



History Curriculum: Year 3 – Progression of Skills

What are the aims and intentions of this curriculum?

That children:

- Will become increasingly critical and analytical thinkers.
- Will possess a secure understanding of the chronology of the British Isles and other important periods of History.
- Will discover links and connections to the History they learn and the wider community and locality.
- Will further their knowledge and explanations of change and continuity over time with regards to the history of the British Isles and other societies and epochs.
- Differentiate between source types and explain how interpretations in History may differ.
- Draw on similarities and differences within given time frames and across previously taught History.
- Enquire historically-themed questions and form their own opinions and interpretation of the past.

Term	Topic	Knowledge	History Skills – Chronology, Vocabulary, Enquiry, Interpretation, Continuity and Change, Causes and Consequences, Similarities and Differences, and Significance.	Assessment
Autumn	<p>A local history study</p> <p><i>Beaurepaire</i></p> <p><i>Why was Durham built on a hill?</i></p>	<p>To develop chronological knowledge of the long arc of time, century and millennia.</p> <p>To develop understanding of change, significance, similarity and difference.</p> <p>To develop knowledge of the key features of local history.</p>	<p>Develop increasingly secure chronological knowledge and understanding of history: local, British and world.</p> <p>Put events, people, places and artefacts on a timeline.</p> <p>Use correct terminology to describe events in the past.</p> <p>Develop use of appropriate subject terminology, such as: empire, civilisation, monarch.</p> <p>Ask and answer questions about the past, considering aspects of change, cause, similarity and difference, and significance.</p> <p>Suggest where we might find answers to questions considering a range of sources.</p> <p>Understand that knowledge about the past is constructed from a variety of sources.</p> <p>Construct and organise responses by selecting relevant historical data.</p> <p>Be aware that different versions of the past may exist and begin to suggest reasons for this.</p> <p>Describe and begin to make links between main events, situations and changes within and across different periods and societies.</p> <p>Identify and give reasons for historical events, situations and changes.</p> <p>Identify some of the results of historical events, situations and changes.</p> <p>Describe some of the similarities and differences between different periods, e.g. social, belief, local, individual.</p> <p>Identify and begin to describe historically significant people and events in situations.</p>	



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Spring	<p>Who were Britain's first builders?</p> <p><i>Stone Age to Iron Age</i></p>	<p>To develop chronological knowledge of the long arc of time, century and millennia.</p> <p>To develop understanding of change, significance, similarity and difference.</p> <p>To develop knowledge of Stone Age life, culture and achievements.</p>	<p>Develop increasingly secure chronological knowledge and understanding of history: local, British and world.</p> <p>Put events, people, places and artefacts on a timeline.</p> <p>Use correct terminology to describe events in the past.</p> <p>Develop use of appropriate subject terminology, such as: empire, civilisation, monarch.</p> <p>Ask and answer questions about the past, considering aspects of change, cause, similarity and difference, and significance.</p> <p>Suggest where we might find answers to questions considering a range of sources.</p> <p>Understand that knowledge about the past is constructed from a variety of sources.</p> <p>Construct and organise responses by selecting relevant historical data.</p> <p>Be aware that different versions of the past may exist and begin to suggest reasons for this.</p> <p>Describe and begin to make links between main events, situations and changes within and across different periods and societies.</p> <p>Identify and give reasons for historical events, situations and changes.</p> <p>Identify some of the results of historical events, situations and changes.</p> <p>Describe some of the similarities and differences between different periods, e.g. social, belief, local, individual.</p> <p>Identify and begin to describe historically significant people and events in situations.</p>	
Summer	<p>Why did the Ancient Egyptians build pyramids?</p>	<p>To understand the chronology and the locations of the earliest civilisations.</p> <p>To know the key features of the Egyptian civilisation.</p> <p>To know the chronology of developments in Ancient Egypt.</p> <p>To understand the significance of discoveries.</p>	<p>Develop increasingly secure chronological knowledge and understanding of history: local, British and world.</p> <p>Put events, people, places and artefacts on a timeline.</p> <p>Use correct terminology to describe events in the past.</p> <p>Develop use of appropriate subject terminology, such as: empire, civilisation, monarch.</p> <p>Ask and answer questions about the past, considering aspects of change, cause, similarity and difference, and significance.</p> <p>Suggest where we might find answers to questions considering a range of sources.</p> <p>Understand that knowledge about the past is constructed from a variety of sources.</p> <p>Construct and organise responses by selecting relevant historical data.</p> <p>To infer from primary sources.</p> <p>Be aware that different versions of the past may exist and begin to suggest reasons for this.</p> <p>Describe and begin to make links between main events, situations and changes within and across different periods and societies.</p> <p>Identify and give reasons for historical events, situations and changes.</p> <p>Identify some of the results of historical events, situations and changes.</p> <p>Describe some of the similarities and differences between different periods, e.g. social, belief, local, individual.</p> <p>Identify and begin to describe historically significant people and events in situations.</p>	



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