



St. Laurence CE Primary School Year 3 History Long term plan

Autumn Monarchs Through Time	Spring The Roman Empire and its impact on Britain	Summer Ludlow local study
<p><u>Chronological understanding</u> Sequence several events, artefacts or historical figures on a timeline, using dates, including those that are sometimes further apart, and term related to the unit being studied and passing of time Understand that a timeline can be divided into BC and AD</p> <p><u>Presenting, organising and communicating</u> Present ideas based on own research Present, communicate and organise ideas about the past using models, drama, role play and different genres of writing including letters, recounts, poems, adverts, diaries, posters and guides.</p> <p><u>Historical knowledge and understanding</u> Describe significant individuals from the past. Know and recount episodes from stories and significant events in history. Note key changes over time and be able to give reasons for those changes.</p> <p><u>Historical enquiry</u> Use a range of sources to find out about the past. Construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information.</p>	<p><u>Chronological understanding</u> Sequence several events, artefacts on a timeline using dates. Understand that a timeline can be divided into BC and AD.</p> <p><u>Presenting, organising and communicating</u> Use and understand appropriate historical vocabulary. Present ideas about the past using models, drama, role play, different genre of writing. Present ideas based on their own research.</p> <p><u>Historical knowledge and understanding</u> Find out about people and events and how people and events have influenced life today. Note key changes over time and be able to give reasons for those changes.</p> <p><u>Historical enquiry</u> Gather more detail from a range of sources, such as maps to build up a clearer picture. Address and devise their own questions. Construct informed responses about one aspect of life through careful selection and organisation of relevant historical information. Begin to undertake their own research.</p>	<p><u>Chronological understanding</u> Sequence several artefacts on a timeline using dates (including those that are further apart).</p> <p><u>Presenting, organising and communicating</u> Use and understand appropriate historical vocabulary. Present ideas about the past using models, drama, role play, different genre of writing.</p> <p><u>Historical knowledge and understanding</u> Describe connections and contrasts between aspects of history, people, events and artefacts studied.</p> <p><u>Historical enquiry</u> Gather more detail from a range of sources to build up a clearer picture of the past.</p> <p><u>Historical interpretation</u> Investigate different accounts of historical events and be able to explain some of the reasons why the accounts might be different.</p>



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<p>Regularly address and devise their own questions to find answer about the past.</p> <p>Historical interpretations</p> <p>Investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different.</p>	<p>Historical interpretation</p> <p>Look at more than two versions of the same event and identify difference.</p> <p>Investigate different accounts of events and be able to explain some of the reasons why accounts may be different.</p>	
<p><u>Vocabulary:</u></p> <p>Monarch, reign, William the Conqueror, Queen Anne, dynasties, power, kings, queens, British Empire, royalty, King John, Victorian Era, Magna Carta, crown jewels, Queen Victoria,</p>	<p><u>Vocabulary:</u></p> <p>Invasion, conquer, Celts, Romans, Empire, Settlement, Roundhouse, villa, army, Italy, Rome, Europe, Boudica, empire, emperor, Latin, legacy, roads, society, slaves, invasion, rebellion,</p>	<p><u>Vocabulary:</u></p> <p>Ludlow, Medieval, Norman, Tudor, Stewart, Tesco, architect, timeline, architecture, buildings, market, trade,</p>
<p>Assessment against the National curriculum</p> <ul style="list-style-type: none"> Children to learn about a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 	<p>Assessment against the National Curriculum</p> <ul style="list-style-type: none"> Children to learn about the Roman Empire and its impact on Britain. 	<p>Assessment against the National Curriculum</p> <ul style="list-style-type: none"> Children to learn about a local history study.