

Y3 History	TERM 1		TERM 2		TERM 3	
	Richmond Park: deer, walls and parks		Pre-history: the Stone Age and beyond		The Romans	
	<p>Key knowledge</p> <p>To know that Richmond Park has been public and private during its history.</p> <p>To know that British Kings and Queens enjoyed spending time at Richmond Palace.</p> <p>To know that King Charles I created hunting ground.</p> <p>To know that later the park became private. A wall was built around the park. This upset the local people. Princess Amelia barred anyone from access to the park.</p> <p>To know that in 1758, a local man, John Lewis, fought for everyone to access to the park.</p> <p>To know that in recent history, Richmond Park has been used as an army training ground, to grow food and as the site of the Olympics.</p>	<p>Key skills</p> <p>To be able to develop chronologically secure knowledge of Richmond Park.</p> <p>To be able to explore the different uses of Richmond Park over time.</p> <p>To be able to put knowledge in its chronological context and create connections to previous knowledge (Y1 Kings and Queens, Y2 local history and Great Fire of London).</p> <p>To be able to sequence events.</p> <p>To be able to understand that there might be a range of sources that can tell us about the past.</p> <p>To be able to understand the difference between primary and secondary sources.</p> <p>To be able to select sources to use, considering their reliability and the difference between fact and opinion.</p> <p>To be able to understand that events can be interpreted differently by different people and that people might have different experiences based on wealth, gender and other factors.</p>	<p>Key knowledge</p> <p>To know that the Stone Age is the name given to the earliest period of human history when stone tools were first used. The Stone Age ended when people began smelting metal.</p> <p>To know that the Palaeolithic (old Stone Age) era began in 2,500,000 BCE. During this time, people began to use fire for cooking, develop early religions, and create art - as can be seen in cave paintings dating back to this time.</p> <p>To know that the Neolithic (new Stone Age) era began in 4,000 BCE.</p> <p>To know that in the Palaeolithic era, people were pure hunter-gatherers. In the Neolithic they were farmers in settlements with domesticated animals and wheat, tools and pottery.</p> <p>To know that the Bronze Age began in 2,500 BCE.</p> <p>To know the Bronze Age is a time period when bronze replaced stone for making tools and weapons.</p> <p>To know that the Iron Age began in 800 BCE.</p> <p>To know that iron was used to make tools. Iron was tougher than bronze and could be shaped into finer and sharper objects.</p> <p>To know that the Amesbury Archer was an early Bronze Age man whose grave was discovered in Amesbury near Stonehenge.</p>	<p>Key skills</p> <p>To be able to develop chronologically secure knowledge of pre-historic Britain.</p> <p>To be able to analyse and identify evidence from a range of sources.</p> <p>To be able to devise historically valid questions about the similarities/differences between these periods.</p> <p>To be able to analyse and identify evidence from a range of sources.</p> <p>To be able to place pre-historic knowledge in chronological context.</p> <p>To be able to identify continuity and change across time.</p> <p>To be able to understand the reasons for changes (the difference between pre-occurring event and a causal event).</p> <p>To be able to begin to understand some of the ways historians investigate the past.</p> <p>To be able to identify primary and secondary sources and begin to explain when and why each type of source would be used.</p> <p>To be able to describe connections and contrasts (in history, people, events or artefacts).</p>	<p>Key knowledge</p> <p>To know that the Romans originated from Rome, a city in the centre of Italy.</p> <p>To know that in 55 BCE, the Roman general, Julius Caesar, invaded Britain but did not succeed.</p> <p>To know that Caesar came back to Britain but again did not conquer Britain.</p> <p>To know that nearly one hundred years later, in CE 43, Emperor Claudius organised the final and successful Roman invasion of Britain.</p> <p>To know that the Romans remained in Britain from CE 43 to CE 410.</p> <p>To know that the Romans introduced new roads to Britain.</p> <p>To know that an empire is a group of countries ruled by one ruler or one country. Empires are built by countries who want to control land outside their boundaries.</p>	<p>Key skills</p> <p>To be able to analyse the impact the Romans had on Britain.</p> <p>To be able to place Roman Britain in its chronological context.</p> <p>To be able to understand the chronology of events in the Roman invasion and occupation of Britain.</p> <p>To be able to develop chronologically secure knowledge of the Romans.</p>
	<p>Enquiry/question/outcome/activity/genre of unit/text</p> <p>How did brick walls keep a king happy?</p> <p>How has Richmond Park been used over the years?</p>		<p>Enquiry/question/outcome/activity/genre of unit/text</p> <p>Is it true to say that Stone Age people were just simple hunter-gatherers?</p> <p>What was new about the ‘New Stone Age’?</p> <p>Who was the Amesbury Archer? (Bronze Age)</p> <p>Comparison between copper, bronze and iron.</p> <p>The Iron Age: what changed? What stayed the same?</p>		<p>Enquiry/question/outcome/activity/genre of unit/text</p> <p>Who were the Romans?</p> <p>What was the impact of the Roman Empire on Britain?</p>	
	<p>Key vocabulary (tier 2)</p> <p>access poor</p> <p>common private</p> <p>connection public</p> <p>context recount</p> <p>contrast rich</p> <p>court royal</p> <p>fact sequence</p> <p>gender source</p> <p>local timeline</p> <p>opinion wealth</p> <p>plague</p>	<p>Key vocabulary (tier 3)</p> <p>bar (exclude) monarchy</p> <p>chronology primary source</p> <p>hunting ground Princess Amelia</p> <p>John Lewis reign</p> <p>King Charles secondary source</p> <p>monarch</p>	<p>Key vocabulary (tier 2)</p> <p>art primary</p> <p>community religion</p> <p>complex replace</p> <p>consistent secondary</p> <p>culture settle</p> <p>difference similarity</p> <p>farm source</p> <p>metal stone</p> <p>object tribe</p> <p>pottery weapon</p>	<p>Key vocabulary (tier 3)</p> <p>Amesbury archer migrate</p> <p>artefact migration</p> <p>BCE (before the common era) Neolithic</p> <p>bronze ore</p> <p>camber Palaeolithic</p> <p>chronological smelting</p> <p>domestic Stonehenge</p> <p>domesticated wheat</p> <p>hunter-gatherer</p> <p>Mesolithic</p>	<p>Key vocabulary (tier 2)</p> <p>army invasion</p> <p>Britain migrate</p> <p>city migration</p> <p>community object</p> <p>conquer primary</p> <p>consistent religion</p> <p>culture replace</p> <p>difference secondary</p> <p>emperor settle</p> <p>failure similarity</p> <p>impact source</p> <p>invade success</p>	<p>Key vocabulary (tier 3)</p> <p>agriculture hillfort</p> <p>aqueduct Italy</p> <p>CE (common era) Julius Caesar</p> <p>census Roman</p> <p>Emperor Claudius Rome</p> <p>general settlement</p>