

Year 3

History Overview

	Key Question	Ancillary Questions and content focus	History National Curriculum Subject Coverage	Learning outcomes in relation to knowledge and understanding, historical skills, vocabulary development and key subject concepts
Autumn	How did the lives of ancient Britons change during the Stone Age?	<p>How do people often imagine the Stone Age to be like?</p> <p>Who left their footprints on the beach and what were they doing there?</p> <p>What clues help archaeologists reconstruct how people might have lived in Stone Age Britain?</p> <p>Why did Stone Age Britons spend most of their time living in camps rather than in caves?</p> <p>Why was the Red Lady of Paviland so important?</p> <p>How were people living in Britain at the end of the Stone Age compared with the beginning?</p>	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> changes in Britain from the Stone Age to the Iron Age 	<p>Identifying</p> <p>Recognising</p> <p>Describing</p> <p>Observing</p> <p>Recalling</p> <p>Comparing and contrasting</p> <p>Sequencing</p> <p>Categorising</p> <p>Reasoning and interpreting</p> <p>Synthesising</p> <p>Understanding through explanation</p> <p>Justifying</p> <p>Developing conclusions</p>
Spring	What is the secret of the standing stones? (Bronze Age Britain)	<p>Why did the Stone Age come to an end about six thousand years ago?</p> <p>Why was the Amesbury Archer so important? Why do people build monuments?</p> <p>Why did Bronze Age people build monuments at Merrivale?</p> <p>Who was buried in the cist at Merrivale?</p>	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> changes in Britain from the Stone Age to the Iron Age 	<p>Identifying</p> <p>Recognising</p> <p>Describing</p> <p>Observing</p> <p>Recalling</p> <p>Comparing and contrasting</p> <p>Sequencing</p> <p>Categorising</p> <p>Reasoning and interpreting</p> <p>Synthesising</p> <p>Understanding through explanation</p> <p>Justifying</p> <p>Developing conclusions</p>

Summer	How do artefacts help us understand the lives of people in Iron Age Britain?	<p>How can we recognise Iron Age hill forts today?</p> <p>What might hill forts have looked like when they were first built?</p> <p>How do we know that life wasn't always very peaceful in the Iron Age?</p> <p>What were staters and how did Iron Age people use them?</p> <p>Why have so many wonderful Iron Age artefacts been found underwater?</p>	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> changes in Britain from the Stone Age to the Iron Age 	<p>Identifying</p> <p>Recognising</p> <p>Describing</p> <p>Observing</p> <p>Recalling</p> <p>Comparing and contrasting</p> <p>Sequencing</p> <p>Categorising</p> <p>Reasoning and interpreting</p> <p>Synthesising</p> <p>Understanding through explanation</p> <p>Justifying</p> <p>Developing conclusions</p>
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	Key Question	Ancillary questions and content focus	History National Curriculum subject coverage	Learning outcomes in relation to both knowledge and understanding, historical skills, vocabulary development and key subject concepts.
Running concurrently alongside appropriate era of ancient Britain.	What was happening in Egypt?	TBD		

