



Year 3			
Unit of Work	NC Expectations:	Unit End Points:	Knowledge Organiser Facts:
<p>There's No Place Like Home (Autumn 1)</p>	<p>5. A local study - the place where we live.</p> <p><u>Chronology</u> *Develop a chronological secure knowledge and understanding of local history. *Making links between and across periods noting connections, contrasts, and trends over time.</p> <p><u>Events, people and changes</u> *Understanding some significant aspects of local history - expansion and changes in their local area.</p> <p><u>Communication</u> *Asking and devising valid questions related to change, cause, similarity, difference, and significance in the local area.</p> <p><u>Enquiry, interpretation and using sources</u> *Use sources to start devising historically valid questions about change, cause, similarity and difference, and significance in the local area.</p> <p>Topic Vocabulary- settlement, Ordnance Survey map date, logbook, marriage certificate, census, Christianity, Islam, Sikhism, Victorians, Queen Victoria, era</p> <p>Historical Vocabulary- chronological, duration, sequence, social, timescale, timeline, commemorate, anniversary, centenarian, narrative, remembrance, religious, culture, beliefs, achievements, artefacts, sources, primary source/evidence, secondary source/evidence, diversity, change, continuity, diversity, society, similarity/difference, Britain, British, Empires, Monarch(y), Millennium, migration, immigrant, emigrant.</p>	<ul style="list-style-type: none"> • Children can discuss, find and explore historical and modern images of their school. • Children can research historical images of their local area, using the library, photographs, and the internet. (Homework) • Children can compare historical images of the past with what they can see now. • Children can discuss what life was like for children in past Children to compare their lives with Victorian children. <p>End of Unit Outcome: To inspire pupils' curiosity and investigate about the local area.</p>	<ul style="list-style-type: none"> • What was Blackburn like in the past? • Can you share three facts about Frederick John Kempster. • What was life like for a working Victorian child? • What were the cotton mills like? • Why jobs did the children do in the cotton mills?

<p>Rock and Roll (Spring 1)</p>	<p>1. Changes in Britain from the Stone Age to the Iron Age.</p> <p><u>Chronology</u> *Making some links between and across periods, such as the similarities and differences between clothes, food, buildings or transport, identifying where some periods of The Stone Age fit into a chronological framework by noting connections, trends and contrasts over time.</p> <p><u>Events, people and changes</u> *Understanding some significant aspects of The Stone Age.</p> <p><u>Communication</u> *Construct informed responses that involve thoughtful selection and organisation of relevant historical information. When doing this they should use specialist terms like Ancient Britain, settlement, and vocabulary linked to the chronology of The Stone Age. Produce structured work that makes some connections, draws some contrasts, frame historically valid questions involving thoughtful selection and organisation of relevant historical information related to The Stone Age.</p> <p><u>Enquiry, interpretation and using sources</u> *Understand some of the methods of historical enquiry, and how evidence is used to make detailed observations, finding answers to questions about The Stone Age. Use some sources to start devising historically valid questions about this era's change and significance. Understand some of the methods of historical enquiry and how these can be used to make historical claims.</p> <p>Topic Vocabulary: agriculture, tools, technology, survival, mammoth, jewellery, sabre tooth tiger, club, axe, hammer stone, spear, cave</p> <p>Historical Vocabulary: Stone Age, hunter, gather, national, trends, migration, civilisation, events, Palaeolithic, Neolithic</p>	<ul style="list-style-type: none"> • Children can chronologically sequence the Stone Age. • Children know when each period started and ended. • Children can use sources, such as books and the internet to explain how we know about the Stone Age. • Through the use of artefacts, children can identify what tools and equipment were used in the Stone Age. • Children can describe how Stone Age people lived- Stone Age clothing and diet. • Children know the significance of Skara Brae is/was. • Children can compare the differences between modern Britain and the Stone Age Britain. <p>End of Unit Outcome: To inspire pupils' curiosity and investigate about national civilisations of the past.</p>	<ul style="list-style-type: none"> • Can you name each period of the Stone Age era, and put in the correct order? • What was the purpose of the tools they used in everyday life? • How did Stone Age people live? • Explain about their diet? • What is Skara Brae? • How and why Stonehenge was created?
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<p>What the Romans Did for Us (Summer 1)</p>	<p style="text-align: center;">2. The Roman Empire and its impact on Britain</p> <p><u>Chronology</u> *Show their increasing knowledge and understanding of the past by: *Making some links between and across periods, such as the similarities and differences between clothes, food, buildings or transport (e.g. between Roman Britain and other periods they have studied). Identifying where some periods studied fit into a chronological framework by noting connections, trends and contrasts over time.</p> <p><u>Events, people and changes</u> *Be able to describe some of the main events, people and periods they have studied by: Understanding some of the ways in which people's lives have shaped this nation. Describing how Britain has influenced and been influenced by the wider world. Understanding some significant aspects of history – nature of ancient civilisations; expansion of empires; characteristic features of non-European societies; achievements and follies of mankind.</p> <p><u>Communication</u> *Construct informed responses that involve thoughtful selection and organisation of relevant historical information. When doing this they should use specialist terms like Roman Britain, settlement, and vocabulary linked to chronology. Produce structured work that makes some connections, draws some contrasts, frame historically valid questions involving thoughtful selection and organisation of relevant historical information using appropriate dates and terms.</p> <p><u>Enquiry, interpretation and using sources</u> *Understand some of the methods of historical enquiry, and how evidence is used to make detailed observations, finding answers to questions about the past. Use some sources to start devising historically valid questions about change, cause, similarity and difference, and significance (e.g. the impact of Roman roads and foods). Understand some of the methods of historical enquiry and how these can be used to make historical claims (e.g. about Roman</p>	<ul style="list-style-type: none"> • Children can sequence the Roman period in comparison to time periods they have learnt so far. • Children to explain what Britain was like before the Romans invaded. Children show why Romans chose to invade Britain. • Children to find out who Boudicca was. • Children to identify Roman settlements and roads. • Children can describe how and why the Roman Empire began. • Children have researched the Romans using books and the internet and draw on evidence to explain their answers. • Children can explain how Britain changed/stayed the same since Roman times. • Children experience a visit to the Ribchester Museum and the Roman baths to know about how the Romans lived. <p>End of Unit Outcome: To inspire pupils' curiosity about past and present.</p>	<ul style="list-style-type: none"> • What was Britain like before the Romans invaded? • Why did the Romans choose to invade Britain? • Who was Boudicca? • Can you identify Roman settlements and roads? • How and why did the Roman Empire begin? • How did Britain changed/stay the same since Roman times?
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place names). Use sources as a basis for research from which they will begin to use information as evidence to test simple hypotheses. Identify some of the different ways in which the past can be represented, and that different versions of the past such as an event may exist (artist's pictures, museum displays, written sources).

Topic Vocabulary: Celts, Romans, soldiers, conquer, centurion, Emperor, Empires, Britain, BC, roads, settlements, archaeology, archaeologist, artefact, Iron age, conquest, evidence.

Historical Vocabulary: Historical, past, time, then, a long time ago, timeline, century, hundred, thousand, before/after, Britain, British, artefact, museum, compare, similar/different. When/why?

