**Y3 History Whole School Progression of Knowledge and Skills**

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| **YEAR THREE** |
| **Context** | **Ancient Egypt** | **Stone Age to Iron Age** | **Sheffield Flood** |
| **Vocabulary/Significant Knowledge** | Ancient, Egypt, time, feature, archaeologist, desert, Nile, floods, pyramids, temple, hieroglyphics, papyrus rolls, tombs, Tutankhamun, society, mummification, embalmer,  | Similar, different, change, ice, hunter-gatherer, Star Carr, timeline, significant, Skara Bre, evidence, settlement, Stonehenge, hill fort, Danebury, Maiden Castle, clues,  | Currently Being Updated |
| **Historical Enquiry Questions****(Substantive Knowledge)** | * What can we quickly find out to add to what we already know about Ancient Egypt?
* How can we discover what Ancient Egypt was like over 5,000 years ago?
* What sources of evidence have survived and how were they discovered?
* What does the evidence tells us about everyday life for men, women and children?
* What did the Ancient Egyptians believe about life after death and how do we know?
* What did Ancient Egypt have in common with other civilizations from that time?
 | * Was Stone Age man simply a hunter and gatherer, concerned only with survival?
* How different was life in the Stone Age when man started to farm?
* What can we learn about life in the Stone Age from a study of Skara Brae?
* Why is it so difficult to work out why Stonehenge was built?
* How much did life really change during the Iron Age and how can we possibly know?
* Can you solve the mystery of the 52 skeletons of Maiden Castle?
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| **Skills**Chronology | * Establish narratives within and across periods studied
* Place events, artefacts and historical figures on a time line using dates and terms to describe events.
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| **Skills**Investigating and interpreting using evidence. | * Use evidence to ask and answer questions about the past.
* Suggest and use suitable sources of evidence for historical enquiries.
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| **Enquiry Skills*** Cause & consequence
* Continuity and change
* Similarity and difference
 | * Describe similarities and differences about different types of people, events, beliefs within a society (civilisations)
* Support children to describe / make links between main events, situations and changes within and across different periods/societies (civilisations)
* Support children to identify and give reasons for, results of, historical events, situations, changes
* Support children to identify historically significant people and events in situations.
 | * Describe similarities and differences about different types of people, events, beliefs within a society (civilisations)
* Support children to describe / make links between main events, situations and changes within and across different periods/societies (civilisations)
* Support children to identify and give reasons for, results of, historical events, situations, changes
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