



LEAS PARK JUNIOR SCHOOL - Curriculum Progression Map

Year Group: 3

Subject: History

Topic/ Unit Curriculum Strand	Autumn: No History unit studied	Spring: Changes in Britain from the Stone Age, to the Iron Age (1)	Summer: Roman Empire and its impact on Britain (2)
Chronological understanding	<p>Children can...</p> <ul style="list-style-type: none"> Identify the time studied on a timeline of British History (1/2) Use dates related to the time periods studied (1/2) Sequence several events or artefacts within a specific time period (1/2) Track the history of the local area within the context of wider historical events (1/2) Identify some ways that places and people have changed over time, and begin to suggest reasons for these changes (1/2) <p>Children know...</p> <ul style="list-style-type: none"> How Britain changed during the Stone Age, Bronze Age and Iron Age (1) What the Roman empire was and the impact it had on Britain (2) What life was like in the local area during Prehistoric Britain (Creswell Crags) and Roman Britain (Villa in Mansfield Woodhouse) (1/2) 		
Historical terms and concepts	<p>Children can...</p> <ul style="list-style-type: none"> Compare the everyday lives of people in the times studied with our life today (1/2) Identify some causes and consequences of people's actions (1/2) Understand why people may have wanted or needed to do something (1/2) Identify some ways our lives today have been shaped by events in the past, for example Roman architecture and road design (2) Use and understand appropriate historical vocabulary to communicate information such as Prehistoric, time period, timeline, century, BC, AD, ancient, empire, artefact, historian (1/2) Communicate knowledge and understanding in a variety of ways - discussions, models and different genres of writing including letters, recounts, diaries (1/2) <p>Children know...</p> <ul style="list-style-type: none"> Why early man moved from a hunter-gatherer lifestyle to farming, and how this developed into communities like the Hill Fort at Maiden Castle (1) What everyday life (farming, art, tools) was like in each of the Ages of Prehistoric Britain, and how this is different to life today (1) What the Roman Empire was and how it spread across Europe (2) Who Julius Caesar and Boudicca were, and the roles they played in the Roman invasion of Britain (2) What everyday life (food, technology, jobs/roles) was like for wealthy and poor people in Roman Britain, and how this is different to life today (2) The impact of the Roman empire on Britain today (religion, architecture) (2) 		
Historical enquiry	<p>Children can...</p> <ul style="list-style-type: none"> Use a range of sources to find answers to questions about the past (1/2) Observe small details in artefacts and pictures (1) Select and record information relevant to the study (1/2) Begin to suggest and compare different sources of information about the past (1/2) Begin to use the library and internet for research (1/2) <p>Children know...</p> <ul style="list-style-type: none"> What an artefact is (1) That not all periods of history have written or photographic evidence (1/2) Examples of historical evidence from Prehistoric Britain (1) and the Roman empire (2) 		

Historical perspectives / interpretations of History	<p>Children can...</p> <ul style="list-style-type: none">• Distinguish between and compare different sources of information (1/2)• Compare two different versions of the same event or story in history (2)• Identify and give reasons for different ways in which the past is represented (2) <p>Children know...</p> <ul style="list-style-type: none">• Different people have different opinions about historical events and people (1/2)• Two different interpretations of the Roman invasion of Britain, and some of the reasons they may be different (2)
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