

# HISTORY AND GEOGRAPHY – YEAR 3

	AUTUMN	SPRING	SUMMER
1 <sup>ST</sup> HALF TERM	<p>HISTORY</p> <p><b>Changes from the Stone Age to Iron Age</b></p> <ul style="list-style-type: none"> <li>• Chronology</li> <li>• Enquiry</li> <li>• Similarity and Difference</li> </ul> <ul style="list-style-type: none"> <li>• Order key points on a timeline chronologically- changes in Britain from the Stone Age to the Iron Age</li> <li>• Using artefacts, grasp how life was very different in this period and their beliefs.</li> <li>• Understand that across the period there were many changes, particularly when different materials were introduced, and most importantly, farming.</li> <li>• changes in Britain from the Stone Age to the Iron Age This could include: -late Neolithic hunter-gatherers and early farmers, for example, Skara Brae -Bronze Age religion, technology and travel, for example, Stonehenge -Iron Age hill forts: tribal kingdoms, farming, art and culture</li> </ul>	<p>HISTORY</p> <p><b>Roman Empire and its impact on Britain</b></p> <ul style="list-style-type: none"> <li>• Cause and consequence</li> <li>• Enquiry</li> <li>• Interpretation</li> <li>• Change and continuity</li> </ul> <ul style="list-style-type: none"> <li>• Motivations that led to the Roman invasion and its impact on Britain.</li> <li>• Julius Caesar’s attempted invasion in 55-54BC</li> <li>• The Roman Empire by AD 42 and the power of its army- successful invasion by Claudius and conquest, including Hadrian’s Wall</li> <li>• Look at accounts from the battles and ask historical questions about the Roman army’s strategies.</li> <li>• Develop enquiry skills</li> <li>• British resistance</li> <li>• Analyse secondary sources which describe Boudicca and her revolt.</li> <li>• Justify opinions of the Romans and their legacy.</li> <li>• Impact of technology, culture and beliefs including early Christianity</li> </ul>	<p>HISTORY</p> <p><b>Anglo Saxons</b></p> <ul style="list-style-type: none"> <li>• Enquiry</li> <li>• Interpretation</li> <li>• Analysing and evaluating sources</li> </ul> <ul style="list-style-type: none"> <li>• Look at how Saxons settled in the UK.</li> <li>• Using photographs, learn about the types of housing and the food they ate.</li> <li>• Britain’s settlement by Anglo-Saxons and Scots</li> <li>• Roman withdrawal from Britain in c.AD 410 and the fall of the western Roman Empire</li> <li>• Scots invasions from Ireland to north Britain (now Scotland)- Anglo-Saxon invasions, settlements and kingdoms, place names and village life</li> <li>• Anglo-Saxon art and culture</li> <li>• Christian conversion</li> <li>• Canterbury, Iona and Lindisfarne</li> </ul>
2 <sup>ND</sup> HALF TERM	<p>GEOGRAPHY</p> <p><b>Can the earth shake, rattle and roll?</b></p> <ul style="list-style-type: none"> <li>• Describe and understand the key aspects of volcanoes and earthquakes and that the distribution of earthquakes and volcanoes follow a pattern</li> <li>• learn about the ‘Pacific Ring of Fire’.</li> </ul> <ul style="list-style-type: none"> <li>• The structure of the earth, looking particularly at the causes and distribution of earthquakes and volcanoes and their effects on landscape and people.</li> <li>• Introduction to ‘Pacific Ring of Fire’, the most active region on earth, and consider why people choose to live on the flanks of volcanoes and in earthquake zones when both can be life-threatening.</li> </ul>	<p>HISTORY</p> <p><b>Significant People and Events: Jane Goodall, Diane Fossey, Charles Darwin, David Attenborough (linked to Animals topic)</b></p> <p>The lives of significant individuals in the past who have contributed to national and international achievements. Use artefacts, pictures, stories, online sources and databases to find out about the past.</p> <p>Ask questions such as:</p> <ul style="list-style-type: none"> <li>• What was it like for people?</li> <li>• What happened?</li> <li>• How long ago?</li> </ul> <p>Describe significant people from the past. Recognise that there are reasons why people in the past acted as they did.</p>	

