



St Mary's Catholic Junior School

Year 3

History Long Term Plan



Autumn I	Autumn II	Spring I	Spring II	Summer I	Summer II
Stone Age to Iron Age	Ancient Greeks			Beyond 1066 – The Victorians	

CURRICULUM DOCUMENT			
Chronology	Events, People and Changes	Interpretation, Enquiry and Using Sources	Communication
Use some dates and historical terms when ordering events and objects. Demonstrate awareness that the past can be divided into different periods of time. Explore trends and changes over time.	Describe and give reasons for some of the changes in Britain from the Stone Age to the Iron Age. Demonstrate knowledge of Ancient Greece including greek life and achievements and their influence on the western world.	Use sources to address historically valid questions. Recognise that our knowledge of the past is constructed from different sources of evidence. Recognise that different versions of past events may exist. Describe some of the ways the past can be represented.	Discuss some historical events, issues, connections and changes. Select and organise historical information to present in a range of ways. Use relevant historical terms and vocabulary linked to chronology

CURRICULUM ENTITLEMENT

	Key Historical Knowledge	Vocabulary	Assessment Criteria – ‘Can I...? statements’
Stone Age to Iron Age	<ul style="list-style-type: none"> • Work on roundhouses • Look at the Druids • What is Stonehenge? • What was a hillfort? • Skara brae 	Bronze Alloy Bone marrow Earth work Celt Sacrifice Tribe iron	<ul style="list-style-type: none"> • Can I use some dates and historical terms when ordering events and objects? • Can I demonstrate awareness that the past can be divided into different periods of time? • Can I explore trends and changes over time? • Can I use sources to address historically valid questions? • Can I recognise that our knowledge of the past is constructed from different sources of evidence? • Can I recognise that different versions of past events may exist? • Can I describe some of the ways the past can be represented? • Can I discuss some historical events, issues, connections and changes? • Can I select and organise historical information to present in a range of ways? • Can I use relevant historical terms and vocabulary linked to chronology? • Can I describe and give reasons for some of the changes in Britain from the Stone Age to the Iron Age?
Ancient Greeks	<ul style="list-style-type: none"> • The society • The religion • The warfare • The legacy 	Acropolis Columns – doric, ionic, corinthian Citizens Olympics Dictatorships Titans Myth Philosophy Architecture Spartans	<ul style="list-style-type: none"> • Can I use some dates and historical terms when ordering events and objects? • Can I demonstrate awareness that the past can be divided into different periods of time? • Can I explore trends and changes over time? • Can I use sources to address historically valid questions? • Can I recognise that our knowledge of the past is constructed from different sources of evidence? • Can I recognise that different versions of past events may exist? • Can I describe some of the ways the past can be represented? • Can I discuss some historical events, issues, connections and changes? • Can I select and organise historical information to present in a range of ways?

			<ul style="list-style-type: none"> • Can I use relevant historical terms and vocabulary linked to chronology? • Can I demonstrate knowledge of Ancient Greece including Greek life and achievements and their influence on the western world?
Beyond 1066: The Victorians	<ul style="list-style-type: none"> • The key inventions of the time • Industrial revolution • Workhouses • The monarchy • Schools and education • Health and hospitals 	Arithmetic Industry Industrial revolution Invention Livestock Migrate Reign Rural Revolution Typhoid	<ul style="list-style-type: none"> • Can I use some dates and historical terms when ordering events and objects? • Can I demonstrate awareness that the past can be divided into different periods of time? • Can I explore trends and changes over time? • Can I use sources to address historically valid questions? • Can I recognise that our knowledge of the past is constructed from different sources of evidence? • Can I recognise that different versions of past events may exist? • Can I describe some of the ways the past can be represented? • Can I discuss some historical events, issues, connections and changes? • Can I select and organise historical information to present in a range of ways? • Can I use relevant historical terms and vocabulary linked to chronology?