

History						
	Autumn		Spring		Summer	
Year 3	Writing, Art and Architecture		Cadbury's World		Rain or Reign?	
	Term 1	Term 2	Term 1	Term 2	Term 1	Term 2
National Curriculum	Contribution of Egyptian Civilization (writing, art and architecture) - the achievements of the earliest civilizations –in depth study of Ancient Egypt	Beliefs and attitudes – Life after death (mummification) - the achievements of the earliest civilizations –in depth study of Ancient Egypt	Understanding of chronology, time periods and change in-relation to Chocolate - a non-European society that provides contrasts with British history (changes in an aspect of social history)	To build an overview of both cultural and social factors – building Bournville - changes in an aspect of social history	Using range of evidence to gain an understanding of Victorian achievements study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 - a significant turning point in British history- Victorians	Understand and compare Victorian Lifestyle to current times - study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 - a significant turning point in British history- Victorians
knowledge	-the role & study of Egyptology -what was the significance of the Sphinx in Egyptian times? -what were the characteristics of pyramids / tombs?	-what were the Ancient Egyptian's beliefs & attitudes towards death and the afterlife? -what were the sentiments behind the Ancient Egyptian funeral process?	-origin, discovery and first use of chocolate (Aztec/ Mayans) - when, why & how was chocolate imported to the UK (chronology) - how has chocolate developed overtime? (brands/ flavours)	-who were the significant people who developed Bournville and its purpose -what were the cultural and social demographics of working at BV -the development of technology during the period of the industrial revolution(what was the I.Revolution) -how has BV grown and what impact it had on the industrial revolution	-who reigned during Victorian times & why they were they influential -what impact did specific inventions during Victorian times have on life today	-what were the working conditions like during the Victorian era -What was school life like in Victorian times
skills	-make hypothesis of Egyptian life through hieroglyphics, Egyptian art & Egyptian artefacts -explain how hieroglyphics contributed to the Egyptian calendar?	-to explain why the book of the dead was paramount to Egyptian beliefs -cite evidence & debate the state of existence of Egyptian afterlife -debate arguments for and against carrying out rituals then and now	-explain why coco bean was precious to the Aztec/Mayans (value/currency) -construct a timeline of the transition between drink to bar to gain an accurate understanding of history -give a detailed account of how and why the popularity of chocolate has increased over time	-describe the influence and role different social groups(ie poor) had on the development of Bournville village -debate pro's & con's of living & working in Bournville	-identify key events which had the most impact during Victorian times (opinions & debate) -to construct a timeline of inventions/ technological developments that evolved since the Victorian era	-devise a compelling argument for banning the cane and the dunce hat -explain how education has evolved overtime
Discipline Focus	How has the discovery of the Rosetta stone helped us to decipher the hieroglyphics? (Exploratory) (Revolution and change)	What were the beliefs & attitudes of the Egyptians towards death & the after life (Revolution and change)	To describe social, cultural diversity of the Aztec Mayans and its discovery of chocolate. (Invasion, Cultural change, Empire Exploration)	Identify how the development of Bourneville affected the revolution & change of the industrial revolution. (Technological advancement cause & consequence)	What is the significance of Queen Victoria & the events during her reign? (Technological advancement cause & consequence)	Identify the similarities & differences between current times & Victorian lifestyles. (Revolution & Change / Cause & consequence)

Subject Builder	1) What was the significance of the Sphinx in Egyptian times? 2) What was the purpose of a pyramid? 3) Who cracked the Rosetta stone to help us read hieroglyphics? 4) What is an artefact?	1) What does immortal mean? 2) Why was the River Nile so important to Ancient Egyptians? 3) What does preserve mean? 4) When and what did Howard Carter discover? 5) What is mummification?	Which ancient civilisation introduced chocolate to the world? How has chocolate developed overtime? How did the ancient civilization use cocoa beans?	What is Bournville? Who developed Bourneville chocolate and village? What was the industrial revolution?	Who reigned during Victorian times? Which of these is a Victorian invention? What does innovate mean?	What was one of the punishments during school life in the Victorian era? What does exploit mean? What were the working conditions like during the Victorian era?
Key Concepts	Technological Advancement	Invasion	Technological Advancement	Invasion	Technological Advancement	Invasion
	Empire	Exploration	Empire	Exploration	Empire	Exploration
	Revolution and Change	Cultural Change	Revolution and Change	Cultural Change	Revolution and Change	Cultural Change
Second order Concepts	1. cause and consequence 2. change and continuity 3. similarity and difference 4. historical significance		1. cause and consequence 2. change and continuity 3. similarity and difference 4. historical significance		1. cause and consequence 2. change and continuity 3. similarity and difference 4. historical significance	
Progression	Year 2		Year 3			
Chronology	I can sequence artefacts closer together in time I can sequence events I can sequence photos etc from different periods of their life I can describe memories of key events in lives		I can place the time studied on a time line I can sequence events or artefacts I can use dates related to the passing of time			
Knowledge	I can find out about people and events in other times I can study collections of artefacts and confidently describe similarities and differences I can use drama to develop empathy and understanding (hot seating, sp. and listening)		I can find out about everyday lives of people in time studied I can compare with our life today I can identify reasons for and results of people's actions I understand why people may have had to do something I can study change through the lives of significant individuals			
Interpretation	I can compare pictures or photographs of people or events in the past I can identify different ways to represent the past		I can identify and give reasons for different ways in which the past is represented I can distinguish between different sources and evaluate their usefulness I can look at representations of the period			
Enquiry	I can use a source – why, what, who, how, where to ask questions and find answers I can sequence a collection of artefacts I can use time lines I can discuss the effectiveness of sources		I can use a range of sources to find out about a period I can observe small details – artefacts, pictures I can select and record information relevant to the study I can begin to use the library, e-learning for research I can ask and answer questions			
Organisation and Communication	I can contribute to a class display/ museum I can write annotated photographs I can present ideas using ICT		I can communicate knowledge and understanding in a variety of ways – discussions, pictures, writing, annotations, drama			
Key Vocabulary	Civilization, irrigation, achievement, hieroglyph, archaeologist, scribe, papyrus, mummification, agriculture, sphinx and pharaoh.		Chronology, Significant, power, Development, Influence, BC and AD, Ancient, civilisation, evidence	Industry, revolution, trade, urbanisation, cities, population, imported, factories	Empire, inventions, poverty, upper-class, lower-class, abacus, blackboard, cane, chimney sweep, mangle, orphan, privy	