



Year 3 History

Chronology and Causation	Interpretation and Significance	Historical Enquiry
C1 Begin to understand that the past is divided into different named periods of time	I1 Observe and use pictures, photographs and artefacts to find out about the past	H1 Use a variety of sources to collect information about the past
C2 Able to use dates to explain British, local and world history	I2 Start to use stories or accounts to distinguish between fact and fiction	H2 Suggest sources of evidence from a selection to help answer questions and says how it can be used to find out about the past
C3 Start using a timeline that identifies different centuries	I3 Explain that there are different types of evidence and sources that can be used to help represent the past	H3 Explain that there are different types of evidence and sources that can be used to help represent the past
C4 Use appropriate dates and chronological conventions, e.g., BC, BCE and AD	I4 Investigate different accounts of historical events and explain some of the reasons why the accounts may be different	H4 Use a range of sources to collect information about the past
C5 Put artefacts or information in chronological order from a long time ago	I5 To begin to talk about the impact of a past action on our lives today	H5 Construct informed responses about one aspect of life
C6 Understand that significant discoveries or inventions created much change to the lives of people, e.g. the wheel or iron ore	I6 To be able to talk about similarities and differences between different times in the past according to the periods of history studied	
C7 Know how some historical events/periods occurred concurrently in different locations, e.g. Indus Valley and Ancient Egypt.		



Year 3 Topic Coverage

Autumn How did Britain change between the beginning of the Stone Age and the end of the Iron Age?	Spring Why was the Ancient Egyptian civilization ahead of its time?	Summer How have our homes changed over time?
Legacy, Work & Trade, Everyday Life	Legacy, Work & Trade, Everyday Life	Legacy, Work & Trade, Everyday Life
To be taught this term: C1, C2, C3, C5, C6, I1, I2, I3, I5, H1, H2, H3, H4, H5 To be revisited from Y2:	To be taught this term: C2, C4, C5, C6, C7, I1, I4, I5, I6, H1, H4, H5 To be revisited: C1, C3	To be taught this term: C1, C2, I1, I2, I3, I5, H1, H2, H3, H4, H5 To be revisited: C5, C6, I4
Subject specific vocabulary		
hunter-gathers, settlement, Iron Age forts, Skara Brae, Stonehenge, archaeologists	Pharaohs, pyramid, hieroglyphs, vizier, sarcophagus, papyrus	Mangle, dolly, pantry, stove, couch, scullery
I will know...		
<ul style="list-style-type: none"> • <i>Use a range of sources to understand how Britain changed between the beginning of the stone age and the iron age. (disciplinary)</i> • Know about important inventions and discoveries e.g. the wheel; the discovery of iron ore; and the creation of iron age hill forts L, W&T • Know what everyday life was like for hunters and gathers. EL • <i>Place the Stone, Iron and Bronze ages on a timeline and discuss the differences (disciplinary)</i> 	<ul style="list-style-type: none"> • <i>Use a range of sources to understand about Egyptian Civilization. (disciplinary)</i> • Know why the pyramids were and still are significant. L, EL • Know why the Pharaohs were so powerful. EL • Know about how the Ancient Egyptians were influenced by their Gods. EL • Know about trade and slavery. L, W&T, EL 	<ul style="list-style-type: none"> • <i>Recognise how artefacts (Victorian, Little Moreton Hall) and sources tell us about how homes have changed. (disciplinary)</i> • Know how inventions changed people's homes and ways of life (television, phone, cookers etc) L, W&T, EL • Know how roles in the home have changed (Nanny, cooks, servants etc) L, EL • How the appearance of homes have changed over time (Stone age to modern day) L, W&T, EL



		<ul style="list-style-type: none">• <i>Place different homes/inventions on a timeline in chronological order (disciplinary) Link Y2 visit to Ford Green Hall & Y1 Castles as a home</i>
--	--	---

Key themes running through the History curriculum at Marlfields Primary School

Legacy – A legacy is defined as something that has been passed on by those who lived in the past. Legacies can include political structures, such as parliamentary democracy, building and monuments, oral histories and stories, as well as tangible artefacts. They may also include cultural traditions and celebrations.

Work and Trade – The study of how people earned a living in the past. The different occupations and careers that people may have had. The study of a variety of industries and their impact on people’s lives and the wider community.

Everyday Life – How people lived in the past: their homes, values, work, transport, traditions, education and entertainment.