

Beit Shvidler Primary School – History skills progression document Year 3



What are the aims and intentions of this curriculum? Year 3

That children: That children understand the key themes which run through our curriculum:

Civilisation and Society Conflict and Invasion Exploration and Invention Hierarchy and Power Significant Figures and Events

Term	Topic	Knowledge	Skills	Assessment
Autumn	How did life change from the Stone Age to the Iron Age?	Understanding of when pre-history occurred compared with now. Change and continuity through the different periods and how that change was experienced through people’s way of life. How we find and interpret evidence about pre-history?	Chronological Understanding: Place the time studied on a time Sequence several events or artefacts within a period of time. Use words related to the period and begin to date events. Begin to understand terms such as BCE and AD Historical Knowledge of Events, Change, Continuity and Significance Find out about everyday lives of people studied in a period. Compare everyday life in other times with life today. Identify key features of a period. Interpreting the past Identify which evidence is available and give reasons as to	
Spring				

			<p>why some evidence is more available than others. Look at different representations of the past through different sources. Identify the differences between them. Give reasons for the differences</p> <p>Using Evidence, Historical Investigations and Enquiry Use a range of evidence to find out about a period. Use more than one source of evidence to gain understanding. Choose relevant material to present a picture of one aspect of life in the past. Ask a variety of questions and identify where to find possible answers.</p> <p>Interpreting the Past Use a range of evidence to find out about a period. Select and record information relevant to study. Use more than one source of evidence to gain understanding. Evaluate the reliability of different sources.</p>		
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			<p>Organisation and Communication about the Past Recall, select and organise historical information.</p>		
<p>Summer</p>	<p>What are the greatest achievement of Ancient Egypt?</p>	<p>Locate Egypt on world map.</p> <p>Understanding key events that happened during the Ancient Egyptian period.</p> <p>Know how ancient Egyptians lived their daily lives for example: what they ate, what jobs they did, what sort of houses they lived in.</p> <p>Understand how daily lives differed depending on your position in society.</p> <p>Understand the Importance of the Nile. 3 different seasons. Farming. Trade.</p> <p>Know about the Ritual of mummification. Understand why and how the Egyptians did this.</p> <p>Know about Howard Carter’s discovery of Tutankhamun’s tomb. Know what the tomb tells us about Tutankhamun’s life.</p> <p>Understand the Significance of the Rosetta Stone. Hieroglyphics- what they looked like. What they meant. Why were they used.</p>	<p>Chronological Understanding: Place the time studied on a time line. Sequence several events or artefacts within a period of time. Use words related to the period and begin to date events.</p> <p>Historical Knowledge of Events, Change, Continuity and Significance Find out about everyday lives of people studied in a period. Understand why people in earlier times made the choices they did, and how those choices may differ from our own. Explore why. Identify key features of a period. Identify reasonable explanations for some events.</p> <p>Using Evidence, Historical Investigations and Enquiry Use a range of evidence to find out about a period.</p>		

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			<p>Use more than one source of evidence to gain understanding.</p> <p>Organisation and Communication About the Past</p> <p>Recall, select and organise historical information.</p> <p>Use explanation texts and evaluative texts to communicate understanding.</p> <p>Use appropriate vocabulary such as dates, time period, era, change, chronology.</p>		
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