History year group overview – year 3

History Intent: At Slade Primary school, our History curriculum aims to foster children's enthusiasm and curiosity about the past including how and why people interpret the past in different ways. Through carefully sequenced historical concepts, children will enquire, investigate and analyse the past. Their learning experiences will allow them to understand how history has shaped their own lives and the lives of those around them.

Key Concept and Unit of work	Key objectives	End Point
Achievements **Would you have preferred to live in the Stone Age, Iron Age or Bronze age?**	• To recognise the chronology and significance of prehistory. • To use archaeological evidence to investigate the Bronze Age. • To use deductions to explain how bronze transformed prehistoric life. • To use archaeological evidence to learn about the prehistoric dwellings of Skara Brae. • To understand the importance of trade during the Iron Age. • To compare settlements in the Neolithic period and Iron Age by exploring continuity and change.	I can investigate different sources to make explanations and deductions about how people lived in the past.
Invasion and Settlements **Why did the Romans invade and settle in Britain?**	• To investigate the different responses to the Roman invasion using a range of sources. • To investigate the lives of Roman soldiers by examining artefacts found at Vindolanda. • To investigate life in Ancient Rome by looking at its buildings. • To explore the causes of the Roman invasion of Britain. • To explore how the Roman army was so successful using a range of sources. • To explore the impact of invasion and settlement by examining the legacy of the Roman Empire in Britain.	I can explain the causes and consequences of the Roman invasion.
Civilisations **What did the Ancient Egyptians believe?**	• To develop questioning skills using sources about ancient civilisations. • To use a range of sources to explore the importance of gods and goddesses in ancient Egypt. • To evaluate continuity and change by identifying what happened to the pharaohs when they died. • To explain the significance of the River Nile to ancient Egyptian civilisation. • To evaluate the importance of ancient Egyptian hieroglyphics. • To investigate beliefs about the afterlife in Ancient Egypt.	I can explain what the Ancient Egyptians believed using artefacts to support my ideas.

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Disciplinary Knowledge

Substantive Knowledge