



Peel Hall Primary School

Year 3 Overview

| | | Year 3 (KS2 National Curriculum) | Local History History of Little Hulton | UK History Prehistoric Britain | World History Ancient Egypt |
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| | | King/Queen during this time | | | |
| Skills | Chronology | <ul style="list-style-type: none"> Develop a chronologically secure knowledge and understanding of British, local and world history. Have an overview of where and when the first civilizations appeared. | <ul style="list-style-type: none"> Use words like; century, decade, Place periods studied on a timeline (including periods in history taught in KS1) using relevant dates. | <ul style="list-style-type: none"> Use words like; prehistoric civilisation, BC, AD Place periods studied on a timeline (including periods in history taught in KS1) using relevant dates. Can place early civilisations in the correct order | <ul style="list-style-type: none"> Use words like; Roman, BC, AD Place periods studied on a timeline (including periods in history taught in KS1) using relevant dates. |
| | Historical Enquiry | <ul style="list-style-type: none"> Understand how our knowledge of the past is constructed from a range of sources Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference and significance. | <ul style="list-style-type: none"> Know that we can find about the past from cave paintings, archaeological finds.(as well as ways learnt about in KS1) Use more than one source of information to develop knowledge about the past. Begin to use different sources to ask historically valid questions about change cause similarity difference and significance. | | |
| Knowledge | Continuity and Change/Similarity and difference. | <ul style="list-style-type: none"> Note connections, contrasts and trends over time. The achievements of the earliest civilizations-an overview of where and when the first civilizations appeared and a depth study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 and a local history unit. | <ul style="list-style-type: none"> Know the reasons why Little Hulton has changed from a hamlet to the small town it is today. What are the oldest buildings in Little Hulton and why were they constructed? | <ul style="list-style-type: none"> Understand significant changes from Stone Age to Iron Age in inventions, work and leisure. | <ul style="list-style-type: none"> What changes were present in the different kingdoms during the Egyptian times? Did life ever improve for the poorer members of society or did they constantly face challenges? |
| | Achievements and follies. Cause and consequence Legacy | | <ul style="list-style-type: none"> How have shops and buildings changed? Use sources of oral history to find out what it was like in Little Hulton in the past? How did people spend their time and how is it different from today? | <ul style="list-style-type: none"> Understand the achievements in society from Stone to Iron Age. How these changes influenced future generations? | <ul style="list-style-type: none"> Why are we lucky enough to see artefacts from this period despite it being such a long time ago? What is the Ancient Egyptian legacy and why is it still found so fascinating today? |



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| Communication | How knowledge is shared. | <ul style="list-style-type: none">• Construct informed responses that involve thoughtful selection and organisation of relevant historical information.• Use historical terms. | <ul style="list-style-type: none">• Can retell significant events both orally and in writing and can say what impact this had on the future.• Can write short pieces through diary entries, stories, flashbacks, recount of a trip, newspaper articles, and fact files-using historical language throughout. |
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