



## Year 3 History Progression of Knowledge & Skills



National Curriculum	Year 3 Progression of Knowledge and Skills
<b>Hi2/1.1 Pre-Roman Britain (Year 3)</b> Pupils should be taught about changes in Britain from the Stone Age to the Iron Age	<ul style="list-style-type: none"><li>• I <b>know</b> that a timeline can be divided into BC (Before Christ) and AD (Anno Domini)</li><li>• I <b>understand</b> that The Stone and Bronze Ages were BC.</li><li>• I <b>understand</b> that the Iron Age spanned over BC and AD.</li><li>• I can <b>use</b> a timeline to show how the Stone/Bronze/Iron age 'fit' into history.</li><li>• I can <b>order</b> key events and dates and periods throughout the Stone to Iron Age.</li><li>• I can <b>ask</b> questions and find answers about the past.</li><li>• I can <b>identify</b> and <b>explain</b> key aspects of life in the Stone Age, Bronze and Iron Age.</li><li>• I can <b>use</b> a range of sources to evidence and describe towns and cities in the past and their uses and I can <b>discuss</b> the reliability.</li><li>• I can <b>evaluate</b> the lasting impact the Stone Age, Bronze Age and Iron Age had on Britain.</li><li>• I can <b>communicate</b> ideas about the past using different methods of recording.</li></ul> <p><b>Vocabulary: Stone Age:</b> Paleolithic period, Mesolithic period, Neolithic period, Stonehenge, Skara Brae <b>Bronze Age:</b> hill forts <b>Iron Age:</b> Roman, Britain, settlements, weapons agriculture, chronology, crop, flint, pre-historic BC (Before Christ) , AD (Anno Domini)</p>
<b>Hi2/1.2 Roman Britain (Year 3)</b> Pupils should be taught about the Roman empire and its impact on Britain	<ul style="list-style-type: none"><li>• I <b>know</b> that a timeline can be divided into BC (Before Christ) and AD (Anno Domini)</li><li>• I <b>understand</b> that the Roman Empire spanned over BC and AD.</li><li>• I can <b>use</b> a timeline to show how the Roman Empire 'fit' into history.</li><li>• I can <b>ask</b> questions and find answers about the past.</li><li>• I can <b>order</b> key events and dates and periods throughout the period of the Roman Empire</li><li>• I can <b>identify</b> and <b>explain</b> key aspects of life in Roman Britain.</li><li>• I can <b>explore</b> the idea that there are different accounts of history</li><li>• I can <b>use</b> a range of sources and can <b>discuss</b> their reliability.</li><li>• I can <b>evaluate</b> the lasting impact the Roman invasion had on Britain.</li><li>• I can <b>communicate</b> ideas about the past using different methods of recording</li></ul> <p><b>Vocabulary:</b> Ancient Rome, Roman Empire, Julius Caesar, Emperor Claudius, invasion, army Celt Britain, Boudicca/Boudica, roundhouse, bath house, Roman Villa BC (Before Christ) , AD (Anno Domini)</p>

<p><b>Hi2/2.1 Local History (All Years)</b> Pupils should be taught about an aspect of local history</p>	<ul style="list-style-type: none"> <li>• I can <b>use</b> a timeline to show how the Victorian Era 'fits' into history.</li> <li>• I <b>know</b> Britain was the first country in the world to have an industrial revolution.</li> <li>• I can <b>ask</b> questions and find answers about the past.</li> <li>• I can <b>order</b> key events and dates and periods throughout the Victorian Era</li> <li>• I can <b>identify</b> and <b>explain</b> key aspects of life in the Victorian</li> <li>• I can <b>use</b> a range of sources and discuss their reliability.</li> <li>• I can <b>evaluate</b> the lasting impact the Victorians had on Ashford and the surrounding areas.</li> <li>• I can <b>communicate</b> ideas about the past using different methods of recording</li> </ul>
	<p><b>Vocabulary:</b> Victorians, Queen Victoria, Prince Albert, Monarch, coronation, workhouse, urban, servant, slum, poverty, railway, British Empire, Industrial Revolution, government, law</p>

Assessment End Points Year 3	
Knowledge	Skills
<ul style="list-style-type: none"> <li>• I know how to place a number of events, objects, themes and people from topics I have studied on a timeline that is divided into 'BC'/'BCE' and 'AD'/'CE'.</li> <li>• I know why some people and events were historically important.</li> </ul>	<ul style="list-style-type: none"> <li>• I can include detail when I talk or write about the past and make connections with features of other periods I have studied (Stone Age to Iron Age).</li> <li>• I can describe some changes in the historical period I am studying.</li> <li>• I can identify the usefulness and accuracy of different primary and secondary sources of evidence.</li> </ul>