



Year group: Year 3

Term: Autumn

Subject: History – Who first lived in Britain?

Prior learning

EYFS: Children would have read lots of stories and experienced the past through storytelling. They know similarities and differences between things in the past and now. They would have commented on images of familiar situations in the past.

KSI: Children would have some chronological awareness and use of historical vocabulary from KSI.

What comes next?

Year 4: Children will continue to learn about the local area in their local history study, 'Down the Pit'. They can use what they have learnt about local chain makers, Mary Macarthur and the Titanic's anchor to help them.

Key vocabulary

hunter-gatherer nomad neolithic smelting

Notes and guidance

In this topic, children will learn about the Stone, Bronze and Iron Age- including finding out about Skara Brae. They will explore Stonehenge and how Bronze, Iron and Stone became useful materials. The children will also learn about different religions, technology, travel as well as hill forts, farming, art and culture in these periods.

Learning Outside the Classroom

Fact hunt around the school grounds as a start to this topic. When the children visit the Lunt Fort in Summer term, they could look at hill forts too.

Substantive Knowledge

I know the Stone Age period started around 3 million years ago when humans started to live in Europe.

I know during the Stone Age, people gathered food by hunting wild animals and birds, fishing and collecting fruits and nuts.

I know towards the end of the Stone Age, humans formed communities and domesticated plants and animals for the first time in history.

I know the Stone Age was followed by the Bronze Age, when humans started to use metal.

I know the Bronze Age was followed by the Iron Age when tools and weapons become more advanced for farming, hunting and fighting.

Procedural Knowledge

I understand ways in which we can find out about the past.

I understand how our knowledge of the past is constructed from a range of sources.

I understand artefacts help us understand what life was like.

Disciplinary Knowledge

I understand historians gather and interrogate evidence.

Links to other curriculum areas

Year 3 Science – Nutrition and Diet

Year 3 Geography – Settlements

End Points

1. To know and understand the history of Great Britain and the wider world as a coherent, chronological narrative.
2. To understand how historians gather and interrogate evidence; engage critically with a variety of primary and secondary sources to make effective historical analysis.
3. To understand how to present and construct arguments supported by historical evidence that address questions related to specific historical places and periods.
4. To gain and understand abstract terms such as empire and civilisation.



Year group: Year 3

Term: Summer

Subject: History – Roman Empire

Prior learning

EYFS: Children would have read lots of stories and experienced the past through storytelling. They know similarities and differences between things in the past and now. They would have commented on images of familiar situations in the past.

What comes next?

Year 4: Children will learn about the Ancient Greeks, where they can use their understanding of the Ancient Romans and Iron Age.

Key vocabulary

Empire Chariot Invasion Republic

Notes and guidance

In this topic, children will learn about the Roman Empire and its impact on Britain. They will learn about the Roman invasion and life in Roman Britain. They will learn about significant individuals such as Boudicca and Julius Caesar.

Learning Outside the Classroom

This topic involves a trip to the Lunt Fort to further explore Roman life and culture. The topic could also include a visit from Professor McGinty.

Substantive Knowledge

I know the Romans left Italy to invade Britain because of fertile land, valuable resources and to increase their power.

I know Julius Caesar attempted an invasion in Britain in 55BC, which was unsuccessful.

I know that the Celts (including Boudica) would have been apprehensive about taking on the Roman army in 60BC.

I know the Romans were able to control their vast empire due to organisation and conditions.

I know that the Romans way of life was different to the Celtic way.

I know how the Roman empire came to an end.

I know that our lives have been influenced by the Romans who lived here 2,000 years ago (roads, place names, buildings, Latin).

Procedural Knowledge

I understand ways in which we can find out about the past.

I understand how our knowledge of the past is constructed from a range of sources.

I understand artefacts help us understand what life was like.

Disciplinary Knowledge

I understand historians gather and interrogate evidence.

Links to other curriculum areas

Year 3 Geography – comparing Rome

End Points

1. To know and understand the history of Great Britain and the wider world as a coherent, chronological narrative.
2. To understand how historians gather and interrogate evidence; engage critically with a variety of primary and secondary sources to make effective historical analysis.
3. To understand how to present and construct arguments supported by historical evidence that address questions related to specific historical places and periods.
4. To gain and understand abstract terms such as empire and civilisation.