

History Curriculum Year 3

Prior Learning from Year 1

Old and new toys identified based on material and appearance
 Victorian toys
 Queen Victoria being Queen during the Victorian period
 Childhood now is different to childhood in the past
 Past and present vocabulary
 Sequencing events in their life
 Beginning to recognise a timeline
 Explorers: Tim Peake, Neil Armstrong, Christopher Columbus, Amelia Earhart

Prior Learning from Year 2

Describing the historical event of the Great Fire of London: 1666, 17th Century, Pudding Lane Bakery
 Samuel Pepys' diary
 Houses: timber frames, thatched roof and built close together, thousands burned
 Candles used for light, flames used for cooking and heating
 King Charles II – The Great Fire of London
 King James I – Gunpowder Plot
 Nurses of the past – Nightingale and Seacole
 Changes to hospitals and nursing since 1900
 Timelines in chronological order
 Sequencing events in chronological order

Aspect of History	Key Vocabulary	Sticky Facts	Essential Knowledge	Essential skills
<p>Significant people who have contributed to national & international achievements</p> <p>Kings and Queens 'Queen Elizabeth'</p>	<p>King Queen Monarchy Royalty Coronation Rule Crown Throne Reign Timeline Changes Differences</p>	<ul style="list-style-type: none"> ● Queen Elizabeth II was the longest reigning monarch of the United Kingdom and died in 2022. (70 years) ● King Charles III is the current King of the United Kingdom. ● He was crowned on 6th May 2023 at his coronation ● The crown is a symbol of Royalty ● The Royal Family make up a Monarchy ● King Charles has two children: Prince William and Prince Harry ● Kings and Queens have a lot of power and make important decisions for the country ● Kings and Queens live in a palace 	<ul style="list-style-type: none"> ● Name 4 members of the Royal Family ● Understand what a 'reign' is ● Identify how the Monarchy has changed over time ● Identify Buckingham palace and describe its purpose ● Compare life for Queen Victoria and Queen Elizabeth II, eg homes, fashion, ● Order events in Queen Elizabeth's life ● Learn about and recall other Kings and Queens of the past (e.g. Queen Elizabeth I, King Charles II, Queen Victoria, King James I) ● Identify and sort photos of British monarchs onto a timeline ● Describe life achievements of Queen Elizabeth, including the jubilee ● Creating values if they were King or Queen 	<p>Chronology; Knowl. & Und. Of people, events and changes; historical enquiry</p> <p><u>Questioning</u></p> <ul style="list-style-type: none"> ● Find answers to simple questions about the past from sources including stories, pictures, artefacts <p><u>Comparing</u></p> <ul style="list-style-type: none"> ● Match objects to people of different ages <p><u>Chronology</u></p> <ul style="list-style-type: none"> ● Recount events/stories about the past and peoples' lives ● Sequence events/people/objects ● Use dates and historical vocabulary where appropriate

<p>Stone Age</p> <p>'Life for Hunter Gatherers'</p>	<p>Neolithic man Hunter gatherer Nomadic Smelting Domestication Agriculture Tribal Artefact BC (Before Christ) AD (After Christ) Civilisation Shelter</p>	<ul style="list-style-type: none"> • The stone-age period started around 3 million year ago when humans started to live in Europe. • During the Palaeolithic Age (old stone age), man gathered food by hunting wild animals and birds, fishing, and collecting fruits and nuts. • 3500 BC started with the introduction of agriculture and domesticated animals. • Stone Age sites/monuments include Skara Brae and Stonehenge. • Homes were made in caves during the Paleolithic era. Round wooden homes were made during the Mesolithic era out of wood and round stone homes and wooden rectangular shelters were made during the Neolithic era. • The stone-age was followed by the bronze-age period. This is when humans started to use metal. 	<ul style="list-style-type: none"> • Know what is meant by 'hunter-gatherers' • Know how Britain changed between the beginning of the stone age and now (moving from stone to metals for tools). • Know the main differences between the stone and modern day. 	<p><u>Questioning</u></p> <ul style="list-style-type: none"> • Use evidence to ask questions and find answers to questions about the past. <p><u>Comparing</u></p> <ul style="list-style-type: none"> • Use more than one source of evidence for historical enquiry • Give a broad overview of what life was like then and now • Describe characteristic features of the past <p><u>Chronology</u></p> <ul style="list-style-type: none"> • Place artefacts and dates on a timeline. • Understand how life changed over time and describe these changes. • Use historical language – dates, era, chronology
<p>Iron Age</p> <p>'Life for Hunter Gatherers'</p>	<p>Settlement settled BC Iron age Clan Tribe Warrior Trade Metalwork Europe Hill forts Celtic</p>	<ul style="list-style-type: none"> • Around 800 BC people in Britain learned how to use iron which had an impact on everyday life. • Iron tools made farming easier and settlements grew in size. • People in iron Age Britain lived in clans that belonged to tribes led by warrior kings. • Rival tribes fought with deadly, iron weapons. • Many people lived in hill forts to keep safe from attacks. • During the iron Age, the Celtic people spread out across Europe and many settled in Britain. • Ancient Britons followed a Celtic way of life: feasting, music and poetry. • They produced fine metalwork which they traded with people in mainland Europe. 	<ul style="list-style-type: none"> • Know what is meant by a settlement and how these changed during the iron Age • Know how Britain changed between the beginning of the stone age and the iron age (moving from stone to metals for hunting and smelting process). • Know the main differences between the stone, bronze and iron ages. • Understand the Celtic community and tribes/warriors and the reasons for conflict • Know what is meant by trade. 	<p><u>Questioning</u></p> <ul style="list-style-type: none"> • Use evidence to ask questions and find answers to questions about the past. <p><u>Comparing</u></p> <ul style="list-style-type: none"> • Use more than one source of evidence for historical enquiry • Give a broad overview of what life was like then and now • Describe characteristic features of the past <p><u>Chronology</u></p> <ul style="list-style-type: none"> • Place artefacts and dates on a timeline. • Understand how life changed over time and describe these changes. • Use historical language – dates, era, chronology