

Year 3	History		
KS2 Objectives	Autumn 12 Lessons	Spring 12 lessons	Summer 12 Lessons
	Stone Age to Iron Age <i>Changes in Britain focusing on Bronze Age technology</i> <i>What was the impact of Bronze Age technology on society?</i>	A local History Study Significant event since 1066	Roman Empire <i>The impact of Romanisation on Britain including technology, culture & beliefs.</i> <i>How beneficial to Britain was the invasion of the Romans ?</i>
Focus	Stone Age to Iron Age	<i>East Cowes Industrial History: Why was East Cowes important to the development of boat building?</i> <i>The Titanic Disaster – maiden voyage from Southampton</i> <i>How did this change boat safety?</i>	Roman Empire
Continue to develop a chronologically secure knowledge and understanding of local, British & World history.	To describe where the Stone Age, Bronze Age and Iron Age are on a timeline. To compare them to other world civilisations at the time.	To describe how the development of the boat building industry impacted on the people of East Cowes in the 20 th Century. To describe how the refit of ORP Blyscawica at JS White's was important in limiting the impact of the Cowes Blitz in May 1942. To describe how in ship building meant that 'The Titanic' attracted world interest before its maiden voyage in 1912. To describe how The Titanic disaster led to improvements in ship safety for passengers, changes in views regarding the class system in the 20 th Century and its impact on boat building locally (RNLI Inshore Lifeboat Centre East Cowes).	To describe where the Roman Empire fits on a timeline of both British and world events (including why the timeline goes from BC to AD) and name and map key local roman features (Brading and Newport Roman Villas).
Know and understand how people's lives and world events have shaped Britain.	To know how technological developments in the Bronze Age influenced history in Britain.	To know that locally, the work of Christopher Cockerell at Saunders-Roe led to the first Hovercraft flight from East Cowes in 1951. To know how the work of local boat designer Uffa Fox developed dinghy design and impacted on the Cowes Week Regatta (Duke of Edinburgh's Flying Fifteen Coweslip at East Cowes Classic Boat Museum – formerly Saunders-Roe and later British Hovercraft Corporation. To know that The Titanic made her maiden voyage from Southampton. To know that The Titanic disaster impacted on Britain as an island nation and the Isle of Wight itself in terms of ship safety as an essential mode of transport, changing views about class structure in British society and also local industry of which boat building is a key feature.	To identify key events in Roman history that caused major change in Britain, including the invasion of Julius Caesar in 55/54BC and settlement of Britain, the technological advances Romans introduced, to the decline of the Roman empire in the 4thC.

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Know and understand how Britain has influenced the wider world.	To know and understand how Bronze Age civilisations shaped Britain (farming, tools).	<p>To know and understand how the local development of the hovercraft continues to be an important mode of amphibious transport locally, nationally and across the world.</p> <p>To know and understand how Cowes Regatta has become a prestigious annual competition attracts people from all over the world to compete (and how this impacts on the local economy).</p> <p>To know and understand how lessons learnt from The Titanic disaster have improved passenger safety in both local, national and world wide shipping.</p>	To know how the invasion of Britain was resisted by the Scots and also trade links with Europe and other countries.
Establish clear narratives within and across the periods they study.	To describe the journey of the Bronze Age and compare what life was like for people living before and after the Bronze Age.	<p>To describe the development of boat building locally over the time period of the 20th Century with key events.</p> <p>To describe how the Titanic disaster led to significant changes in passenger safety and compare what travelling by ship was like for different classes of passengers on The Titanic and today.</p>	To describe the story of how the Roman empire changed Britain and what the pros and cons were for people already living in Britain and then growing up in Roman Britain.
Address and devise historically valid questions about change, cause and consequence, similarity, difference and significance.	To ask and answer questions about what life was like for people living in the Bronze Age and what impact technological advances had on their lives (e.g. farming and tools making).	<p>To ask and answer questions about the impact of the boat building industry and technological developments on East Cowes and the people living here over the 20th Century.</p> <p>To ask and answer questions about what life was like for people from different social classes at the time of The Titanic disaster, comparing their chances of surviving the disaster, and how that compares to travel by ship today.</p>	To ask and answer historical questions about how the Romans changed Britain for the people who already lived there and the significance of those changes on daily life.
Understand how our knowledge of the past is constructed from a range of sources and how evidence is used including contrasting arguments, claims and interpretations.	To explain how we use primary sources (e.g. tools, cave paintings, jewellery, weapons etc.) to develop our understanding of the Bronze Age as well as discoveries that changed our understanding.	<p>To explain how we can use primary sources, photographs, video, artefacts and eyewitness accounts of local people (including people still living) to develop our understanding of events in the past.</p> <p>To describe how we can use both primary and secondary sources of evidence regarding The Titanic disaster</p>	To describe a range of historically significant and reliable sources of evidence of life in Britain during roman times (including written evidence) and the validity of the evidence, introducing viewpoint (e.g. the conquerors writing the diary).

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		including contrasting arguments, eyewitness accounts and modern day interpretations.		
Note connections, contrasts and trends over time using appropriate historical terms (e.g. empire, civilisation, parliament, peasantry etc.).	To explain connections over time using the terms settlement, farmers, archaeology, agriculture etc.	To explain connections over time in the local area relating to developments in boat building using the terms technological development, town planning and development (eg after Cowes Blitz), urban growth, local economy and employment. To describe The Titanic disaster using the terms class system, society, social structure and wealth / poverty.		To describe the Roman occupation of Britain using the terms empire, civilisation, invaders, colony, government etc.
Construct informed responses that involve thoughtful selection and organisation of relevant historical information.	To use evidence to construct a response to the following question: What was the impact of Bronze Age technology on society?	To use evidence to construct a response to the question: What was the impact of the boat building industry on East Cowes during the 20 th Century. To use evidence to construct a response to the question: What was the impact of The Titanic disaster in 1912 in terms of improving boat passenger safety and the society class structure?		To be able to debate whether the invasion of Britain by the Romans was beneficial for Britain or not, using a range of evidence to support your argument.
HC Confidence /Aspiration /Resilience / Enquiry/ Spirituality	ENQUIRY	ENQUIRY	ENQUIRY	ENQUIRY