

Objectives	Historical Skills. National Curriculum.	Vocabulary and Curriculum Links
Autumn What was it like to live in Britain during World War 2? (British History beyond 1066) • When did World War 2 take place? • When and why did WW2 start? How long did the war last? • What countries were involved in WW2 and who were the leaders? • What was evacuation WW2? • Who was evacuated and where to? • What was rationing in WW2, why was it introduced? • What was the role of women during WW2? • What is propaganda? • What happened during the air raids?	Year 3 Areas of study: Knowledge and understanding of events, people and changes in the past. • Use evidence to describe the culture and leisure activities from the past. • Use evidence to describe the clothes, way of life and actions of people in the past. • Use evidence to describe buildings and their uses of people from the past. Historical enquiry. • Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites as evidence about the past. • Ask questions and find answers about the past.	Europe Germany Great Britain evacuation evacuees propaganda allies rationing Soldiers uniform tanks bombs Army Air Force Navy Leaders Prime Minister Science- diet and healthy eating Geography-locations of countries around the world, mapwork. DT- Constructing Anderson Shelters Art Propaganda Posters.
Spring How did Britain change from the Stone Age to the Iron Age? • Timeline- when was the Stone Age? What was before/ after? When was the Iron Age? Why did they have these names? • Investigate- shelters, habitats, dwellings, caves and wooden shelters. • What was a Hunter-gatherer? Tools used, materials, food, clothes, jewellery. How the whole hunted animal was used. • Why did people move? Weather and resources.	Chronological understanding. • Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) • Use a timeline to place historical events in chronological order. • Describe dates of and order significant events from the period studied. Historical interpretation. • Explore the idea that there are different accounts of history.	Hunter-gatherer weapons dwellings shelter Skara Brae cave scavenge settlement monolith Stone Henge archaeologists artefacts Neolithic Iron Age Stone Age Names of animals hunted Art- Cave paintings DT- constructing models of Stone Henge Geography- location of settlements cave paintings around the world

Curriculum Vocabulary. History Year 3

• What is a cave painting? Where can they be found? What do they tell us? • How can we use artefacts to find out about the Stone/ Iron Ages. • What was the settlement like at Skara Brae? Summer Where and when did the first civilisations appear? Focus on the achievements of Ancient Egypt. • Who were the Ancient Egyptians? Where and when did they live? Timeline of key dates and events. • What was life like for rich and poor in Ancient Egypt? Compare and contrast Pharaoh and ordinary people. • Why was the River Nile so important in Ancient Egypt? Transport, irrigation, farming. • Who ruled in Ancient Egypt? Pharaohs, Tutankhamen, Howard Carter, treasures, hieroglyphics. • What was religion like in Ancient Egypt? What did the Ancient Egyptians believe? • What did the Ancient Egyptians do for fun? Pastimes and leisure activities.	Organisation and communication. • Communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.	Pharaoh River Nile Tutankhamen Howard Carter hieroglyphics pyramids artefacts archaeologists names of different gods temples slaves shaduf transport Art- hieroglyphics DT- Egyptian architecture Geography- location of Egypt on the world map, climates. English- Read to Write unit on Egyptology
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