time and develop an appropriate use of historical terms.  
 They should answer and devise questions about change, cause, similarity and difference, and significance.  
 They should thoughtfully select and organise relevant historical information.  
 They should know that our knowledge of the past is constructed from a range of sources.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 3</b>			<p><b><u>Who lived in Britain first? When do you think it was better to live - Stone Age, Bronze Age or Iron Age?</u></b></p> <p>Pupils should be taught about:                      changes in Britain from the Stone Age to the Iron Age                      Late Neolithic hunter-gatherers and early farmers, e.g. Skara Brae                      Bronze Age religion, technology and travel, e.g. Stonehenge                      Iron Age hill forts: tribal kingdoms, farming, art and culture</p> <p><b>1.Wow-Visting Archaeologist from LJMU</b></p> <p>*Dr John Hill from LJMU to plan with the teacher.</p>	<p><b><u>Why were the Romans so powerful and what did we learn from them?</u></b></p> <p>Pupils should be taught about:                      the Roman Empire by AD 42 and the power of its army                      successful invasion by Claudius and conquest, including Hadrian's Wall                      British resistance, for example, Boudica                      'Romanisation' of Britain and the impact of technology, culture and beliefs, including early Christianity.</p> <p>1.Wow-Classroom invasion - Y6 to take over Y3 classroom. Define the terms 'invade' and 'settle'                      2. Identify reasons why people invaded and settled in Britain in the past. Place key dates relating to Roman invasion on a time line.                      3. Identify key reasons for Roman Invasion of Britain <b>WOW-Trip to Chester Dewa Experience</b>. Learn about the Roman Army and what life was like for a Roman soldier.                      4. Writing in role-letter/diary entry of a roman soldier -describe conditions on the frontline.                      5. Using a variety of sources, investigate the</p>		

				<p>Celts. Who were they? What was life like under Roman occupation? Who was Boudicca? What were the reasons for the Celtic Revolt? How was the revolt interpreted by different groups of people? Use written sources, artwork, to explore different viewpoints.</p> <p>6. Can the children identify and explain key aspects of Roman life in Britain?</p> <p>7. Can the children identify what the Romans brought to Britain? How was life affected by Roman rule? What would life have been like if they had not invaded?</p> <p>8. In conclusion, answer the enquiry question Why were the Romans so powerful and what was their lasting legacy?</p>		
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Chronological understanding

Can pupils describe events and periods using words BC,AD, decade? Can chn use a timeline to set out the order of things that have happened?

Knowledge and interpretation

Can pupils recognise that Britain has been invaded by several groups over time? Can they begin to picture what life was like for early settlers

Can they use evidence to find out how houses and settlements, culture and leisure activities, clothes, way of life and actions of people, buildings and their uses, people's beliefs and attitudes changed during a time period? Can they identify similarities/differences between people, events and objects?

Historical enquiry

Can chn use various sources of evidence e.g. photos, pictures, the internet and visits to collate information? Ask questions "How did people ...?, What did people do for...? Can they suggest sources of evidence to use to answer questions? Do pupils recognise the role of archaeologist?

Organisation and Communication

Can they present their findings using speaking, writing, ICT, drawing and labelling