

**Class: Year 3**

Unit		
<p><b>Aut 1/2</b>  <b>Unit title:</b>                      What was new about the New Stone Age?</p>	<p><b><u>National Curriculum coverage</u></b></p> <ul style="list-style-type: none"> <li>- describe a range of the key changes between the Old and New Stone Ages</li> <li>- see links between changes, and begin to identify types of change</li> <li>- demonstrate an awareness of significance of change</li> <li>- responses contain a number of historical terms from this unit, and from earlier studies</li> </ul>	<p><b><u>Key historical skills</u></b></p> <ul style="list-style-type: none"> <li>- use common words and phrases relating to the passing of time</li> <li>- develop a chronologically secure knowledge and understanding of British history</li> <li>- develop the appropriate use of historical terms, and note connections and contrasts over time</li> <li>- construct informed responses that involve the selection of relevant historical information</li> <li>- regularly address historically valid questions about similarity and difference</li> <li>- understand how our knowledge of the past is constructed from a range of sources</li> <li>- establish clear narratives within and across the periods they study</li> </ul>
<p><b>Spr 1/2</b>  <b>Unit title:</b>                      Which was more impressive – the Bronze Age or Iron Age?</p>	<p><b><u>National Curriculum coverage</u></b></p> <ul style="list-style-type: none"> <li>- sequence a number of the most significant events, objects, themes, societies, periods and people including some dates, labels and period names</li> <li>- group almost all the images into the correct time period</li> <li>- provide valid reasons why they have chosen this time period for most of the images</li> </ul>	<p><b><u>Key historical skills</u></b></p> <ul style="list-style-type: none"> <li>- use common words and phrases relating to the passing of time</li> <li>- develop a chronologically secure knowledge and understanding of British history</li> <li>- address historically valid questions about change, similarity and difference</li> <li>- develop the use of historical terms</li> <li>- understand how our knowledge of the past is constructed from a range of sources</li> <li>- construct informed responses that involve thoughtful selection and organisation of relevant historical information</li> <li>- address historically valid questions about trends and significance</li> </ul>
<p><b>Sum 1/2</b>  <b>Unit title:</b>                      Why should we preserve our locality?</p>	<p><b><u>National Curriculum coverage</u></b></p> <ul style="list-style-type: none"> <li>- devise independently a range of historically valid questions for a series of different types of enquiry and answer them with substantiated responses</li> <li>- answer questions using a range of relevant sources</li> <li>- responses follow a clear structure</li> <li>- use a range of relevant historical terms</li> </ul>	<p><b><u>Key historical skills</u></b></p> <ul style="list-style-type: none"> <li>- use common words and phrases relating to the passing of time</li> <li>- develop a chronologically secure knowledge and understanding of British and local history</li> <li>- develop the appropriate use of historical terms</li> <li>- address and devise historical valid questions about change, cause, similarity, difference and significance</li> <li>- construct informed responses that involve selection of relevant information</li> <li>- understand how our knowledge of the past is constructed from a range of sources</li> </ul>