**Year 3 CURRICULUM OVERVIEW 2024 – 2025**

| **YR3** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
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| **Content** | **British History****Changes in Britain**Stone Age to Iron Age | **The Wider World****Earliest Civilisation**Ancient Egypt | **British History****Impact on Britain**Roman Empire |
| **Key new knowledge** | **Changes in Britain from the Stone Age to the Iron Age****Chronological understanding** * Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini).
* Sequence events or artefacts from the period between the Stone Age to the Iron Age.
* Sequence key years/events or dates between the Stone Age and Iron Age, on a timeline.

**Knowledge and understanding of events, people, and changes in the past*** Find out about the everyday lives of people during the Stone Age and Iron Age and make comparisons with our lives today.
* Identify reasons for and results of people’s actions during the Stone age and Iron Age period.
* Recount the main events between the Stone Age and Iron Age period.
 | **The achievements of the earliest civilizations - a depth study of Ancient Egypt****Chronological Understanding** * Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini).
* Sequence events or artefacts from the Ancient Egyptian period.
* Sequence key years/events or dates during the Ancient Egyptian period, on a timeline.

**Knowledge and understanding of events, people, and changes in the past*** Find out about the everyday lives of people in the Ancient Egyptian period and make comparisons with our lives today.
* Identify reasons for and results of people’s actions during the Ancient Egyptian period.
* Recount the main events from the Ancient Egyptian period.
 | **The Roman Empire and its impact on Britain****Chronological Understanding** * Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini).
* Sequence events or artefacts from the Roman Britain period.
* Sequence key years/events or dates during the Roman Britain period, on a timeline.

**Knowledge and understanding of events, people, and changes in the past*** Find out about the everyday lives of people in the Roman Britain period and make comparisons with our lives today.
* Identify reasons for and results of people’s actions during the Roman Britain period.
* Recount the main events from the Roman Britain period.
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| **Key new knowledge** | **Historical Enquiry** * Use a range of sources to find out about the period between the Stone Age and the Iron Age.
* Ask questions and find answers about the Stone Age and Iron Age.

**Historical Interpretation*** Explore the idea that there are different accounts of history and what the reasons for this might be.
* Distinguish between different sources and evaluate their usefulness e.g. museum artefacts, books, cartoons etc.

**Organisation and communication*** Present, communicate and organise ideas about the past using a variety of art forms e.g. models, drama, role play and different genres of writing.
* Use and understand appropriate historical vocabulary related to the period between the Stone Age and the Iron Age.
 | **Historical Enquiry** * Use a range of sources to find out about the Ancient Egyptian period.
* Ask questions and find answers about the Ancient Egyptian period.

**Historical Interpretation*** Explore the idea that there are different accounts of history and what the reasons for this might be.
* Distinguish between different sources and evaluate their usefulness e.g. museum artefacts, books, cartoons etc.

**Organisation and communication*** Present, communicate and organise ideas about the past using a variety of art forms e.g. models, drama, role play and different genres of writing.
* Use and understand appropriate historical vocabulary related to the Ancient Egyptian period.
 | **Historical Enquiry** * Use a range of sources to find out about the Roman Britain period.
* Ask questions and find answers about the Roman Britain period.

**Historical Interpretation*** Explore the idea that there are different accounts of history and what the reasons for this might be.
* Distinguish between different sources and evaluate their usefulness e.g. museum artefacts, books, cartoons etc.

**Organisation and communication*** Present, communicate and organise ideas about the past using a variety of art forms e.g. models, drama, role play and different genres of writing.
* Use and understand appropriate historical vocabulary related to the Roman Britain period.
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| **Assessment** | Retrieval tasksPop quizzesPeer and Self-assessmentWork in booksDiscussion & questioning  | Retrieval tasksPop quizzes Peer can self-assessmentWork in booksDiscussions & Questioning | Retrieval tasksPop quizzesPeer can self-assessmentWork in booksDiscussions & Questioning |