

**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	Trailblazers
<b>Big question and key concept</b>	<b>Why was the Anderton boat lift built? (Change and continuity)</b>	<b>Stone age to Iron age in Britain Why did people start to live in settlements? (Cause and consequence)</b>	<b>Ancient Egypt What can we learn about people from Ancient Egypt from sources of evidence? (continuity and change)</b>	
<b>Prior knowledge (from year 2)</b>	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	
<b>Prior skills (from year 2)</b>	Sequence artefacts close together in time. I can sequence a number artefacts Use a source to answer historical questions about the past. I can use a source to answer 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. I can identify differences between ways of life at different times I can find answers to questions about the past based on simple observations	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.	
<b>Key vocabulary</b>	First hand/primary sources of evidence Change Impact	Pre-history Stone Age Iron Age Settlements Hunter-gatherer	Archaeologist Civilisations Primary evidence Secondary evidence	
<b>NC Statutory Requirements</b>	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.	
<b>Skills covered</b>	<b>Chronological understanding</b> Place the time studied on a timeline. Use date and terms related to the study unit and passing of time. <b>Range and depth of historical knowledge</b> Identify reasons for and result of people's actions. <b>Historical enquiry</b> Use library and the internet for research. Select and record information relevant to the subject.	<b>Chronological understanding</b> Place the time studied on a timeline. Use date and terms related to the study unit and passing of time. <b>Range and depth of historical knowledge</b> Compare with our life today. Find out about everyday lives of people in time studied. <b>Historical enquiry</b> Begin to use the library and internet for research. Observe small details - artefacts, pictures. <b>Interpretations of history</b> Identify and give reasons for different ways the past is represented	<b>Chronological understanding</b> Sequence several events or artefacts. <b>Range and depth of historical knowledge</b> Identify reasons for and results of people's actions. Understand why people may have wanted to do something. <b>Historical enquiry</b> Select and record information relevant to the study. Use a range of sources to find out about a period. <b>Interpretations of history</b> Distinguish between different sources-compare different versions of the same story Look at representations of the period	
<b>Key Performance Indicators</b>	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 by providing 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.  I can describe how some aspect of Ancient Egyptian life stayed the same over 3000 years but other things changed Sources - artefacts, photos	
<b>Lessons covered</b>	<ol style="list-style-type: none"> <li>Hook visit to the Boat Lift</li> <li>Our Community and Innovation and Discovery timeline</li> <li>Timeline of the boat lift</li> <li>Why was the boat lift built? How did goods get transported before the boat lift was built? What was its significance to transportation at that time? What did it do for local industry? (2 lessons)</li> <li>How does the boat lift work? How has this changed?</li> <li>What is the boat lift used for today? How has the area changed</li> </ol>	<ol style="list-style-type: none"> <li>I can handle artefacts and explain what their uses are.</li> <li>I understand where in time the Stone Age happened (Palaeolithic, Mesolithic and Neolithic)</li> <li>I understand the survival struggles faced by early man</li> <li>I know what the role of hunters and gatherers were</li> <li>I can suggest reasons why people started to live in settlements - Skara Brae</li> <li>I know how homes changed over time - label a Bronze Age and Iron Age round house.</li> <li>I understand some Bronze Age ways of life (e.g. technology, travel or religion - Stonehenge)</li> </ol>	<ol style="list-style-type: none"> <li>PLC and Hook lesson - visitor/video of parade of kings</li> <li>Timeline lesson- global connections and trailblazers</li> <li>The three kingdoms - introduction of laws and taxes and the impact that has on modern life</li> <li>The River Nile - where they lived and why that was important (could link to ABL on Weaver)</li> <li>Modern day Nile - similarities and differences and the impact on farming/transport</li> <li>Howard Carter - his life - why is he a trailblazer?</li> <li>Howard Carter and his significance in what we know about AE</li> <li>Rosetta Stone and writing - how has tis changed over time?</li> <li>Death and AE</li> </ol>	

			10. Changes and continuity over 3000 years
<b>Assessment questions</b>	<p>What is Anderton Boat Lift?</p> <p>Why was it an innovation?</p> <p>When was the boat lift built and why?</p> <p>What was the impact on industry in the local area?</p> <p>How has the boat lift changed over time?</p> <p>How has its use changed over time?</p> <p>What is the impact of the boat lift for our community today?</p>	<p>When was the Stone Age?</p> <p>What was life like for stone age man?</p> <p>What problems did stone age man face?</p> <p>How did he overcome these problems?</p> <p>Why did people start to live in settlements?</p> <p>What is the impact of this on my life?</p> <p>How did stone age man's discoveries help me in my life?</p>	<p>What were the three kingdoms?</p> <p>Why were civilisations built on the Nile?</p> <p>Why was this important?</p> <p>Who were the Pharaohs? Why were they significant?</p> <p>Who was Howard Carter?</p> <p>Why was he a trailblazer? What was his significance?</p> <p>How did AE change over 3000 year?</p> <p>What stayed the same?</p>