



Bournville School Primary- History Termly Overview Y3

Skill Progression:	Autumn	Summer
<p>Chronological understanding: Place the time studied on a time line Use dates and terms related to the study unit and passing of time Sequence several events or artefacts</p> <p>Range and depth of knowledge: Find out about every day lives of people in time studied Compare with our life today Identify reasons for and results of people's actions Understand why people may have wanted to do something</p> <p>Interpretations of history: Identify and give reasons for different ways in which the past is represented Distinguish between different sources – compare different versions of the same story Look at representations of the period – museum, cartoons etc</p> <p>Historical enquiry: Use a range of sources to find out about a period Observe small details – artefacts, pictures Select and record information relevant to the study Begin to use the library and internet for research</p> <p>Organisation and communication: Communicate their knowledge through: Discussion.... Drawing pictures... Drama/role play.. Making models..... Writing.. Using ICT...</p>	<p>Scavengers and Settlers: Changes in Britain stone age to Iron age. What were our ancestors like? (British History)</p> <p>Lesson 1: Check on previous British history units: A Toy's Story: Where do our favourite toys come from?/ Beside the Seaside: How did we learn to fly around the world?/ Seaside holidays of the past: What was it like when our parents and grandparents went on holiday?/ Fire! Fire! How did the Great Fire of London change lives here in Bournville?</p> <p>Humans are special. Unlike other animals, we can adapt and learn new skills in order to survive, which is exactly what our ancestors did in the Stone, Bronze and Iron Ages. What were our ancestors like? How did they live and where did they settle? What did they leave behind? How have we evolved since then?</p>	<p>Tombs and Treasures: Was Cleopatra an Egyptian? (Wider world history)</p> <p>Lesson 1: Check on previous wider world history unit: 'Explorers and Pioneers.'</p> <p>The people who helped create the first great civilisations were not unlike us. Today we can learn a lot about these people and their way of life through the things they left behind – from everyday objects to magnificent and rare treasures. Why were rivers important to ancient civilisations? What daily life was like in Ancient Egypt? How did they teach themselves to write? What is still left standing in Egypt today and how does it compare to life here? Where was Cleopatra from and why is she such an important part of Egyptian history?</p>
British Values	Democracy /The rule of Law/ Individual liberty	Democracy/ The rule of Law /Individual liberty
Big Questions (questions to link our learning to British Values)	Why is democracy considered to be such a great achievement? How does individual freedom of expression affect everyone	What is Democracy? Is Democracy important? What were the effects of slavery on the individual in Ancient Egypt? How did Pharaohs gain their position of power?