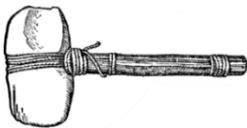


History Unit of Work Year 3 Autumn			
Unit	Prior learning (Retrieval)	Future learning	Common Misconceptions
Earliest Civilisations/ 	<ul style="list-style-type: none"> KS1 – Awareness of the past, its events and legacy (what is lost and what remains) Medieval Castles (Y1) 	<ul style="list-style-type: none"> Ancient Britons: Compare the same time period in different places (Spring) Ancient Greeks (Y4) Ancient Maya (Y5) 	<ul style="list-style-type: none"> Please record any misconceptions you come across during teaching and pass on to A Wood
	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 China 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			
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 world Know what these early civilisations achieved (cities, trade, agriculture, architecture) Know that the Ancient Egyptians outlasted the other ancient civilisations studied Know 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 mummification Know 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 civilisations Explain what the civilisations achieved using sources of evidence Understand how the length of a civilisation is interpreted in different ways from evidence Answer historical questions about importance during Ancient Egyptian times Use sources of evidence to understand the influence gods had on Ancient Egyptians Discuss the advancements made and interpret significance to the early civilisations 		BC/AD, compare/contrast, artefact, sequence, impact, trends, remains/lost
Assessment Outcomes			
Substantive <ul style="list-style-type: none"> Know about and name some of the advanced societies that were in the world around 3000 years ago Know where in the world the Ancient Civilisations lived Know about the key features of Ancient Egypt Know about the influence that gods had on the Ancient Egyptians Know why paper was so important in early civilisations 		Disciplinary <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 past Communication: 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
Ancient Britons 	<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 Age 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			
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	<ol style="list-style-type: none"> Know how the Stone Age is named and the crucial tools used Know what is meant by 'hunter-gatherers' Know how Skara Brae was discovered, what was found and what wasn't Know what changed during the Bronze and Iron Ages (how metal was found and used) Know why children worked in copper mines 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	<ol style="list-style-type: none"> Collaboratively devise historical questions about life in the Stone Age Explain how Stone Age people lived based on evidence Understand how finds at Skara Brae were interpreted based on historical interpretation (what remains and what is lost) Ask questions about the change and consequence of Bronze and Iron Age discoveries Explain why copper mining was crucial and significant to people at this time 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			
<u>Substantive</u> <ul style="list-style-type: none"> Know how Britain changed between the beginning of the stone age and iron age Know the main differences between the stone, bronze and iron ages. Know how early life was different in Britain to the rest of the world Know that some historical evidence remains to this day and some is lost 		<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 collaboratively devise historically valid questions Communication: 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
Soap works in Widnes 	<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"> • ??? Please record any misconceptions you come across during teaching and pass on to A Wood
	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			
Substantive		Disciplinary	
<ul style="list-style-type: none"> • Know about the history of a place and its different uses throughout time • Know about a period of history that has strong connections to my locality and understand issues related with this period • Know about the Industrial past of our town and that soap was manufactured here • Know why a factory has been repurposed as a museum 		<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 questions • Communication: I can present recalled or selected information in a variety of ways 	
Significant people/places	William Gossage, John Hutchinson, Catalyst Museum, Spike Island		