

Year 3 - Progression in History grid

Term Topic	Autumn Wonders of the UK	Spring Stones and Bones	Summer Voyages and discoveries
Theme	Our Community	Innovation and Discovery	Global Connections
Big question and key concept	Why was the Anderton boat lift built? (Change and continuity)	Stone age to Iron age in Britain Why did people start to live in settlements? (Cause and consequence)	Ancient Egypt What can we learn about people from Ancient Egypt from sources of evidence? (Interpreting ideas)
Prior knowledge (from year 2)	From y1 - significant people of Northwich (Robert Verdin). From y2 - know how buildings in the area have changed.	Understand from previous learning that some areas have changed (London). Know that people, places and objects can change over time. Know that evidence can help us learn about the past (e.g. pictures/books)	Know from class assemblies some of the vocabulary associated with Ancient Egypt (through songs) Know that there were different eras in time. Know that sources and evidence help us learn about the past
Prior skills (from year 2)	Sequence artefacts close together in time. Use a source to answer historical questions about the past.	Use of pictures, text and other evidence to observe or handle sources to answer questions about the past based on simple observations. Sequence artefacts closer together in time. Identify differences between ways of life at different times.	Use of pictures, text and other evidence to observe or handle sources to answer questions about the past based on simple observations. Compare 2 versions of a past event Compare pictures of people or events in the past Identify differences between ways of life at different times.
Key vocabulary	First hand/primary sources of evidence Change Impact	Pre-history Stone Age Iron Age Settlements Hunter -gatherer	Archaeologist Civilisations Primary evidence Secondary evidence
NC Statutory Requirements	To continue to develop historically secure knowledge of British, local and world history. To 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. Local history study: The Anderton boat lift	To learn about changes in Britain from the Stone Age to the Iron Age. To 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. Construct informed responses that involve thoughtful selection and organisation of relevant historical information.	The achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and a depth study of...Ancient Egypt... Construct informed responses that involve thoughtful selection and organisation of relevant historical information.
Skills covered	Chronological understanding Place the time studied on a timeline. Use date and terms related to the study unit and passing of time. Range and depth of historical knowledge Identify reasons for and result of people's actions. Historical enquiry Use library and the internet for research. Select and record information relevant to the subject.	Chronological understanding Place the time studied on a timeline. Use date and terms related to the study unit and passing of time. Range and depth of historical knowledge Compare with our life today. Find out about everyday lives of people in time studied. Historical enquiry Begin to use the library and internet for research. Observe small details - artefacts, pictures. Interpretations of history Identify and give reasons for different ways the past is represented	Chronological understanding Sequence several events or artefacts. Range and depth of historical knowledge Identify reasons for and results of people's actions. Understand why people may have wanted to do something. Historical enquiry Select and record information relevant to the study. Use a range of sources to find out about a period. Interpretations of history Distinguish between different sources-compare different versions of the same story Look at representations of the period
Key Performance Indicators	I know how the purpose of the boat lift has changed over time. I can explain why the Anderton Boat lift changed the transport of goods in British history. Sources - photographs	I can explain some of the challenges faced by early man and how they overcame these challenges. I can support my opinion using because and provide evidence. Sources - artefacts, paintings	I know some achievements of the Ancient Egyptian civilisation though using and comparing a range of sources to find out about this period of time. Sources - artefacts, photos
Lessons covered	<ol style="list-style-type: none"> Timeline of the boat lift 1875 opened, 1908 improved, 2001 restoration complete and 2023 worked on. I can say when and why the Anderton boat lift was built. What was the purpose of the boat lift? How does it work and how has it changed over time - (DT link) Possible visit to the Anderton Boat Lift	<ol style="list-style-type: none"> I can handle artefacts and explain what their uses are. I understand where in time the Stone Age happened (Palaeolithic, Mesolithic and Neolithic) I understand the survival struggles faced by early man I know what the role of hunters and gatherers were I can suggest reasons why people started to live in settlements - Skara Brae I know how homes changed over time - label a Bronze Age and Iron Age round house. I understand some Bronze Age ways of life (e.g. technology, travel or religion - Stonehenge) 	<ol style="list-style-type: none"> I can describe the life of a Pharaoh. I can describe the events of the Ancient Egyptian death ceremony. I know who Tutankhamun was and remember at least three key facts about him. I can explain why the river Nile was important to Ancient Egyptians. Possible visit: Workshop visit to school or Egyptian workshop at the World Museum in Liverpool.
Assessment	PKC: compare past and present classrooms	PKC: use a source to answer questions about the past	PKC: recall information about Neil Armstrong

Prior Knowledge Check	PP: draw 3 pictures showing how the use of ABL has changed over time	PP: draw 3 important roles people had in the stone age	PP: quiz with multi choice questions on kahoot
Progress Pause Final Assessment	FA: Answer the question: How did ABL change the transporting of goods in British history?	FA: show challenge cards of stone age man and discuss how they overcame these challenges and what they learnt	FA: After visiting the World Museum, write a passage about the artefacts seen and explain the significance of them.