



St. Laurence CE Primary School

Year 3 History Overview



| Autumn 1 | Autumn 2 Stone Age – Iron Age | Spring 1 The History of Transport in Britain | Spring 2 | Summer 1 Ancient Egypt | Summer 2 |
|----------|---|---|----------|---|----------|
| | <p>Chronological understanding Sequence several events, artefacts or historical figures on a timeline, using dates</p> <p>Presenting, organising and communicating Use and understand appropriate historical vocabulary to communicate information Present, communicate and organise ideas about the past using models... and different genres of writing including... diaries</p> <p>Historical knowledge and understanding Find out about everyday lives of people in time studied compared with our life today Note key changes over time and begin to be able to give reasons for those changes Identify key features, aspects and events in time studied</p> <p>Historical enquiry Use a range of sources to find out about the past Regularly address and sometimes devise own questions to find answers about the past</p> | <p>Chronological understanding Sequence several events, artefacts or historical figures on a timeline, using dates</p> <p>Historical interpretation Compare two or more versions of the same event or story in history and identify differences Compare two accounts of historical events and begin to be able to discuss reasons why accounts may be different</p> <p>Presenting, organising and communicating Start to present ideas based on their own research Use and understand appropriate historical vocabulary to communicate information Present, communicate and organise ideas about the past using... drama, role play and different genres of writing including letters, adverts, ...posters and guides</p> <p>Historical knowledge and understanding Find out about everyday lives of people in time studied compared with our life today Note key changes over time and begin to be able to give reasons for those changes Identify key features, aspects and events in time studied</p> <p>Historical enquiry Use a range of sources to find out about the past Regularly address and sometimes devise own questions to find answers about the past</p> | | <p>Chronological understanding Sequence several events, artefacts or historical figures on a timeline, using dates</p> <p>Historical interpretation Compare two or more versions of the same event or story in history and identify differences Compare two accounts of historical events and begin to be able to discuss reasons why accounts may be different</p> <p>Presenting, organising and communicating Start to present ideas based on their own research Use and understand appropriate historical vocabulary to communicate information Present, communicate and organise ideas about the past using models, drama, role play and different genres of writing including letters, recounts... diaries</p> <p>Historical knowledge and understanding Find out about everyday lives of people in time studied compared with our life today Note key changes over time and begin to be able to give reasons for those changes Identify key features, aspects and events in time studied</p> <p>Historical enquiry Use a range of sources to find out about the past Regularly address and sometimes devise own questions to find answers about the past Begin to undertake their own research</p> | |
| | <p>Vocabulary: Stone Age, flint, hunter, gather, tools, weapons, arrow, mammoth, elk, cave, Skara Brae, Stone Henge, druid, homes, diet, settle, farm, copper, bronze, iron, mine, hillfort, round house</p> | <p>Vocabulary: transport, air, wheels, float, earliest, later, boat, bicycle, locomotive, engine, motor, Victorian, 19th Century, speed, safety, G.Stephenson, Rocket, The Wright Brothers, Flyer, power, fuel, electric, tram, leisure, commute, war</p> | | <p>Vocabulary: ancient, modern, artefact, replica, source, deduce, primary, secondary, painting, hieroglyph, river, irrigate, farm, shaduf, flood, fertile, afterlife, gods, mummification, pyramid, limestone, sled, Khufu, tomb, Tutankhamun, Howard Carter, Lord Carnarvon, sarcophagus</p> | |