

# YEAR 3

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

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

|                                   |   |  |   |   |  |   |   |
|-----------------------------------|---|--|---|---|--|---|---|
|                                   | Understand the past through settings, characters and events encountered in books read in class and storytelling.  |  |   |   | Suggest where we might find answers to questions, considering a range of sources. Use the library and internet for research.   | Independently select and record information relevant to the study. Use the library and internet for research.   | aspects of historical concepts. Continue to independently select and record information relevant to the study. Use the library and internet for research.   |
| <b>INTERPRETING HISTORY Aim 6</b> | <p>The three <b>Prime ELGS</b> of Communication and Language, PSED and Physical Development provide the foundations of which all other learning is built upon.</p> <p><b>Specific:</b></p> <p><b>Past and Present ELG</b></p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</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 <b>compare sources</b> such as pictures/photographs of people/events in the past. | Begin to develop awareness that different versions of the past may exist and start to suggest reasons for this. <b>Discuss and compare the reliability</b> of photographs of people/events in the past. | 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 <b>representations of the period</b> – museum, cartoon etc. | 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 <b>representations of the period</b> – museum, cartoon etc. | 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 <b>representations of the period</b> – museum, cartoon etc. | Work out how conclusions were arrived at by linking sources and be aware that different <b>evidence</b> will lead to a variety of conclusions. Consider ways of checking the accuracy of interpretations – fact or fiction and opinion. Look at <b>representations of the period</b> – museum, cartoon etc. |

**COMPOSITES**

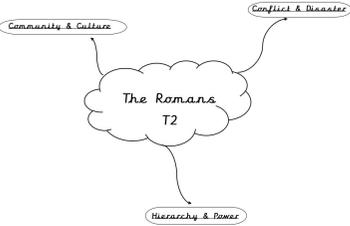
The Roman Empire and its impact on Britain.

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   | End Point   |
|---|---|---|---|---|
|   | What impact did the Roman Empire have on Britain?               | What impact did the Roman Empire have on Britain?               | What impact did the Roman Empire have on Britain?               | To research and understand the impact that the Roman Empire had on Britain.                         |
| <b>CONCEPTS</b><br><a href="#">T2 Concept Map</a> | Community & Culture<br>Hierarchy & Power<br>Conflict & Disaster | Community & Culture<br>Hierarchy & Power<br>Conflict & Disaster | Community & Culture<br>Hierarchy & Power<br>Conflict & Disaster | To understand how the decisions and ways of living in the Roman era have impacted on Britain today. |

|   |   |  |  |  |
|---|---|--|--|--|
|  |   |  |  |  |
| <b>SKILLS</b>   | <p>Identify similarities and differences between ways of life in different periods.<br/>         Recognise and understand why people did things.<br/>         Recognise and understand why some events happened.<br/>         Recognise and understand what happened as a result of people's actions or events.<br/>         With support, select and record information relevant to the study.</p> | <p>Identify similarities and differences between ways of life in different periods.<br/>         Recognise and understand why people did things.<br/>         Recognise and understand why some events happened.<br/>         Recognise and understand what happened as a result of people's actions or events.<br/>         Use the library and internet for research.<br/>         Be aware that different versions of the past may exist and start to suggest reasons for this.<br/>         Use a range of sources to find out about a period.</p> | <p>Identify similarities and differences between ways of life in different periods.<br/>         Recognise and understand why people did things.<br/>         Recognise and understand why some events happened.<br/>         Recognise and understand what happened as a result of people's actions or events<br/>         With support, select and record information relevant to the study.</p> | <p>To research using a range of sources the impact of the Roman Empire of Britain, considering the consequences of these actions on modern life.</p> |
| <b>KNOWLEDGE</b><br><a href="#">The Romans Knowledge Organiser</a>                | <p>To know how the Roman Empire impacted infrastructure in Britain e.g. developments in road building.</p>  | <p>To know how the Roman Empire impacted infrastructure in Britain e.g. towns and buildings</p>  | <p>To know how the Roman Empire impacted infrastructure in Britain e.g. language</p>   | <p>To identify some of the ways that the Roman Empire have directly influenced and impacted Britain (roads, buildings, language).</p>                |
| <b>LESSON LINK</b>  | <a href="#">T2 MTP 1 History</a>  | <a href="#">T2 MTP 2 History</a>   | <a href="#">T2 MTP 3 History</a>   |  |
| <b>PROGRESSIVE VOCABULARY</b>   | <p>Roman Empire<br/>         impact<br/>         Britain</p>  | <p>Roman Britain<br/>         empire<br/>         impact<br/>         similar<br/>         different<br/>         religion</p>   | <p>Roman Gods<br/>         impact<br/>         Roman Empire<br/>         Britain<br/>         achievement</p>  | <p>To accurately apply subject specific vocabulary.</p>  |
| <b>CURRICULUM EXPERIENCES</b>   |   | <p>Research using laptops</p>  |  |  |
| <b>END POINT</b>  | <p>To identify how the Roman Empire has impacted Britain by</p>   | <p>To identify how the Roman Empire has impacted Britain</p>   | <p>To identify how the Roman Empire has impacted Britain</p>   | <p>Links back to the National Curriculum, children to be</p>   |

|  |  |   |   |   |
|--|--|---|---|---|
|  | <p>identifying similarities and differences within these different periods and recognising what has changed as a result of people's actions.</p> | <p>through researching online similarities and differences within these different periods and recognising what has changed as a result of people's actions.</p> | <p>by identifying similarities and differences within these different periods and recognising what has changed as a result of people's actions.</p> | <p>able to understand what is meant by the Roman Empire and begin to identify the impact that the Roman Empire had on Britain</p> |
|--|--|---|---|---|

BIRCHINGTON



CHURCH OF ENGLAND PRIMARY