

YEAR 3

	EFYS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
CHRONOLOGICAL UNDERSTANDING Aim 1, 2	<p>The three Prime ELGS of Communication and Language, PSED and Physical Development provide the foundations of which all other learning is built upon.</p> <p>Specific:</p> <p>Past and Present ELG</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	<p>Sequence events, artefacts/objects, photographs in order of time.</p> <p>Remember parts of stories and memories about the past.</p>	<p>Sequence events, artefacts/objects, photographs closer together in time.</p> <p>Remember parts of stories and memories about the past in increasing depth.</p> <p>Place events on a simple timeline, adding times previously studied.</p>	<p>Begin to use words and phrases such as century and decade to aid chronological understanding.</p> <p>Understand timelines can be divided in BC and AD.</p> <p>Place period of study onto timeline, adding times previously studied, beginning to use BC and AD.</p>	<p>Place period of study onto timeline, adding times previously studied using BC and AD.</p> <p>Place events from a period of time into a timeline.</p> <p>Use words and phrases such as century, decade to aid chronological understanding.</p>	<p>Draw and place a timeline with different time periods outlined.</p> <p>Confidently use words and phrases such as century, decade to aid chronological understanding.</p>	<p>Draw and place a timeline with different time periods outlined which show different information, such as, periods of history, when famous people lived, etc.</p> <p>Confidently use words and phrases such as century and decade and introduce words and phrases for movements or times of change to aid chronological understanding.</p>
COMMUNICATE HISTORICALLY Aim 3	<p>The three Prime ELGS of Communication and Language, PSED and Physical Development provide the foundations of which all other learning is built upon.</p> <p>Specific:</p> <p>Past and Present ELG</p> <p>Talk about the lives of the people around them and their roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	<p>Begin to use appropriate historical vocabulary to communicate including: old, new, now, then, a long time ago.</p> <p>Introduce them to the words: chronology, chronological order and parliament.</p>	<p>Use appropriate historical vocabulary to communicate including: old, new, now, then, a long time ago.</p> <p>Continue to gain understanding of words: chronology, chronological order, parliament and peasantry.</p>	<p>Use appropriate historical vocabulary to communicate including: folly, achievement, significant impact, ruler, era, time period, dates, chronology, chronological order, peasantry, civilisation, empire, century, decade.</p>	<p>Refer to previous years with addition of: empire, dissolution, expansion, civilisation, legacy, century, impact across centuries, peasantry, empire, decade.</p>	<p>Refer to previous years with addition of: military campaign, dictator, parliament, refugee, evacuation, civilisation, monarch, hierarchy, extinct, origin, peasantry, hierarchy, civilisation, empire, century, decade.</p>	<p>Refer to previous years with addition of: peasantry, civilisation, empire, pioneering, democracy, mythology, tragedy, city-state, philosopher, omission, century, decade.</p>

<p>HISTORICAL CONCEPTS Aim 4</p>	<p>The three Prime ELGS of Communication and Language, PSED and Physical Development provide the foundations of which all other learning is built upon.</p> <p>Specific:</p> <p>Past and Present ELG</p> <p>Talk about the lives of the people around them and their roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	<p>Cause and consequence: Begin to recognise that events take place for a reason. Begin to recognise what happens as a result of people's actions. Similarities and differences: Begin to identify similarities and differences between the past and present. Significance: Begin to identify who was important based on specific historical events.</p>	<p>Cause and consequence: Recognise that events take place for a reason. Recognise that what happens is a result of people's actions. Similarities and differences: Identify similarities and differences between the past and present. Significance: Identify who was important based on specific historical events and begin to understand why.</p>	<p>Cause and consequence: Recognise and understand why people did things. Recognise and understand why some events happened. Recognise and understand what happened as a result of people's actions or events. Similarities and differences: Identify similarities and differences between ways of life in different periods. Significance: Identify who was important based on specific historical events and why.</p>	<p>Cause and consequence: Identify and give reasons for historical events, situations and changes. Identify some of the results of historical events, situations and changes. Similarities and differences: Identify similarities and differences between different periods in further depth e.g. social, belief, local, individual. significance: Identify and begin to describe significant people and events in the period of study.</p>	<p>Cause and consequence: Confidently identify and give reasons for historical events, situations and changes. Begin to offer explanations about why people in the past acted as they did. Similarities and differences: Show an increased understanding of similarities and differences between different periods in further depth e.g. social, belief, local, individual. Significance: Understand and describe that some people, events and developments are seen as more significant than others.</p>	<p>Cause and consequence: Provide clear explanations for why people in the past acted as they did, commenting on the effects of their actions (using evidence to support and illustrate their explanation). similarities and differences: Show a clear understanding of similarities and differences between different periods in further depth e.g. social, belief, local, individual. Significance: Understand, describe and give reasons why some events, people or developments are seen as more significant than others.</p>
<p>HISTORICAL ENQUIRY Aim 5</p>	<p>The three Prime ELGS of Communication and Language, PSED and Physical Development provide the foundations of which all other learning is built upon.</p> <p>Specific:</p> <p>Past and Present ELG</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	<p>With support, find information to ask and answer simple questions about the past using sources such as artefacts and photographs.</p>	<p>Use a range of sources to find out about the past with increasing independence. Begin to independently ask and answer questions about the past.</p>	<p>Use a range of sources to find out about a period. Independently ask and answer questions about the past. With support, select and record information relevant to the study. Use the library and internet for research.</p>	<p>Use evidence to build up a picture of a past event. Ask and answer questions about the past, considering aspects of historical concepts. Begin to independently select and record information relevant to the study. Suggest where we might find answers to questions, considering a range of sources. Use the library and internet for research.</p>	<p>Begin to identify primary and secondary sources and how they are used to find information about the past. Ask and answer questions about the past, considering aspects of historical concepts. Independently select and record information relevant to the study. Use the library and internet for research.</p>	<p>Recognise primary and secondary sources and know how they are used to find information about the past. Suggest omissions and the means of finding out. Devise, ask and answer more complex questions about the past, considering aspects of historical concepts. Continue to independently select and record information relevant to the study. Use the library and internet for research.</p>

<p>INTERPRETING HISTORY Aim 6</p>	<p>The three Prime ELGS of Communication and Language, PSED and Physical Development provide the foundations of which all other learning is built upon.</p> <p>Specific:</p> <p>Past and Present ELG</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	<p>Use stories to encourage children to distinguish between fact and fiction. Compare adults talking about the past – how reliable are their memories? Begin to compare sources such as pictures/photographs of people/events in the past.</p>	<p>Begin to develop awareness that different versions of the past may exist and start to suggest reasons for this. Discuss and compare the reliability of photographs of people/events in the past.</p>	<p>Be aware that different versions of the past may exist and start to suggest reasons for this. Distinguish between different sources and compare different versions of the same story. Look at representations of the period – museum, cartoon etc.</p>	<p>Be aware that different versions of the past may exist and suggest reasons for this. Begin to evaluate the usefulness of different sources, including text books and their historical knowledge. Look at representations of the period – museum, cartoon etc.</p>	<p>Understand that the past is represented and interpreted in different ways and give reasons for this. Compare accounts of events from different sources – fact or fiction. Look at representations of the period – museum, cartoon etc.</p>	<p>Work out how conclusions were arrived at by linking sources and be aware that different evidence will lead to a variety of conclusions. Consider ways of checking the accuracy of interpretations – fact or fiction and opinion. Look at representations of the period – museum, cartoon etc.</p>
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COMPOSITES

Anglo-Saxons and Vikings – Invaders and Settlers

They should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.

They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.

COMPONENTS

	1	2	3	4	5	6	End Point
	<p>What happened when the Romans left Britain?</p>	<p>What can I find out about the Anglo-Saxons?</p>	<p>What was everyday life like for the Anglo-Saxons?</p>	<p>What did the Anglo-Saxons believe?</p>	<p>Who were the Vikings?</p>	<p>Can I place events onto a timeline?</p>	<p>Children will be able to understand what is meant by “BC”, “AD” and will know who settled in Britain after the Romans, and what life was like for Anglo-Saxons and their beliefs, considering how sources and accounts can lead to different conclusions of events. They will begin to understand who the Vikings were and that they also invaded Britain during this period. Children will be able to place events onto a timeline using their prior historic knowledge and what they have learnt this term in chronological order.</p>
<p>CONCEPTS T5 Concept Map</p>	<p>Hierarchy & Power Significance</p>	<p>Significance Organisation & Communication</p>	<p>Similarities & Differences Significance</p>	<p>Cause & Consequence Similarities & Differences</p>	<p>Cause & Consequence Hierarchy & Power</p>	<p>Cause & Consequence Similarities & Differences</p>	<p>To understand the changes to Britain after the Romans left, considering what life was like</p>

	Community & Culture	Community & Culture	Community & Culture	Significance Community & Culture	Community & Culture Conflict & Disaster	Hierarchy & Power Significance Organisation & Communication Community & Culture	for Anglo-Saxons and who the Vikings were.
SKILLS	Use a range of sources to find out about a period.	Use a range of sources to find out about a period. Independently ask and answer questions about the past.	Use a range of sources to find out about a period. Look at representations of the period – museum, cartoon etc. Identify similarities and differences between ways of life in different periods.	Recognise and understand why people did things. Recognise and understand why some events happened. Recognise and understand what happened as a result of people's actions or events. Be aware that different versions of the past may exist and start to suggest reasons for this.	Use the library and internet for research. Independently ask and answer questions about the past. With support, select and record information relevant to the study.	Begin to use words and phrases such as century and decade to aid chronological understanding . Understand timelines can be divided in BC and AD . Place period of study onto timeline, adding times previously studied, beginning to use BC and AD.	To use a range of sources to find out about a period, recognising why some events happened, understanding the impact on people.
KNOWLEDGE Anglo-Saxons and Vikings Knowledge Organiser	To know the changes that happened in Britain.	To know who the Anglo-Saxons were.	To know features of an Anglo-Saxons life.	To know some of the key beliefs for Anglo-Saxons.	To know who the Vikings were.	To know how to place events using chronological order.	To know key changes in Britain, including what happened to Britain after the Romans left, who the Anglo-Saxons were and features of their lives and who the Vikings were.
LESSON LINK	T5 MTP 1 History	T5 MTP 2 History	T5 MTP 3 History	T5 MTP 4 History	T5 MTP 5 History	T5 MTP 6 History	
PROGRESSIVE VOCABULARY	Romans Anglo-Saxons invaders settlers	Anglo-Saxons artefacts archaeologists historians	Anglo-Saxons village similarities differences	Anglo-Saxons beliefs Pagan Christian	Vikings invaders settlers	chronological order BC AD century decade	To accurately apply subject specific vocabulary.
CURRICULUM EXPERIENCES		Find out about artefacts during this period.			Research in the library		

					about the Vikings.		
END POINT	To know the changes that happened in Britain after the Romans left.	To identify and recall key facts about Anglo-Saxons.	To know some features of everyday life in Anglo-Saxon times.	To know and understand some of the key beliefs of Anglo-Saxons.	To have an understanding of who the Vikings were.	To know how to place significant events on a time line.	Links back to National Curriculum- children to be able to understand what happened during the period of Anglo-Saxons and begin to identify the impact that the Vikings had on Britain (continued in term 6).

