

## Year 3 - Progression of Knowledge and Skills- History

Term	Knowledge	Skills
<p style="text-align: center;"><b>Autumn 1</b>  <b>Topic: Stone Age to Iron Age</b>  <b>NC: changes in Britain from the Stone Age to Iron Age</b>  <b>SC: Childhood</b>  <b>DC: Change and Continuity</b>  <b>How did life change for children during the Stone Age in Britain?</b></p>	<p>The Stone Age to Iron Age is a long period of British prehistory</p> <p>The period is divided into:            Palaeolithic (Old Stone Age)            Mesolithic (Middle Stone Age)            Neolithic (New Stone Age)            Bronze Age            Iron Age</p> <p>During the Stone Age:            People were hunter-gatherers            They used tools made from stone, wood, and bone</p> <p>During the Neolithic period:            People began farming            Settled in permanent homes</p>	<p>Place periods and events on a timeline</p> <p>Use historical vocabulary (e.g. prehistoric, hunter-gatherer, settlement)</p> <p>Ask and answer historical questions</p> <p>Use a range of sources (artefacts, pictures, reconstructions)</p> <p>Identify changes and continuities across the period</p> <p>Explain causes and effects of changes (e.g. farming)</p> <p>Compare ways of life in different periods</p> <p>Begin to understand that evidence from prehistory is incomplete</p>



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Term	Knowledge	Skills
Autumn 2 Topic:		
Spring 1 Topic: A Local History Study - NC: SC: DC:		
Spring 2 Topic:		

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<p style="text-align: center;"><b>Summer 1</b></p> <p style="text-align: center;"><b>Topic: The Ancient Egyptians</b></p> <p style="text-align: center;"><b>NC: A study of the achievements of the earliest civilisations – an overview of where and when the first civilisations appeared and then an in depth study of: Ancient Egypt</b></p> <p style="text-align: center;"><b>SC: Civilisations</b></p> <p style="text-align: center;"><b>DC: Sources and Evidence</b></p>	<p>Ancient Egypt was an early civilisation that existed thousands of years ago</p> <p>Ancient Egypt was located in Africa, along the River Nile</p> <p>The River Nile was vital for:</p> <p>Water</p> <p>Farming</p> <p>Transport</p> <p>Trade</p> <p>Ancient Egyptian society had a social hierarchy, including:</p> <p>Pharaoh</p> <p>Nobles and priests</p> <p>Scribes</p> <p>Farmers and craftsmen</p> <p>The pharaoh was the ruler and was believed to be linked to the gods</p> <p>Ancient Egyptians believed in many gods and goddesses</p>	<p>Place Ancient Egypt on a timeline in relation to other periods</p> <p>Use historical vocabulary (e.g. civilisation, pharaoh, hieroglyphs)</p> <p>Ask and answer historical questions</p> <p>Use a range of sources (artefacts, images, texts)</p> <p>Identify similarities and differences between past and present life</p> <p>Explain cause and effect (e.g. importance of the Nile)</p> <p>Describe aspects of life in Ancient Egypt using structured writing</p> <p>Recognise that sources can tell us different things about the past</p> <p>Begin to understand that historical interpretations are based on evidence</p> <p>Present historical understanding through:</p> <p>Speaking</p> <p>Drawing</p> <p>Writing</p>



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<p>Depth Study: What can we learn about Ancient Egyptian beliefs from the tomb of Tutankhamun?</p>	<p>Religion was an important part of everyday life</p> <p>The Ancient Egyptians believed in the afterlife</p> <p>Mummification was used to prepare bodies for the afterlife</p> <p>Pyramids were built as tombs for pharaohs</p> <p>Ancient Egyptians developed:</p> <ul style="list-style-type: none"><li>Hieroglyphic writing</li><li>Medicine and maths</li></ul> <p>We know about Ancient Egypt through:</p> <ul style="list-style-type: none"><li>Artefacts</li><li>Tombs</li><li>Wall paintings</li><li>Written record</li></ul>	
<p><b>Summer 2</b> <b>Topic:</b></p>		