



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



Autumn 1	Autumn 2 <b>Stone Age – Iron Age</b> <b>Why did people stop roaming and start to settle?</b>	Spring 1 <b>Ancient Egypt</b> <b>How can we discover what Ancient Egypt was like?</b>	Spring 2	Summer 1 <b>The History of Transport in Britain</b> <b>How did the development of the railways change life in England?</b>	Summer 2
	<p><b>Chronological understanding</b> Sequence several events, artefacts or historical figures on a timeline, using dates</p> <p><b>Presenting, organising and communicating</b> Use and understand appropriate historical vocabulary to communicate information Present, communicate and organise ideas about the past using <b>models</b>... and different genres of writing including... <b>diaries</b></p> <p><b>Historical knowledge and understanding</b> Find out about everyday lives of people in time studied compared with our life today Note key changes over time and begin to be able to give reasons for those changes Identify key features, aspects and events in time studied</p> <p><b>Historical enquiry</b> Use a range of sources to find out about the past Regularly address and sometimes devise own questions to find answers about the past</p>	<p><b>Chronological understanding</b> Sequence several events, artefacts or historical figures on a timeline, using dates</p> <p><b>Historical interpretation</b> Compare two or more versions of the same event or story in history and identify differences Compare two accounts of historical events and begin to be able to discuss reasons why accounts may be different</p> <p><b>Presenting, organising and communicating</b> Start to present ideas based on their own research Use and understand appropriate historical vocabulary to communicate information Present, communicate and organise ideas about the past using <b>models, drama, role play</b> and different genres of writing including <b>letters, recounts</b>... <b>diaries</b></p> <p><b>Historical knowledge and understanding</b> Find out about everyday lives of people in time studied compared with our life today Note key changes over time and begin to be able to give reasons for those changes Identify key features, aspects and events in time studied</p> <p><b>Historical enquiry</b> Use a range of sources to find out about the past Regularly address and sometimes devise own questions to find answers about the past Begin to undertake their own research</p>		<p><b>Chronological understanding</b> Sequence several events, artefacts or historical figures on a timeline, using dates</p> <p><b>Historical interpretation</b> Compare two or more versions of the same event or story in history and identify differences Compare two accounts of historical events and begin to be able to discuss reasons why accounts may be different</p> <p><b>Presenting, organising and communicating</b> Start to present ideas based on their own research Use and understand appropriate historical vocabulary to communicate information Present, communicate and organise ideas about the past using... <b>drama, role play</b> and different genres of writing including <b>letters, adverts, posters and guides</b></p> <p><b>Historical knowledge and understanding</b> Find out about everyday lives of people in time studied compared with our life today Note key changes over time and begin to be able to give reasons for those changes Identify key features, aspects and events in time studied</p> <p><b>Historical enquiry</b> Use a range of sources to find out about the past Regularly address and sometimes devise own questions to find answers about the past</p>	
	<p><b>Vocabulary:</b></p> <p>Chronology Evidence</p>	<p><b>Vocabulary:</b></p> <p>Hieroglyphics Sarcophagus Pharoah</p>		<p><b>Vocabulary:</b></p> <p>Transport Victorian 19<sup>th</sup> century</p>	



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	<p>Hunter Gatherer Nomadic <b>Settlement</b> Weapons Tools</p>	<p>Tutankhamun <b>civilisation</b> <b>Religion</b> Slavery kingdom Irrigation trade</p>		<p>War Commute Leisure Railways <b>civilisation</b></p>	
	<p>Assessment against the National curriculum</p> <ul style="list-style-type: none"> <li>late Neolithic hunter-gatherers and early farmers, for example, Skara Brae</li> <li>Bronze Age religion, technology and travel, for example, Stonehenge</li> <li>Iron Age hill forts: tribal kingdoms, farming, art and culture</li> </ul>	<p>Assessment against the National Curriculum 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</p>		<p>Assessment against the National Curriculum</p> <p>a significant turning point in British history, for example, the first railways or the Battle of Britain</p>	