

History and Geography: Year 3

Themes:

Autumn	Spring	Summer
STONE AGE / INDUS VALLEY How did the lives of stone age people change as a result of new discoveries?	RAINFORESTS What impact do the rainforests have on the wellbeing of humanity?	ROMAN BRITAIN What was the cultural impact of the Roman conquest of Britain?

Historical knowledge and skills to be developed across the year:

Chronological Understanding	Significance/Continuity and Change Similarities and Differences	Historical Enquiry and Interpretation	Communication
- Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) and BCE/CE - Describe and order significant events within the period study and compare to the present day, using dates - Begin to use dates when describing events - Use a timeline to place historical periods and events in chronological order and give reasons for their order	- Use information given to describe key features of a time period - Find out about everyday lives of people in the time studied - Identify reasons for and results of people's actions in the past - Identify similarities and differences between social classes and gender	- Use primary and secondary sources as evidence about the past - Ask questions to find answers about the past from a range of sources - Explore the idea that there are different accounts of history and why they exist - Suggest why certain events happened as they did in history - Recognise the part that archaeologists have had in helping us understand more about the past	Build on, challenge and summarise others' ideas in discussions, giving reasons for their opinions

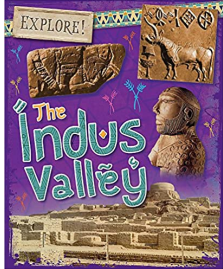
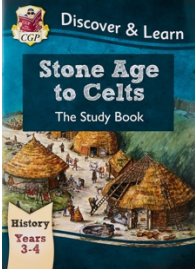
Geographical knowledge and skills to be developed across the year:

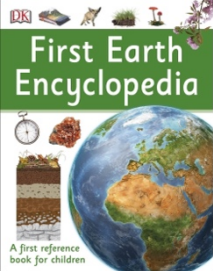
Locational and Place Knowledge	Human and Physical Geography	Geographical Skills and Fieldwork	Geographical Enquiry
- Locate the United Kingdom within Europe - Identify the position and significance of the equator on South America - Identify the physical and human geography of the countries studied.	- Describe and understand key aspects of the rainforest climate zone. - Consider how physical geography impacts on land use, trade links, economic activity and types of settlement	- Use the eight points of a compass to describe the locational knowledge of the United Kingdom and the wider world - Use maps, atlases and globes to locate countries and features studied	- Make links using prior knowledge and ask and answer geographical questions. - Select geographical vocabulary independently to describe and compare localities - Use and compare two maps explaining the purpose of each - Identify different views around a geographical issue and state their own view - Research and collect information about people and places and present it e.g. report, poster, brochure etc.

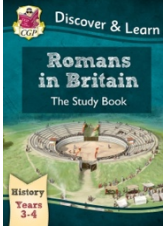
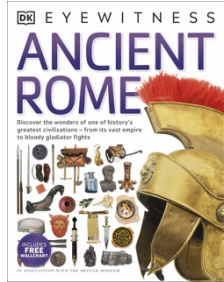
Key vocabulary to be developed across the year:

History	Geography
Pre-historic, Neolithic, archaeology, excavate, century, primary source, secondary source, first hand, second hand, decade, century, cause, consequence, nomadic, Empire, Caesar, revolt, rebel, import, trade, rebellion, Anno Domini, millennium, Before Christ	Agriculture, crops, husbandry, food miles, arable farm, pastoral farm, mixed farm, environmental impact, trade, locally produced, globalised, producer, emergent layer, canopy, tropical, understudy, Amazon, mountains

Supporting Texts:

Autumn
STONE AGE / INDUS VALLEY How did the lives of stone age people change as a result of new discoveries?
  

Spring
RAINFORESTS What impact do the rainforests have on the wellbeing of humanity?
  

Summer
ROMAN BRITAIN What was the cultural impact of the Roman conquest of Britain?
   

Year 3: Autumn

Stone Age/Indus Valley - How did the lives of stone age people change as a result of new discoveries?

Historical Concepts

Chronological Understanding, Similarities and Differences, Continuity and Change

Historical Knowledge

What were the first people in Britain like? (30,000BC)

- Know that early Stone Age people lived in caves or very simple shelters
- Know that they made stone tools and survived by hunting and fishing
- Know some of the animals that lived in Palaeolithic Britain e.g. *woolly mammoths, straight-tusked elephants, giant oxen (aurochs), hippos, cave lions etc.*

What was life like in the Mesolithic Period? (8000BC to 4500BC)

- Know that Britain was linked to Europe by a strip of land called Doggerland
- Know that settlements were set up along riverbanks and the British coast
- Know that humans lived a hunter-gatherer lifestyle

How did life change during the Neolithic Period? (4000BC to 2500BC)

- Know that Doggerland flooded and Britain became an Island at the start of this period
- Know that people learned to farm and settled in small communities
- Know that Skara Brae is a Neolithic settlement and know some of the key discoveries e.g. houses, people
- Know that they buried their dead in tombs and built huge stone circles for outdoor ceremonies

Who were the Indus valley people? (3300-1300BC)

- Know that Indus valley was home to one of the first large civilisations 5000 years ago.
- Know that the Indus people lived on the banks of the Indus River
- Know that the river was important to the Indus people e.g. drink, wash and irrigate fields, religious ceremonies
- Know that they built cities with strong walls and gateways
- Know that the Indus people had their own language and ancient writings

Geographical Concepts:

Locational and Place Knowledge, Human and Physical Geography

Geographical Knowledge

Why do we have mountains?

- Know what a mountain is and how they are formed
- Understand how mountains change over time
- Locate mountains are in the United Kingdom
- Locate the Himalayan mountains
- Compare mountains in the UK with the Himalayan mountains

Where was Indus Valley located?

- Locate, Pakistan and India on a modern map and compare that to the location of Indus Valley civilisation.

Prior learning	Where is our learning going?
– People across history have adapted to different weathers (Y1 S2, Y2 S1) – The names of the seven continents and five oceans (Y2 S1 S2) – The UK is in Europe which is one of the seven continents (Y2 S1) – Nottingham has been built around the River Trent (Y1 S1) – People have invaded and settled in the United Kingdom throughout History (Y1 Su2)	– The ability to navigating rivers, oceans and seas has been an important role in the growth of empires (Y4 A, Su), (Y5 A, Su), (Y6 Su) – Many settlements have been developed around rivers (Y4 A, S) – Farming helped settlements to develop from hunter gather lifestyles to larger settlements and civilisations (Y4 Su), (Y6 Su) – The difference between mountains and volcanoes (Y4 S)

Key Vocabulary

Prehistoric, nomad, flint, spears, Ancient Britain, stone circle, henge, tool, Archaeologists, artefact, Palaeolithic, Mesolithic, Neolithic, tribe, hunter-gatherers, shelter, civilisation, settlement, river bank, City-state, flood control, Indus Valley, Indus River, sewer system, citadel, kiln, pottery, trade, valley, cultivate, fertile, irrigation

Year 3: Spring

Rainforests - What impact do the rainforests have on the wellbeing of humanity?

Historical Concepts

Continuity and Change

Historical Knowledge

- Study maps over the decades to explore how areas of rainforest have been destroyed and the factors for that over time.

Geographical Concepts:

Locational and Place Knowledge, Human and Physical Geography, Geographical Skills and Fieldwork, Geographical Enquiry

Geographical Knowledge

Where in the world are the rainforests?

- Know that rainforests are located around the equator
- Know the location of the Amazon Rainforest and Amazon River

What is it like in the rainforest?

- Know the names of the four layers: forest floor, understory, canopy, emergent layer
- Know key features and conditions of each layer
- Know some of the creatures that live in each layer and how they have adapted to survive there

Does anyone live in the rainforest?

- Know that there are different tribes of people that live in the rainforest
- Know some of key features of the Yanomami tribe e.g. agriculture, food, housing, clothing, cultural traditions
- Know some of the ways the tribe uses the forest

How are humans affecting the rainforest?

- Remember the definition of deforestation
- Know the impact of deforestation on habitats and the indigenous people of the rainforest
- Know that humans are impacting the rainforest and the reasons for this
- Know some of the key arguments supporting country development and supporting international sustainability
- Know some of the naturalists and key cam efforts to replant rainforests and key campaigners that have fought to save them (e.g. David Attenborough)

How can we help to prevent deforestation?

- Know some of the foods farmed in rainforests and the impact of this farming e.g. coffee, bananas, chocolate
- Know that the Fairtrade is a way of buying and selling products that protects farmers and encourages them to work in a sustainable way

Prior learning	Where is our learning going?
– Name the seven continents and five oceans (Y2 S1 I S2) – Sherwood Forest is temperate deciduous woodland and is home to lots of different creatures (Y1 Su1) – Woodland provides us with lots of important resources (Y1 Su1) – Humans have positive and negative effects on the environment – deforestation (Y1 Su1), ocean pollution (Y2 S2)	– Physical geography of different biomes around the world (Y6 S) – Different ways humans have a negative and positive impact on the environment (Y4 S), (Y6) – How energy use is impacting the world and the difference between renewable and non-renewable energies (Y5 S), (Y6 S)

Key Vocabulary

agriculture, climate, export, import, carbon footprint, food miles, fair trade, resource, exploitation, equator, tropic of Capricorn, tropic of cancer, tropical, temperate, subtropical, microclimates, climate, conservation, consumer, crops, decomposer, deforestation, endangered, fungi, pollution, reforestation, sustainable, vegetation, water vapour

Year 3: Summer

Roman Britain - What was the cultural impact of the Roman conquest of Britain?

Historical Concepts

Significance, Continuity and Change

Historical Knowledge

Key Knowledge:

How did the Romans conquer Britain?

- Know that an Empire is a group of countries ruled over by a person, government or country.
- Know that Julius Caesar tried to invade Britain but failed (54-55BC) and that Emperor Claudius succeeded in invading Britain (43AD)
- Know some of the key features of the Roman military e.g. people (legionaries, auxiliaries), structure (legions, centuries, centurion), weapons and armour
- Know that the army was made up of soldiers from across the empire e.g. Syrians, Aurelian Moors, community of Aballava

Who was Boudica?

- Know some key events and features of Boudica's life.
- Know that Boudica rebelled and the reasons for that rebellion
- Know what life was like for people living in tribes e.g. Iceni

What was life like in Roman Britain?

- Know key features of a Roman villa in Britain
- Know key features of Roman culture in Roman Britain e.g. clothes, pastimes, foods etc.
- Know similarities and differences of life for Roman women in Britain and women in tribes

Why was Hadrian's wall built?

- Study the battles between the Romans and tribes of Scotland.
- Understand what Hadrian's wall was and why it was built.

How did Britain change during Roman Rule?

- Know that building roads were an important part of trying to conquer and control Britain
- Know that Romans built aqueducts throughout Britain

Why did the Romans leave Britain?

- Know that Romans left Britain as the City Rome was under attack and the empire was falling apart. (410AD)

Geographical Concepts:

Locational and Place Knowledge

Geographical Knowledge

How big was the Roman Empire?

Study the scale of the Roman Empire through maps

Compare modern maps and country divisions to show the extent of the Roman empire

Prior learning	Where is our learning going?
– The Bronze and Iron Ages followed the Stone Age and during the Iron Age, people were protected by hill forts (Y3 A) – Britain was invaded in 1066 by William the Conqueror in 1066 (Y1 Su2) – Castles were used as fortifications to provide protection and to control (Y1 Su2)	– Humans need water for survival and that Nottingham and London were developed around rivers (Y4 A, Su), (Y6 Su) – Similarities and differences between expectations around gender roles and lives of rich and poor people in different ancient civilisations (Y4Su), (Y5 Su), (Y6 Su) – Polytheism in different civilisations and the impact of religion on their society Y4 (Su), (Y5 Su), (Y6 Su) – Different governance structures of past civilisations e.g. theocratic monarchy, hierarchy and democracy (Y4 Su), (Y5 Su), (Y6 Su)

Key Vocabulary

AD, ally, altar, aqueduct, archaeologist, auxiliary, ballista, BC, Celtic, tribes, chariot, Christianity, citizen, client king, conquer, dictator, Druid, emperor, empire, evidence, furnace, Gaul, gladiator, government, governor, hillfort, hoard, hostage, hypocaust, Iceni, imported, Iron Age, kingdom, Latin, mass grave, microscope, mosaic, oppidum, Pagan, Picts, pension, public bath, raid, rebel, rebellion, Roman Empire, , Saxons, Scots, settlement, taxes, tides, timeline, villa