



**HISTORY PROGRESSION IN SKILLS AND KNOWLEDGE
YEAR 3 STATUTORY REQUIREMENTS**

<p><u>HISTORY SKILLS CHILDREN WILL DEVELOP THROUGHOUT THEIR LEARNING</u></p> <p>Interpretation Investigation Chronological understanding Knowledge and understanding of events Knowledge of people and changes in the past Presenting, organising and communicating information and ideas</p>	<p><u>DISCIPLINARY CONCEPTS CHILDREN WILL DEVELOP THROUGHOUT THEIR LEARNING</u></p> <p>Cause and consequence Change and continuity Similarity and difference Historical Significance Historical Evidence Interpretations</p>	
<p>Whole School Strands: Monarchs and Rulers; Chronology; Cause and Consequence</p>		
<p align="center">AUTUMN</p>	<p align="center">SPRING</p>	<p align="center">SUMMER</p>
<p>AUTUMN 1 AND AUTUMN 2: <u>N.C. CHRONOLOGY:</u> <u>CONTINUE TO DEVELOP A CHRONOLOGICALLY SECURE KNOWLEDGE AND UNDERSTANDING OF BRITISH, LOCAL AND WORLD HISTORY, ESTABLISHING CLEAR NARRATIVES WITHIN AND ACROSS THE PERIODS THEY STUDY; KNOW AND UNDERSTAND THE HISTORY OF THESE ISLANDS (THE UK) AS A COHERENT, CHRONOLOGICAL NARRATIVE, FROM THE EARLIEST TIMES TO THE PRESENT DAY</u></p> <p>ROSA PARKS (BLACK HISTORY) <u>HISTORY SKILLS</u> <u>DISCIPLINARY CONCEPTS</u> <u>Chronological understanding:</u> When was Rosa Parks alive? Who was our Monarch at that time? Add to timeline. Strands: Monarchs and Rulers; Chronology_Historical Significance <u>Knowledge of people and changes in the past:</u> Know the key facts about the life of Rosa Parks; What was life like when Rosa Parks was alive? What did Rosa Parks do that was important? Why did she do it? What is her legacy (understand the importance of her work in the civil rights movement) Historical Significance/ Cause and consequence/ change and continuity / similarity and difference Strand: Cause and Consequence <u>Knowledge and understanding of events:</u> Be able to retell the life story of</p>	<p>SPRING 2: SUMMER 1: <u>N.C. ANCIENT EGYPTIANS (APPROX. 3000 YEARS AGO)</u> <u>KNOW AND UNDERSTAND SIGNIFICANT ASPECTS OF THE HISTORY OF THE WIDER WORLD, THE NATURE OF ANCIENT CIVILISATIONS, THE EXPANSION AND DISSOLUTION OF EMPIRES. UNDERSTAND THE ACHIEVEMENTS OF THE EARLIEST CIVILISATIONS THROUGH AN IN-DEPTH STUDY OF ANCIENT EGYPT; UNDERSTAND HISTORICAL CONCEPTS AND USE THEM TO MAKE CONNECTIONS, CONTRASTS, FRAME HISTORICALLY VALID QUESTIONS AND CREATE STRUCTURED ACCOUNTS</u></p> <p align="center"><u>HISTORY SKILLS</u> <u>DISCIPLINARY CONCEPTS</u></p> <p><u>How much did The Ancient Egyptians achieve?</u> <u>Chronological understanding:</u> Know where the Egyptian period lies in the chronology of British and world history; place on a timeline Historical Significance Strands: Monarchs and Rulers; Chronology <u>Knowledge of people and changes in the past:</u> Compare the lives led by different people in Ancient Egypt - e.g. slaves, pharaohs and farmers etc; understand and evaluate Ancient Egyptian religion Cause and consequence/ Change and continuity/ Similarity and difference Strand: Cause and Consequence <u>Interpretation and Investigation:</u> Understand the types of evidence that can be used to discover Ancient Egyptian life; understand the nature of Ancient Egyptian pyramids, including how they were constructed and their use; Historical significance / Historical evidence / Interpretations:</p>	



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Rosa Parks and explain why the events happened. **Cause and consequence/ Historical Significance** **Strand: Cause and Consequence**
Interpretation and Investigation: using different sources to form our ideas and opinions (e.g. pictures, listening to stories; video clips).

Historical Interpretations/ sources and evidence -

Presenting, organising and communicating information and ideas: Record the Life Story of Rosa Parks in different ways.

What was new about the Stone Age?

How unpleasant were the Bronze Age and Iron Ages?

HISTORY SKILLS DISCIPLINARY CONCEPTS

Chronological understanding: Know where the Stone Age lies in the chronology of British and world history / Know where the Bronze and Iron Ages lie in the chronology of British and world history; place on a timeline

Strands: Monarchs and Rulers; Chronology

Knowledge of people and changes in the past: Know what life was like in the Stone, Bronze and Iron Ages, the similarities and differences and how life changed between these periods; define the 'Stone Age' and its different sections; compare changes between the Neolithic and earlier periods of the Stone Age **Cause and consequence/ Change and continuity/ Similarity and difference** **Strand: Cause and Consequence**

Interpretation and Investigation: use sources to identify distinctive features of two periods (Stone Age and Iron Age) such as books, search engines, video); learn about life and how settlements developed in Neolithic times from historical and archaeological sources **Historical Interpretations/ sources and evidence**

Knowledge of people and changes in the past/ investigation: Know what is meant by hunter gatherer. **Historical evidence:**

Presenting, organising and communicating information and ideas: Record accounts of the historical periods in a variety of ways – e.g. recounts, descriptions; make and support an overall judgement on Ancient Egyptian achievement and success.



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Interpretation and Investigation: consider the role of monuments (Stonehenge and Skara Brae) in the New Stone Age (Neolithic) using a variety of sources. **Historical Interpretations/ sources and evidence Presenting, organising and communicating information and ideas:** Record accounts of the historical periods in a variety of ways – e.g. recounts, descriptions.

KEY SUBSTANTIVE KNOWLEDGE TO BE LEARNED BY THE END OF EACH UNIT (WHAT DO WE WANT THE CHILDREN TO KNOW AND REMEMBER?)

AUTUMN TERM	SPRING TERM	SUMMER TERM
<p style="text-align: center;"><u>Black History - Rosa Parks (African American)</u></p> <ul style="list-style-type: none"> ● Born on the 4th February 1913, Died: 24th October 2005 in Tuskegee, Alabama, USA ● Her occupation was a Civil rights activist ● Best known for: The Montgomery Bus Boycott ● Black and white people had separate schools, churches, libraries, restaurants, toilets and black people had to stand on buses for white people to sit (segregation). ● On 1st December 1955 she refused to stand up from her seat to let a white man sit down. ● Rosa was arrested and fined but refused to pay as she did not agree with the law. ● From 5th December 1955 for 381 days until 13th November 1956 black people came together and refused to board the buses – this was called the Montgomery Bus Boycott ● Due to buses losing money the law was changed. ● Legacy: Paved the way for equality for black people. 	<p style="text-align: center;"><u>How much did the Ancient Egyptians achieve?</u></p> <ul style="list-style-type: none"> ● Where the Ancient Egyptians fits into the chronology of world history - around 3000 BC to 400 AD ● The River Nile helped them to farm and live. ● To know that evidence of the Egyptians still remains such as pyramids, temples, artefacts ● The Egyptians had a system of writing called hieroglyphics which uses pictures and symbols. ● Most Egyptians were farmers ● Pharaohs were the leaders of the Egyptian people ● Wealthy Egyptians had slaves - link to slavery (Y5/6) ● Tutankhamun and Rameses III were very well-known Pharaohs ● Religion was very important to the Egyptians. There were over 2000 Gods. ● They had a strong belief in the afterlife ● An amulet was an object to protect its owner from harm or danger e.g. scarab beetle ● The Book of the Dead was a book of magic spells ● Hieroglyphics were a type of writing using pictures and symbols 	



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What was new about the New Stone Age?

- The Early Stone Age is known as the **Paleolithic period** and this started 2.5 million years ago to 8,000BC
- **The Middle Stone Age is known as the Mesolithic period** and this ran from 8,000 BC to 4000 BC
- **The New Stone Age is known as the Neolithic period** and this came next up to about 2500 BC
- It was called the Stone Age because early humans (known as cavemen) started using stone, such as flint for tools and weapons.
- **Stone Age hunter gatherers** had to catch or find everything they ate.
- **They lived in caves** and moved from place to place, never settling in one in the Early Stone Age (palaeolithic) moving to settlements by the neolithic period.
- Stone Age people could not write
- **They hunted** with sharpened sticks
- Later they used bows and arrows and spears tipped with flint or bone.

How unpleasant were the Bronze Age and Iron Ages?

- **Bronze Age** began in 2500BC until 1000BC
- **Iron Age** began in 1000 BC until 43 CE
- Bronze was used by people at the end of the Stone Age
- They began to **smelt** copper and tin and combine them to make bronze and this is when the new era began
- They could make longer lasting objects and weapons with bronze than they could with copper and stone.

- **Mummy/mummification** was a dead body that has been specially preserved/the process of making a mummy
- **Papyrus** was a plant from the banks of the Nile used to make paper, boats, sandals, baskets and rope
- **Pyramids** are monuments providing tombs for pharaohs
- **Sarcophagus** are large stone coffins for a mummies

links to writing in English



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| <ul style="list-style-type: none">● Most Iron Age people lived on farms● Iron Age people often lived in roundhouses | |
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Children working at below Age Related Expectations in HISTORY at the end of Year 3: