

### Year 3 History Long Term Plan

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|                        | <b><u>Autumn 1</u></b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Topic</b>           | Stone Age                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Unit aim</b>        | By the end of this unit, pupils will be able to put the Stone Age, Bronze Age, and Iron Age, describe how life changed over a long period of time, and identify the similarities and differences between the Stone Age, Bronze Age, and Iron Age.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Prior Learning</b>  | <b>Year 1/2</b> – Children will have developed a strong basis of using historical disciplines such as chronology, similarity and difference, cause and consequence and handling historical artefacts. They understand that there is a past within their living memory and a past beyond that. Substantive concepts such as trade, industry and settlement will have been mentioned but not explicitly taught.                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Knowledge</b>       | <b><u>Historical Skills</u></b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b><u>Essential Knowledge</u></b>                                                                                                                                                                                                                                                                                                                                               |
|                        | <ul style="list-style-type: none"> <li>• Chronology</li> <li>• Evidence &amp; Interpretation</li> <li>• Similarity and Difference</li> <li>• Change and Continuity</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <ul style="list-style-type: none"> <li>• I can place ages in order of time and understand the meaning of their names.</li> <li>• I can explain how we find prehistoric evidence.</li> <li>• I can explain the concept of change over a long period of history</li> <li>• I can describe similarities and differences between the Stone Age, Bronze Age and Iron Age.</li> </ul> |
| <b>Vocabulary</b>      | Pre-history, BC, AD, chronological order, Stone Age, Iron Age, Bronze Age, Paleolithic, Mesolithic, Neolithic, threats, assets, Skara Brae, archaeological, evidence, remains, settlement, Stone Henge, theory, metal, smelting, grave goods, hillforts                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Future Learning</b> | <p><b>Year 4</b> – The start of civilisation is revisited in Ancient Egypt. Children compare timelines between BCE dates within the Egyptian civilisation and the Neolithic within Britain. Children begin to develop an understanding of monarchy and develop further their understanding of trade and its importance in establishing a kingdom.</p> <p><b>Year 3/6</b> – Children's understanding of empire is built upon in year 4 as they study the Greeks and the Romans. Children begin to have a full understanding of a monarchy and understand that this is at the head of an empire. Children will develop further the story of Rome from the point of Julius Caesar and the similarities between Greek and Roman culture.</p> |                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>KS2 End Point</b>   | Children can appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                 |

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|                        | <b><u>Spring 1</u></b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Topic</b>           | The Romans                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Unit aim</b>        | By the end of unit, pupils will be able to place Roman events on a timeline, suggest why key events happened and what changes they caused in Britain and explain how life changed when the Romans arrived.                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Prior Learning</b>  | <p><b>Year 1/2</b> – Children will have developed a strong basis of using historical disciplines such as chronology, similarity and difference, cause and consequence and handling historical artefacts. They understand that there is a past within their living memory and a past beyond that. Substantive concepts such as trade, industry and settlement will have been mentioned but not explicitly taught. Children will have a basic understanding of monarchy from the unit 'Castles, kings and queens'.</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Knowledge</b>       | <b><u>Historical Skills</u></b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <b><u>Essential Knowledge</u></b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|                        | <ul style="list-style-type: none"> <li>• Chronology</li> <li>• Evidence &amp; Interpretation</li> <li>• Cause &amp; Consequence</li> <li>• Similarity and Difference</li> <li>• Historical Significance</li> <li>• Change and Continuity</li> </ul>                                                                                                                                                                                                                                                                  | <ul style="list-style-type: none"> <li>• I can place events, artefacts and historical figures on a timeline.</li> <li>• I can suggest the causes and consequences of some of the main events and changes in Britain when the Romans invaded.</li> <li>• I can begin to explain the concept of change over time, when the Romans arrived in Britain.</li> <li>• I can begin to describe different accounts of a historical event, explaining some of the reasons why the account may differ (Boudicca).</li> <li>• I can suggest suitable sources of evidence to find out about and can discuss the importance of people and events in time.</li> </ul> |
| <b>Vocabulary</b>      | Romans, empire, Julius Caesar, enslaved, tin, settlers, invasion, Celts, Emperor Claudius, chronology, togas, Boudicca, tribes, Cassius Dio, primary source, secondary source, army, armour, formation, artefact, observation, legacy, state, legal system, aqueduct, government                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Future Learning</b> | <p><b>Year 5</b> – Children will go on to study the ancient culture of the Maya.</p> <p><b>Year 5</b> – Children will find out how the Romans punished criminals in their topic of 'Crime and Punishment'.</p>                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>KS2 End Point</b>   | Children can appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past.                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |

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|                        | <b><u>Summer</u></b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Topic</b>           | The Vikings                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Unit aim</b>        | By the end of the unit, pupils will be able to describe Viking events and people, describe the main changes that happened during the Viking period, use sources of evidence to find out information about the Vikings, and explain the causes of Viking invasions and their consequences.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Prior Learning</b>  | <p><b>Year 1/2</b> – Children will have developed a strong basis of using historical disciplines such as chronology, similarity and difference, cause and consequence and handling historical artefacts. They understand that there is a past within their living memory and a past beyond that. Substantive concepts such as trade, industry and settlement will have been mentioned but not explicitly taught.</p> <p><b>Year 3</b> – Children will have studied the Stone Age to the Iron Age and have a secure knowledge of the chronology of Ancient Britain. Children will know that different civilisations have different cultures.</p> <p><b>Year 3</b> – Children will know the chronology of Ancient Britain up to when the Romans left Britain. They will know that the Celts were a tribal culture and the Romans had an organised army. Children will have a developed understanding of settlement and why people settled when and where they did.</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Knowledge</b>       | <b><u>Historical Skills</u></b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <b><u>Essential Knowledge</u></b>                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|                        | <ul style="list-style-type: none"> <li>• Chronology</li> <li>• Evidence &amp; Interpretation</li> <li>• Cause &amp; Consequence</li> <li>• Change and Continuity</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <ul style="list-style-type: none"> <li>• I can use dates accurately in describing events and people.</li> <li>• I can describe the main changes in a period of history.</li> <li>• I can use sources of evidence to deduce information about the Vikings.</li> <li>• I can describe the causes of invasion in Britain and what the consequences were.</li> <li>• I can explain what changed and what continued to change over time when the Vikings settled in Britain.</li> </ul> |
| <b>Vocabulary</b>      | Vikings, Anglo-Saxons, invader, settler, explorer, raider, trader, bias, fair, primary source, secondary source, evidence, raid, engineer, keep, mast, rudder, hull, longboat, oars, sail                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Future Learning</b> | <b>Year 5</b> – Children will explore how the Anglo-Saxons punished criminals and what laws they lived by within the topic “Crime and Punishment.”                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>KS2 End Point</b>   | Children can appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |