



# History Overview

YEAR: 3

	Unit Title	National Curriculum Coverage				Cultural Capital	Outcomes
		NC	Historical Skills	Chronological understanding	British Values		
Autumn	Ancient Egypt	<p><i>The achievements of the earliest civilisations</i></p> <p>*Chronology (placing the Egyptian period on a timeline/identifying significant events on a scaled timeline)</p> <p>*Importance of the River Nile (Geography link)</p> <p>*King Tut and Howard Carter</p> <p>*Evaluate whether Howard Carter's actions were morally right.</p> <p>*Mummification</p> <p>*Researching the Egyptians greatest achievements and using opinions</p>	<p>Continue to develop chronologically secure knowledge of history</p> <p>Establish clear narratives within and across periods studied</p> <p>Note connections, contrasts and trends over time</p> <p>Develop the appropriate use of historical terms</p> <p>Regularly address and sometimes devise historically valid questions</p> <p>Understand how knowledge of the past is constructed from a range of sources</p> <p>Construct informed responses by selecting and organising relevant historical information</p> <p>Identify historically significant people and events in situations</p> <p>Uses printed sources, the internet, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past.</p> <p>Asks questions such as 'How did people ....? What did people do for ....?'</p> <p>Suggests sources of evidence to use to help answer questions.</p>	<p>Uses timelines to place events in order (intervals of 10/100)</p> <p>Understands timeline can be divided into BC and AD.</p> <p>Uses words and phrases: century, decade.</p>	<p>Mutual respect/ The Rule of Law - exploring whether Howard Carter was right to take the treasures from King Tut's tomb.</p>	<p>Visit to Liverpool Museum to explore Ancient Egyptian life</p>	<p>Evaluate and give opinions/reasons for what the Ancient Egyptians greatest achievements were (e.g. Pyramids/Religion/Farming)</p>

	Unit Title	National Curriculum Coverage				Cultural Capital	Outcomes
		NC	Historical Skills	Chronological Understanding	British Values		
Spring/Summer	The Stone Age, Bronze Age & Iron Age	<i>Changes in Britain from the stone age to iron age</i>	<p>Continue to develop chronologically secure knowledge of history</p> <p>Establish clear narratives within and across periods studied</p> <p>Note connections, contrasts and trends over time</p> <p>Develop the appropriate use of historical terms</p> <p>Describe/make links between main events, situations and changes within and across different periods/societies</p> <p>Identify and give reasons for, results of, historical events, situations and changes</p> <p>Describe social, cultural, religious and ethnic diversity in Britain</p> <p>Presents findings about past using speaking, writing, ICT and drawing skills</p> <p>Uses dates and terms with increasing accuracy.</p> <p>Discusses different ways of presenting information for different purposes.</p>	<p>Uses evidence to describe past:</p> <ul style="list-style-type: none"> <li>-Houses and settlements</li> <li>-Culture and leisure activities</li> <li>-Clothes, way of life and actions of people</li> <li>-Buildings and their uses</li> <li>-People's beliefs and attitudes</li> <li>-Things of importance to people</li> <li>-Differences between lives of rich and poor</li> </ul> <p>Uses evidence to find out how any of these may have changed during a time period.</p> <p>Describes similarities and differences between people, events and objects</p> <p>Shows changes on a timeline.</p>	<p>Diversity in beliefs/tolerance and respect</p> <p>Rule of Law</p>	<p>Work with local archaeologist John Hill handling artefacts</p> <p>Field trip to the Great Orme</p>	<p>To produce a whole class learning journal showing a variety of non-chronological reports, detailing knowledge and understanding of different aspects of Stone and Iron Age</p>