



Progression of Knowledge History – Year 3

National Curriculum coverage – Pupils 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 note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

Stone Age to the Iron Age – Who were the first people to live in Britain?

Changes in Britain from the Stone Age to the Iron Age

- Late neolithic hunter-gatherers and early farmers
- Bronze Age religion, technology and travel
- Iron Age hill forts, tribal kingdoms, farming, art and culture

Ancient Civilizations - Where and when did the earliest civilizations develop and what did they achieve?

- The achievements of the earliest civilizations – an overview of the where and when the first civilizations appeared – Ancient Sumer, The Indus Valley, Ancient Egypt, The Shang Dynasty of Ancient China

Ancient Egyptians - What was everyday life like in ancient Egypt?

- The achievements of the earliest civilizations – an overview of the where and when the first civilizations appeared and an in-depth study on one of them – Ancient Egypt

Ancient Egyptians - What did the Ancient Egyptians believe about the afterlife?

- The achievements of the earliest civilizations – an overview of the where and when the first civilizations appeared and an in-depth study on one of them – Ancient Egypt

Question: Who were the first people to live in Britain?- The Stone Age to the Iron Age

Substantive knowledge (what we want children to know and remember)

- Children know and remember the terms stone age, Neolithic, bronze age and iron age and that the change to farming marked the beginning of the Neolithic age
- Children can explain how the first people used natural materials and over time began to use bronze then iron
- Children are able to name Stonehenge and some forms of burial
- Understand that the people of the Stone, Bronze and Iron age were inventive and underestimated and their developments allowed them to thrive and survive

Disciplinary knowledge (based on HIAS AREs)

Y3 Chronology – Can use and understand phrases such as AD/BC or BCE/CE

Y3 Characteristic features – can describe main features associated with the period studied using period specific language

Y3 Historical enquiry – Can describe in simple terms how sources reveal important information about the past and recognise that an absence of certain types of sources can make it difficult to draw conclusions

Y3 Continuity and change – Can describe some changes in history over a period of time and identify some things that stayed the same

Y3 Historical significance – Understands that events, people and developments are considered significant if they resulted in change

Question: Where and when did the earliest civilizations develop and what did they achieve?

– Ancient Civilizations

Substantive knowledge (what we want children to know and remember)

- Children can locate Ancient Sumer, Indus Valley, Shang Dynasty and Ancient Egypt location on a globe and on a timeline
- Children understand the importance of rivers to these civilizations
- Children know what a civilization is and the developments made and how the societies were structured

Disciplinary knowledge (based on HIAS AREs)

Y3 Historical enquiry – Can gather information from simple sources to ask and answer questions about the past

Y3 Characteristic features – Can describe main features associated with civilizations studies

Y3 Chronology – Can use and understand phrases such as over 300 years ago and AD/BC or BCE/ CE

Y3 Historical Significance – Can understand that events, people and developments are considered significant if they resulted in change

Y3 Cause and Consequence – Can describe the consequences of important historical events

Question: What was everyday life like in ancient Egypt?- The Ancient Egyptians

Substantive knowledge (what we want children to know and remember)

- Children can locate the Ancient Egyptian civilization on a timeline and on the globe
- Understand and explain the importance of the River Nile
- Understand and name the innovations of the Ancient Egyptian civilization
- Understand the importance of the pyramid to the Ancient Egyptians
- Be able to describe the daily life of ordinary people in Ancient Egypt and nobleman with an understanding of Ancient Egyptian society

Disciplinary knowledge (based on HIAS AREs)

Y3 Chronology – Use and understand phrases such as over 300 years ago and AD/BC or BCE/CE

Y3 Characteristic features – Can describe main features associated with the civilization studied using period specific language

Y3 Historical Enquiry – Can describe in simple terms how sources reveal important information about the past and that the absence of sources can make it more difficult to draw conclusions

Question: What did the Ancient Egyptians believe about the afterlife?- The Ancient Egyptians

Substantive knowledge (what we want children to know and remember)

- Can describe and remember the mummification process (name the processes and equipment used) and the Ancient Egyptians beliefs about it
- Know which members of Ancient Egyptian society were mummified and name some of the gods involved in the process
- Can describe the weighing of the heart ceremony, embalming and what it signifies and what happened to Ancient Egyptians when they entered the afterlife

Disciplinary knowledge (based on HIAS AREs)

Y3 Chronology – Use and understand phrases such as over 300 years ago and AD/BC or BCE/CE

Y3 Characteristic features – Can describe main features associated with the civilization studied using period specific language

Y3 Historical Enquiry – Can describe in simple terms how sources reveal important information about the past and that the absence of sources can make it more difficult to draw conclusions

Y3 Historical Interpretation – Can recognise differences between versions of the same event and can give a simple explanation of why we might have more than one version