
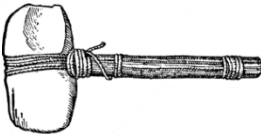



| History Unit of Work Year 3 Autumn | | | |
|--|---|---|--|
| Unit | Prior learning (Retrieval) | Future learning | Common Misconceptions |
| <div>Earliest Civilisations/</div> | <ul style="list-style-type: none">KS1 – Awareness of the past, its events and legacy (what is lost and what remainsMedieval Castles (Y1) | <ul style="list-style-type: none">Ancient Britons: Compare the same time period in different places (Spring)Ancient Greeks (Y4)Ancient Maya (Y5) | <ul style="list-style-type: none"> <p>Please record any misconceptions you come across during teaching and pass on to A Wood</p> |
| | National Curriculum Subject Content: | | |
| | <ul style="list-style-type: none">Pupils should be taught about: the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient ChinaPupils should 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.They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources. | | |
| Historical Enquiry | | | |
| What was the most significant advancement for the Ancient civilisations? | | | |
| Key Concepts | | | |
| significance, similarity , difference , continuity, change , cause, consequence, interpretation , democracy/justice, civilisation/settlement , religion/faith , conflict/invasion | | | |
| : | Knowledge (1-6) | | Key Vocabulary |
| Intended Substantive Knowledge | <ol style="list-style-type: none">Know where and when the Ancient Civilisations appeared across the worldKnow what these early civilisations achieved (cities, trade, agriculture, architecture)Know that the Ancient Egyptians outlasted the other ancient civilisations studiedKnow what was important to people during Ancient Egyptian times (trade, river, hierarchy)Know that the Ancient Egyptians worshiped their gods through sacrifice and believed in afterlife through mummificationKnow that Ancient Egyptians developed paper and writing for communication | | achievement, ancient, Sumer, Indus Valley, Egypt, Shang Dynasty, city/cities, trade, agriculture, architecture, worship, sacrifice |
| | Working Historically (1-6) | | Key Vocabulary |
| Intended Disciplinary Knowledge | <ol style="list-style-type: none">Using secondary sources, construct a timeline of ancient civilisationsExplain what the civilisations achieved using sources of evidenceUnderstand how the length of a civilisation is interpreted in different ways from evidenceAnswer historical questions about importance during Ancient Egyptian timesUse sources of evidence to understand the influence gods had on Ancient EgyptiansDiscuss the advancements made and interpret significance to the early civilisations | | BC/AD, compare/contrast, artefact, sequence, impact, trends, remains/lost |
| Assessment Outcomes | | | |
| <u>Substantive</u> <ul style="list-style-type: none">Know about and name some of the advanced societies that were in the world around 3000 years agoKnow where in the world the Ancient Civilisations livedKnow about the key features of Ancient EgyptKnow about the influence that gods had on the Ancient EgyptiansKnow why paper was so important in early civilisations | | <u>Disciplinary</u> <ul style="list-style-type: none">Interpretation: I can describe how the past can be represented in different ways.Enquiry: I can use one or more sources of information to help me answer questions about the pastCommunication: I can write sentences to describe some of the main events, people and changes | |
| Significant people/places | | | |

| History Unit of Work Year 3 Spring | | | |
|--|---|--|---|
| Unit | Prior learning (Retrieval) | Future learning | Common Misconceptions |
| <div>Ancient Britons</div>  | <ul style="list-style-type: none">Ancient Civilisations: Compare the same time period in different places (Autumn) | <ul style="list-style-type: none">Chronological British History: Romans in Britain (Y4)Anglo Saxons and Vikings (Y5) | <ul style="list-style-type: none">??? <p>Please record any misconceptions you come across during teaching and pass on to A Wood</p> |
| | National Curriculum Subject Content: | | |
| | <ul style="list-style-type: none">Pupils should be taught about: changes in Britain from the Stone Age to the Iron AgePupils should 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.They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources. | | |
| Historical Enquiry | | | |
| Who were the earliest people in Britain? | | | |
| Key Concepts | | | |
| significance, similarity , difference , continuity, change, cause , consequence , interpretation, democracy/justice , civilisation/settlement, religion/faith, conflict/invasion | | | |
| : | Knowledge (1-6) | | Key Vocabulary |
| Intended Substantive Knowledge | <ul style="list-style-type: none">7. Know how the Stone Age is named and the crucial tools used8. Know what is meant by ‘hunter-gatherers’9. Know how Skara Brae was discovered, what was found and what wasn’t10. Know what changed during the Bronze and Iron Ages (how metal was found and used)11. Know why children worked in copper mines12. Know that Iron Age people needed to defend their homes and how they did this | | hunter gatherers, Stone Age, Bronze Age, Iron Age, prehistoric, ancient, roundhouse, Skara Brae, tool use, copper mine |
| | Working Historically (1-6) | | Key Vocabulary |
| Intended Disciplinary Knowledge | <ul style="list-style-type: none">7. Collaboratively devise historical questions about life in the Stone Age8. Explain how Stone Age people lived based on evidence9. Understand how finds at Skara Brae were interpreted based on historical interpretation (what remains and what is lost)10. Ask questions about the change and consequence of Bronze and Iron Age discoveries11. Explain why copper mining was crucial and significant to people at this time12. Understand how some knowledge of Iron Age druids may be unreliable | | BC/AD, primary source, secondary source, chronological, archaeology, period/era, remains/lost, evidence, connections |
| Assessment Outcomes | | | |
| Substantive <ul style="list-style-type: none">Know how Britain changed between the beginning of the stone age and iron ageKnow the main differences between the stone, bronze and iron ages.Know how early life was different in Britain to the rest of the worldKnow that some historical evidence remains to this day and some is lost | | Disciplinary <ul style="list-style-type: none">Interpretation: I can describe how the past can be represented in different waysEnquiry: I can collaboratively devise historically valid questionsCommunication: I can present recalled or selected information in a variety of ways | |
| Significant people/places | | | |

| History Unit of Work Year 3 Summer | | | |
|--|--|---|---|
| Unit | Prior learning (Retrieval) | Future learning | Common Misconceptions |
| <div>Soap works in Widnes</div> <div></div> | <ul style="list-style-type: none">Our Queens: Victoria (Y2)Local History: Medieval Castles (Y1) | <ul style="list-style-type: none">British Railways: Victorians (Y4) | <ul style="list-style-type: none">??? <p>Please record any misconceptions you come across during teaching and pass on to A Wood</p> |
| | National Curriculum Subject Content: | | |
| | <ul style="list-style-type: none">Pupils should be taught about: a local history study; a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.Pupils should 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.They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources. | | |
| Historical Enquiry | | | |
| How did John Hutchinson & William Gossage put Widnes on the map? | | | |
| Key Concepts | | | |
| significance, similarity, difference, continuity, change, cause, consequence, interpretation, democracy/justice, civilisation/settlement, religion/faith, conflict/invasion | | | |
| : | Knowledge (1-6) | | Key Vocabulary |
| Intended Substantive Knowledge | 13. Know what life in Widnes was like during the Victorian times 14. Know that John Hutchinson built a factory in Widnes in 1848 15. Know that William Gossage built an alkali works in Widnes in 1850 16. Know why Irish refugees had moved to Widnes at this time 17. Know how soap was produced in Victorian Britain 18. Know the impact and significance of these factories in Widnes | | Widnes, Victorian era, John Hutchinson, William Gossage, refugee, factory, factories, alkali, Catalyst Museum |
| | Working Historically (1-6) | | Key Vocabulary |
| Intended Disciplinary Knowledge | 13. Devise historical questions about what life was like in our town in the Victorian era 14. Evaluate sources of evidence that still exist or are recorded 15. Interpret from these sources the growth and effect of the factories on the town 16. Explain the motivation of refugees from secondary sources 17. Demonstrate and explain practically the process of Victorian soap production 18. Devise historically valid questions about impact and significance of industrialisation | | source, question, reason, century, decade, fact/opinion, influence, impact |
| Assessment Outcomes | | | |
| <u>Substantive</u> <ul style="list-style-type: none">Know about the history of a place and its different uses throughout timeKnow about a period of history that has strong connections to my locality and understand issues related with this periodKnow about the Industrial past of our town and that soap was manufactured hereKnow why a factory has been repurposed as a museum | | <u>Disciplinary</u> <ul style="list-style-type: none">Interpretation: I can evaluate and carefully interpret a range of historical sources to find relevant historical information.Enquiry: I can collaboratively devise historically valid questionsCommunication: I can present recalled or selected information in a variety of ways | |
| Significant people/places | William Gossage, John Hutchinson, Catalyst Museum, Spike Island | | |