

YEAR 3 History CURRICULUM

*Outlined below is the Year 3 History Curriculum which includes details of both the National Curriculum and the KPS Curriculum.
The statutory guidance is taken from the Key Stage 2 History Curriculum.*

	Programmes of Study STATUTORY	KEXBOROUGH GUIDANCE	CROSS CURRICULAR / TEACHING AND LEARNING SUGGESTIONS
BRITISH HISTORY	Changes in Britain from the Stone Age to the Iron Age	<p>The distance in time from the present will present problems for young children so don't spend too long trying to build up a deep chronological understanding. You obviously will need pupils to know the chronological order of Stone Age, Bronze Age and Iron Age and which evidence belongs to each of these three periods, but, later in the key stage there are opportunities to look back as well as forward in time.</p> <p>Concentrate instead on making the topic as hands-on and memorable as you can, at the same time asking the nagging question, How do we really know what life was like then when there is so little evidence to help us?</p> <p>Central to this unit is the concept of change and continuity. Which were the big changes, what we might call turning points? What impact did the arrival of farming circa 4,000 BC have on the way people lived? Beyond the obvious, children should be exploring religious practices too.</p> <p>How significant were developments in the Bronze Age? - all those barrows, hedges and burial mounds, followed by a much more developed landscape featuring roads, lanes, hedges and villages. Then of course you have the building of hill forts we associate with tribal communities such as the Celts.</p> <p>Possible lines of enquiry: -Is it true to say that Stone Age man was just a simple hunter gatherer only interested in food and shelter? -How different was life in the Stone Age when man started to farm? -What can we learn about life in the Stone Age from a study of Skara Brae? -Why is it so difficult to work out why Stonehenge was built? -How much did life really change during the Iron Age and how could we possibly know? -Can you solve the mystery of the 52 skeletons?</p>	<p>Link to Art – cave paintings.</p> <p>Link to R.E. – explore religion. Link to study of Ancient Greece and worship.</p>
	The Roman Empire and its impact on Britain	Year 4	

	Programmes of Study STATUTORY	KEXBOROUGH GUIDANCE	CROSS CURRICULAR / TEACHING AND LEARNING SUGGESTIONS
	Britain's settlement by Anglo-Saxons and Scots	Year 5	
	The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor	Year 5	
	A study of an aspect or theme in British History that extends pupils' chronological knowledge beyond 1066.	Year 6	
	A local History study.	Year 6	
BROADER HISTORY	The achievements of the earliest civilisations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; the Indus valley; Ancient Egypt; the Shang Dynasty of Ancient China.	How are you going to start this study? With an image? Do not study everything about Ancient Egypt lesson by lesson – remember to ask key questions to build children's knowledge and understanding of this civilisation. Link to the study of the Stone Age – during this period of time, how was life different around the world?	Link to Art – compare the elaborate designs and objects from Ancient Egypt to the simple cave paintings from the Stone Age. Link to English – use the History sense resources we have in school (they're really good!)
	Ancient Greece – a study of Greek life and achievements and their influence on the western world.	Year 4	
	A non-European society that provides contrasts with British History – one study chosen from: early Islamic civilization, including a study of Baghdad c AD900; Mayan civilization c AD900; Benin (West Africa) c AD900 – 1300.	Year 5	

***Every classroom MUST have a time line that has all events and periods studied on it from previous years, then new ones can be added as the year goes on.**

***Devising key questions is crucial to provide exciting and worthwhile historical contexts in which to develop specific skills, conceptual understanding and awareness of the historical processes.**

***Pupils also need to see history as a matter of interpretation. The use of key questions really helps here if you phrase them in such a way as to make it obvious that a form of conceptual understanding or historical process is being developed eg. "What were factory conditions really like in Victorian times?" immediately suggests that there is a difference of opinion that needs resolution.**

***If the key questions are sharp and well-written then the teacher will have a clear focus for the learning.**

***A local history study can be from any locality, not just the school's immediate area.**

***When using historical evidence, ask:**

1. *What we can see and can say for certain.*

2. *What we think (our opinions, hypotheses).*

3. *What we would like to find out.*

(The level, depth and sophistication of the children's responses to the picture or object should increase with age, so providing evidence of progression.)