

History Curriculum Coverage Year 3

Progression		Intent		Implementation		Impact	
Skills the children should already have	Autumn 1 Mary Anning Dinosaurs & fossils	Spring 2 History of Plymouth	Summer 2 Romans	How will this be taught?	What skills knowledge will children have acquired?	Key vocabulary	Key Questions
<p><i>Understand sequences of events that leading to historically significant events.</i></p> <p><i>Know and explain the importance of famous people on history.</i></p> <p><i>Compare historical figures.</i></p> <p><i>Place the events on a timeline in chronological order.</i></p> <p><i>Compare changes for explorers in different periods of history.</i></p>	<p>Understand lives of significant historical figures - Mary Anning</p> <p>NC - Know some facts about the lives of significant individuals in the past who have contributed to national and international achievements.</p>	<p>A local history study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.</p> <p>NC - Develop knowledge of local history. Note changes over time. Understand knowledge is constructed from a range of sources. Use sources to answer questions.</p>	<p>Develop a secure knowledge and understanding of the Roman Empire and its impact on Britain.</p> <p>NC – Construct responses, selecting and organising information. Understand knowledge is constructed from a range of sources. Note changes over time. Use sources to answer questions.</p>	<p>Enquiry: detective work; questioning, investigating, discussing possibilities Oral history, eye-witness accounts, memories Story: the narrative of history Observation: of artefacts and pictures Drama and role-play to foster imagination and empathy Time traveler visits Time capsule</p>	<p>To be able to compare different times in history.</p> <p>To understand chronology.</p> <p>To describe environments and creatures from a different time period.</p> <p>To research historical events.</p> <p>To understand and explain significant historical events.</p> <p>To understand there may be different accounts of the same events.</p>	<p>Jurassic, palaeontology, chronology, fossil, extinct.</p> <p>Local, population, primary source, secondary source, enquiry.</p> <p>Roman, empire, invasion, settlement, Boudicca, rebellion, colosseum, gladiators,</p>	<p>Who was Mary Anning? What time period is she from? Where did she live? Why is she famous? What were dinosaurs? When did they exist? What was Earth like at the time of the dinosaurs? Why did dinosaurs become extinct?</p> <p>How has Plymouth changed? Why did the Pilgrim fathers leave? Where were they going? Why do people have different opinions about the same event?</p> <p>Where did the Roman Empire begin? Why was the Roman Empire so successful? Which famous Roman landmarks can we visit today? What was Roman life like? Who was Boudicca and what did she do?</p>