



## HISTORY

### **Curriculum Intent**

Through studying history at Walton Oak, pupils will build an understanding of the chronology of events within our history and how these have impacted on life in modern Britain today. We aim to inspire children's curiosity about the past by ensuring they have exposure to a range of sources including images, artifacts, original documents, experience days and visits. Children will learn to ask perceptive questions about the past, learn ways to find answers to their questions and recognize similarities and differences between 'now' and 'then'.

### **Themes:**

**1. Chronological Knowledge**

*BCE/CE, main periods in history, significant events and people*

**2. Historical understanding**

*How things happened and why, points of view, contrasting arguments, similarities and differences*

**3. Historical skills**

*Primary and secondary sources, research skills, interpreting the past*

**4. Impact on modern Britain**

*Local history, impact on modern day*

All history books will contain two timelines: one which encompasses prehistory and early civilisations and peoples and one which covers the past 1000 years of British history. These will be added to with each new topic taught so that children can see where the time they are learning about fits in relation to others.

**HISTORY: CORE STUDY FOR YEAR THREE**

1. Chronological Knowledge - Core knowledge includes themes, concepts, and skills that underpin the chronological narrative.

Core knowledge	Core skills	Core vocabulary	Taught through
<p><b>1. Understanding Chronology</b></p> <ul style="list-style-type: none"> <li>● <b>Time periods:</b> Prehistory, Roman Britain, Ancient Egypt.</li> <li>● <b>Key vocabulary:</b> BC, AD, century, decade, ancient, modern.</li> <li>● <b>Sequence events:</b> Order Stone Age, Bronze Age, Iron Age, Romans, Egyptians.</li> </ul> <p><b>2. Stone, Bronze, and Iron Ages</b></p> <ul style="list-style-type: none"> <li>● <b>Periods:</b> Stone Age, Bronze Age, Iron Age.</li> <li>● <b>Technology changes:</b> Tools, farming, monuments (e.g., Stonehenge).</li> <li>● <b>Timeline:</b> Understand the progression of early human history.</li> </ul> <p><b>3. Romans in Britain</b></p> <ul style="list-style-type: none"> <li>● <b>Roman Invasion:</b> 43 AD, Emperor Claudius.</li> </ul>	<p><b>1. Ordering Events</b></p> <ul style="list-style-type: none"> <li>● Sequence events (e.g., Stone Age, Roman invasion).</li> <li>● Use timelines to show order.</li> </ul> <p><b>2. Using Time Vocabulary</b></p> <ul style="list-style-type: none"> <li>● Use words: before, after, BC, AD, century.</li> </ul> <p><b>3. Understanding Time Periods</b></p> <ul style="list-style-type: none"> <li>● Recognize periods: Stone Age, Bronze Age, Iron Age, Romans, Ancient Egypt.</li> </ul> <p><b>4. Identifying Key Events and Figures</b></p> <ul style="list-style-type: none"> <li>● Know important events (e.g., Roman invasion, pyramids) and figures (e.g., Cleopatra, Caesar).</li> </ul> <p><b>5. Comparing Time Periods</b></p> <ul style="list-style-type: none"> <li>● Compare periods (e.g., Stone Age vs. Roman Britain).</li> </ul>	<p><b>1. Time-related Words</b></p> <ul style="list-style-type: none"> <li>● Past, Present, Future</li> <li>● Before, After, Now</li> <li>● BC, AD</li> </ul> <p><b>2. Time Measurement</b></p> <ul style="list-style-type: none"> <li>● Century, Decade</li> <li>● Timeline</li> </ul> <p><b>3. Periods and Events</b></p> <ul style="list-style-type: none"> <li>● Stone Age, Bronze Age, Iron Age</li> <li>● Romans, Ancient Egypt</li> <li>● Invasion, Empire, Pharaoh</li> </ul> <p><b>4. Change and Continuity</b></p> <ul style="list-style-type: none"> <li>● Change, Same, Different</li> <li>● Cause, Effect</li> </ul> <p><b>5. Key Figures</b></p>	<p><b>1. Time-related Words</b></p> <ul style="list-style-type: none"> <li>● Activity: Use a timeline with BC and AD.</li> <li>● Teach: Explain before, after, and now with examples.</li> </ul> <p><b>2. Time Measurement</b></p> <ul style="list-style-type: none"> <li>● Activity: Create a class timeline for periods.</li> <li>● Teach: Explain centuries (100 years) and decades (10 years).</li> </ul> <p><b>3. Periods and Events</b></p> <ul style="list-style-type: none"> <li>● Activity: Sort images of Stone Age, Romans, and Egyptians.</li> <li>● Teach: Discuss events and key figures (e.g., Cleopatra, Caesar).</li> </ul> <p><b>4. Change and Continuity</b></p>

<ul style="list-style-type: none"> <li>● <b>Key events:</b> Roman roads, Hadrian’s Wall, Roman towns.</li> <li>● <b>Impact:</b> Roman innovations (baths, cities, roads).</li> </ul> <p><b>4. Ancient Egypt</b></p> <ul style="list-style-type: none"> <li>● <b>Timeline:</b> Old, Middle, and New Kingdoms.</li> <li>● <b>Key events:</b> Pyramids, pharaohs (e.g., Tutankhamun).</li> <li>● <b>Achievements:</b> Architecture, hieroglyphs, religion.</li> </ul> <p><b>5. Comparative Chronology</b></p> <ul style="list-style-type: none"> <li>● <b>Compare periods:</b> Stone Age, Bronze Age, Romans, Egyptians.</li> <li>● <b>Overlapping history:</b> Romans and Egyptians existed at the same time.</li> </ul>	<ul style="list-style-type: none"> <li>● Identify change and continuity.</li> </ul> <p><b>6. Using Timelines</b></p> <ul style="list-style-type: none"> <li>● Place events on a timeline.</li> <li>● Understand the sequence of time.</li> </ul>	<ul style="list-style-type: none"> <li>● Pharaoh, Emperor, Leader</li> <li>● Cleopatra, Caesar, Tutankhamun</li> </ul>	<ul style="list-style-type: none"> <li>● Activity: Compare old vs. new items.</li> <li>● Teach: Discuss change and same over time.</li> </ul> <p><b>5. Key Figures</b></p> <ul style="list-style-type: none"> <li>● Activity: Create a timeline with famous figures.</li> <li>● Teach: Discuss their roles in history.</li> </ul> <p><b>6. History Day</b></p> <ul style="list-style-type: none"> <li>● Activity: Create a day with dressing up, using resources and activities to deepen understanding of people or figures from that time period.</li> </ul>
<p><b>Extended skills and vocabulary:</b>Year 3 children should place key periods like the Stone Age, Ancient Egypt, and Romans in order on a timeline and use terms like BC and AD. They should learn topic-specific words like “pharaoh,” “hill fort,” and “legion.” Pupils should also compare how life changed across these times.</p>			

## 2. Historical Understanding

Core knowledge	Core skills	Core vocabulary	Taught through
<p><b>Chronology:</b> Know the order of periods like Stone Age, Ancient Egypt, and Romans using BC/AD.</p> <p><b>Change:</b> Understand how life (homes, tools, farming) changed over time.</p> <p><b>Cause:</b> Know why things happened, like Roman invasion or farming starting.</p> <p><b>Difference:</b> Compare cultures, beliefs, and ways of life.</p> <p><b>Evidence:</b> Use artefacts and records to learn about the past.</p> <p><b>Significance:</b> Know why events or inventions mattered then and now.</p>	<p><b>Place periods on a timeline</b> using key dates (e.g. BC/AD).</p> <p><b>Ask and answer questions</b> about the past using sources like artefacts and pictures.</p> <p><b>Describe how life changed</b> over time (e.g. from hunter-gatherers to farmers).</p> <p><b>Compare different times and cultures</b> (e.g. Romans vs. Iron Age Britons).</p> <p><b>Use historical vocabulary</b> like “pharaoh,” “invasion,” and “civilisation.”</p> <p><b>Explain reasons for events</b> (e.g. why the Romans invaded Britain).</p> <p><b>Use evidence to make simple conclusions</b> (e.g. “People in the Iron Age used hillforts for protection”).</p>	<p>Timeline Chronology Past / Present BC / AD Source Artefact Evidence Archaeology Change Cause Impact Similar / Different Empire Invasion</p>	<p><b>Timelines:</b> Build class timelines; order periods using BC/AD and key terms.</p> <p><b>Artefacts &amp; Sources:</b> Explore images or objects; ask what they show (introduce <i>source</i>, <i>evidence</i>).</p> <p><b>Drama &amp; Storytelling:</b> Act out events (e.g. Roman invasion); explain reasons (<i>cause</i>, <i>impact</i>).</p> <p><b>Enquiry Questions:</b> Ask “Why?” and “How do we know?” to build thinking skills.</p> <p><b>Vocabulary Walls:</b> Display key words with images; use word mats in lessons.</p> <p><b>Compare &amp; Contrast:</b> Use sorting and Venn diagrams to explore differences.</p> <p><b>Writing Tasks:</b> Use sentence stems to apply vocabulary in</p>

			context.
<p><b>Extended skills and vocabulary:</b> Year 3 children should develop extended historical skills such as analyzing causes and consequences, using multiple sources, and making inferences from evidence. They should also recognize historical significance and track changes over time. Key vocabulary includes <i>civilisation, empire, conquest, migration, and legacy</i>.</p>			

3. Historical Skills			
Core knowledge	Core skills	Core vocabulary	Taught through
<p>1. <b>Chronology:</b> Understanding the order of events, such as the sequence of the Stone Age, Bronze Age, Iron Age, Ancient Egypt, and Roman Britain. They should be able to place these periods on a timeline and understand key dates (e.g., BC/AD).</p> <p>2. <b>Key Events and Figures:</b></p> <ul style="list-style-type: none"> <li>○ <b>Stone Age to Iron Age:</b> Key events such as the development of tools, farming, and the building of hill forts.</li> <li>○ <b>Ancient Egypt:</b> Important figures like Pharaohs (e.g., Tutankhamun), the building of pyramids, and mummification practices.</li> <li>○ <b>Romans in Britain:</b> Roman</li> </ul>	<p><b>Use a timeline:</b> Place periods (Stone Age, Romans, etc.) in chronological order.</p> <p><b>Ask and answer questions</b> about the past using simple sources like pictures and artefacts.</p> <p><b>Compare and contrast</b> different periods (e.g., Roman life vs. Iron Age life).</p> <p><b>Identify cause and effect:</b> Understand why certain events happened (e.g., why the Romans invaded Britain).</p> <p><b>Recognise changes over time:</b> Track how life, technology, and society changed (e.g., from the Stone Age to the Iron Age).</p>	<p>Timeline Chronology BC / AD Source Artefact Evidence Cause Consequence Civilisation Empire Invasion Pharaoh Legacy Change Impact</p>	<p><b>Timeline Activities</b> <b>Method:</b> Create a physical or digital timeline in the classroom, adding key periods (e.g. Stone Age, Romans). <b>Activity:</b> Have students place key events or periods in the correct order, using vocabulary like <i>BC/AD</i> and <i>chronology</i>.</p> <p><b>Source Exploration</b> <b>Method:</b> Introduce real or replica <b>artefacts</b> (or pictures) from different periods. <b>Activity:</b> Ask students to make predictions and discuss the artefacts' <i>evidence</i> of life in that</p>

<p>invasion of Britain, the construction of Hadrian's Wall, and the role of Boudica.</p> <p>3. <b>Social and Cultural Changes:</b></p> <ul style="list-style-type: none"> <li>○ <b>Stone Age to Iron Age:</b> How people lived (hunter-gatherers vs. farming), tools, and the shift from nomadic to settled life. <b>Ancient Egypt:</b> Society and religion (e.g., gods, afterlife beliefs), architecture (pyramids), and daily life.</li> <li>○ <b>Romans in Britain:</b> Roman influence on British life (e.g., roads, baths, and villas), military structure, and Romansation.</li> </ul> <p>4. <b>Cause and Effect:</b></p> <ul style="list-style-type: none"> <li>○ <b>Stone Age to Iron Age:</b> The transition from the Stone Age to the Bronze and Iron Ages due to the discovery of new materials.</li> <li>○ <b>Romans in Britain:</b> The reasons behind the Roman invasion and its effects on Britain's culture and</li> </ul>			<p>period.</p> <p><b>Role-Playing and Drama Method:</b> Have students act out daily life from the Stone Age, Ancient Egypt, or Roman Britain. <b>Activity:</b> Use storytelling to highlight significant events like the Roman invasion or Egyptian mummification.</p> <p><b>Cause and Effect Games Method:</b> Use "Cause and Effect" cards to help students match events with their results (e.g., "Romans invade Britain" → "New roads and baths built"). <b>Activity:</b> Have students work in pairs to connect causes and consequences using <i>cause</i>, <i>consequence</i>, and <i>impact</i>.</p> <p><b>Comparing Time Periods Method:</b> Create Venn diagrams comparing life in different periods (e.g., Stone Age vs. Romans).</p>
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<p>infrastructure.</p> <p>5. <b>Evidence and Sources:</b></p> <ul style="list-style-type: none"> <li>○ Understanding that we learn about the past from <b>artefacts, buildings, and written records</b> (e.g., Roman writings, Egyptian hieroglyphs).</li> </ul> <p>6. <b>Significance:</b></p> <ul style="list-style-type: none"> <li>○ Why events, figures, or inventions mattered (e.g., the Roman roads, Egyptian pyramids, or Iron Age hillforts).</li> </ul>			<p><b>Activity:</b> Discuss similarities and differences between them, using key terms like <i>similar, different, and change</i>.</p> <p><b>Historical Inquiry Method:</b> Pose simple questions about the past and explore answers using sources (e.g., "Why did the Romans invade Britain?").</p> <p><b>Activity:</b> Have students work in groups to answer historical questions, practicing inquiry skills.</p>
<p><b>Extended skills and vocabulary:</b> Extended historical skills for Year 3 should include analyzing causes and consequences, making inferences from evidence, comparing civilisations, and understanding continuity and change. Pupils should also recognize historical significance and use vocabulary like <i>inference, consequence, interpretation, empire, Romanisation, and legacy</i> to deepen their understanding. These skills help students think critically about the past and its impact on the present.</p>			

4. Impact on Modern Britain			
Core knowledge	Core skills	Core vocabulary	Taught through
<p><b>Infrastructure:</b> Understand how Roman innovations like roads, baths, and Hadrian's Wall shaped modern Britain's infrastructure.</p>	<p><b>Identifying Continuity and Change:</b> Understand how certain aspects of British life have remained the same (e.g., the importance of roads and trade from Roman times to today)</p>	<p>Legacy Infrastructure Technology Empire Romanisation</p>	<p><b>Timelines &amp; Maps:</b> Create timelines showing Roman roads and settlements, highlighting <i>infrastructure</i>,</p>

<p><b>Cultural Influence:</b> Explore how Roman and Egyptian culture (e.g., architecture, religion) influenced modern British society.</p> <p><b>Technological Advancements:</b> Learn how the transition from Stone Age tools to Iron Age technology laid the groundwork for later developments in industry and farming.</p> <p><b>Legacy:</b> Recognize how historical events, such as the Roman invasion, have shaped Britain’s legal, military, and social systems today.</p>	<p>and how they have changed (e.g., farming techniques evolving from the Stone Age to the Iron Age).</p> <p><b>Analysing Legacy:</b> Recognize the lasting effects of historical events, such as how Roman laws, engineering, and architecture still influence modern Britain.</p> <p><b>Comparing Past and Present:</b> Compare aspects of daily life in ancient Britain (e.g., housing, technology, and society) with modern Britain.</p> <p><b>Explaining the Influence of the Past:</b> Understand how events from the past (e.g., Roman invasion, Bronze Age trade) have shaped Britain’s current culture, infrastructure, and society.</p>	<p>Law Trade Engineering Agriculture Architecture</p>	<p><i>engineering, and architecture.</i></p> <p><b>Role-Playing:</b> Have students act as Roman builders or farmers to discuss the impact on <i>technology, agriculture, and law.</i></p> <p><b>Comparing Past &amp; Present:</b> Show images of Roman and modern buildings, discussing <i>legacy, trade, and engineering.</i></p> <p><b>Cause and Effect:</b> Use charts to explore Roman influence on laws and infrastructure, reinforcing <i>Romanization and empire.</i></p>
<p><b>Extended skills and vocabulary:</b> Extended skills for Year 3 include analysing how historical events like Roman invasion shaped modern Britain, synthesising evidence from different periods, and evaluating the lasting legacy of ancient civilizations. Key vocabulary includes <i>civilisation, governance, innovation, Romanisation, and cultural diffusion.</i></p>			