

Autumn Term Year 3 History Overview

Key facts

The Stone Age is divided into three periods – Paleolithic (Old Stone Age), Mesolithic (Middle Stone Age), Neolithic (New Stone Age). It lasted for roughly 2.5 million years.

During this time, men were hunter-gatherers. People regularly moved around regularly in search for food. Tools were made of stone as well as wood, bone and leather. The period also saw beginnings of art with cave paintings. The first evidence of homes in Britain came from this period and the first canoes were made.

Climate change during the Stone Age caused animal life to go through several changes. The gradual development of agriculture and the domestication of animals during the Neolithic period meant people could live in settled communities.

Resources

Books
Photographs
Information from the internet
Stone Age artefacts

The Stone Age

Brief summary/ overview

Children will learn about the changes in Britain from the Stone Age to the Iron Age. Children will learn when the Stone Age was in comparison to other times in history and now. Considerations will be made about how the Stone Age contributes to today's society. Children will explore how people lived during that period and compare it with their lives today.

Prior Knowledge

Understand the concept of change over time and evidencing this using a timeline. Ask and answer questions from the past using historical terminology. Make links to a past society and compare similarities / differences. Understanding of chronology.

Key Vocabulary

Stone Age	Extinct
Iron Age	Tools
Chronology	Weapons
Mesolithic	
Palaeolithic	
Neolithic	
Woolly Mammoth	
Hunter gatherers	
Pre-historic	
Flint	

Cross curricular links/visits

Art –Cave Art, making jewellery
Computing – Research and enquiry
Forest School – Cooking on the fire

Spring Term Year 3 History Overview

Key facts

Rome was founded in 753BC by its first king, Romulus. It grew into a rich and powerful city during the next few hundred years. The Romans built such a huge empire and conquered new lands, thanks to their strong army.

During battle, a Roman soldier or 'legionary' first hurled his spear at the enemy, then he fought him with his sword. To protect himself, he carried a wooden shield and wore a metal helmet and armour. One of the most famous buildings left by the Ancient Romans is the Colosseum. This is where members of the public would come to watch sporting events and games, including battles between Roman gladiators!

Resources

Books
Photographs
Information from the internet
Roman artefacts

The Romans

Brief summary/ overview

This topic enables children to develop a chronologically secure understanding of the Roman Empire and its impact on Britain. Children will investigate how Britain became a civilised nation following the invasion of the Roman Army, and will also be able to identify the location of continents and countries around the World.

Prior Knowledge

Understand the concept of change over time and evidencing this using a timeline. Ask and answer questions from the past using historical terminology. Make links to a past society and compare similarities / differences.

Key Vocabulary

Empire	Settlement
Conquer	Armour
Emperor	Bath
Romulus	
Founding	
Remus	
Invasion	
Rome	
Italy	

Cross curricular links/visits

Geography – Use maps and atlases to locate the world's countries (Italy)
Art –Roman Mosaics
Computing – Research and enquiry

Summer Term Year 3 History Overview

Key facts

The ancient Maya people developed a writing and number system; studied and charted the stars and planets; invented three complex calendars to keep track of time; built impressive temples, palaces, monuments and cities; skilfully farmed the land and established a complex political system. The Maya civilisation came into being around 2000 BC and cities such as El Mirador became large and powerful from 300 BC onwards. By around AD 900, cities in the rainforest were abandoned and people moved up north to the highlands of Guatemala and the Yucatan. This was because there was an extensive drought in the area that lasted a long time and people needed to move out of the rainforest. Cities like Chichen Itza were still thriving in AD 1000 and the Maya civilisation was still in existence in AD 1500.

Resources

Books
Photographs
Information from the internet
Mayan artefacts

The Mayans

Brief summary/ overview

Children will learn how people lived during the time of Mayan Civilisation. Children will explore who ruled the Mayans and research why the Mayan Society ended. We will explore the impact the Mayans have had on society today in Britain and around the world. Children will compare and contrast the Mayan Society to history in Britain.

Prior Knowledge

Understand the concept of change over time and evidencing this using a timeline. Ask and answer questions from the past using historical terminology. Make links to a past society and compare similarities / differences.

Key Vocabulary

Classic Period
Pre-classic Period
Post-classic Period
Pyramid
Obsidian
Chichen Itza
Ahau or Ahaw
Cacao
Codex
Quetzal
Yucatan Peninsula

Cross curricular links/visits

Geography – Use maps and atlases to locate the world's countries
South America (Mexico)
Art –Mayan Artwork
Computing – Research and enquiry