



Moorside Primary School

Year 3 Overview

	Year 3 (KS2 National Curriculum)	Local History Swinton	UK History Prehistoric Britain	World History Romans	
	King/Queen during this time	Queen Victoria			
Skills	Chronology	Develop a chronologically secure knowledge and understanding of British, local and world history. Have an overview of where and when the first civilizations appeared.	-Use words like; century, decade, -Place periods studied on a timeline (including periods in history taught in KS1) using relevant dates.	-Use words like; prehistoric civilisation, BC, AD -Place periods studied on a timeline (including periods in history taught in KS1) using relevant dates. -Can place early civilisations in the correct order	-Use words like; Roman, BC, AD -Place periods studied on a timeline (including periods in history taught in KS1) using relevant dates.
	Historical Enquiry	Understand how our knowledge of the past is constructed from a range of sources Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference and significance.	-Know that we can find about the past from artefacts, maps, photographs and written accounts. -Use more than one source of information to develop knowledge about the past. -Begin to use different sources to ask historically valid questions about change cause similarity difference and significance.	-Know that we can find about the past from cave paintings, archaeological finds.(as well as ways learnt about in KS1) -Use more than one source of information to develop knowledge about the past. -Begin to use different sources to ask historically valid questions about change cause similarity difference and significance.	-Know that we can find about the past from archaeological finds.(as well as ways learnt about in KS1) -Use more than one source of information to develop knowledge about the past. -Begin to use different sources to ask historically valid questions about change cause similarity difference and significance.
Knowledge	Continuity and Change/Similarity and difference.	Note connections, contrasts and trends over time. The achievements of the earliest civilizations-an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; the Indus Valley; Ancient Egypt, The Shang Dynasty of Ancient China Changes in Britain for the Stone Age to the Iron Age The Roman Empire and its impact on Britain Britain's settlement by Anglo-Saxons and Scots The Viking and Anglo Saxon struggle for the Kingdom of England to the time of Edward the Confessor. Ancient Greece – a study of Greek like and achievements and their influence on the western world. A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. A local history study	-Understand how Swinton has changed over time and the changes in conditions for the poorest citizens.	-Understand the significant changes from the Stone Age to the Iron Age.	-Understand the main events in the Roman invasion and what the Romans brought to Britain.
	Achievements and follies. Cause and consequence Legacy		-Understand how the landscape of Swinton has changed since the Victorian times.	-Discuss the progression in homes, tools and farming from the Stone Age to the Iron Age.	-Talk about the legacy of the Romans; roads, central heating, Roman Numerals
Communication	How knowledge is shared.	Construct informed responses that involve thoughtful selection and organisation of relevant historical information. Use historical terms.	-Can retell significant events both orally and in writing and can say what impact this had on the future. -Can write short pieces through diary entries, stories, flashbacks, recount of a trip, newspaper articles, fact files-using historical language throughout.	-Can retell significant events both orally and in writing and can say what impact this had on the future. -Can write short pieces through diary entries, stories, flashbacks, recount of a trip, newspaper articles, fact files-using historical language throughout.	-Can retell significant events both orally and in writing and can say what impact this had on the future. -Can write short pieces through diary entries, stories, flashbacks, recount of a trip, newspaper articles, fact files-using historical language throughout.