



## History Statement of Intent

At Whinstone, we deliver a high-quality history education, which inspires children to think and act as historians, developing their curiosity to know more about the past. Children have opportunities to investigate Britain’s past and that of the wider world, developing their knowledge and understanding of people, events and context from a range of historical periods, using a vast selection of sources.

We develop children, helping them to become historians, by:

- Understanding chronology.
- Know and understand the history of these islands: how history has shaped this nation.
- Know and understand aspects of history of the wider world.
- Understanding the methods of historical enquiry, including how evidence is used and how/ why people interpret the past in different ways.
- Understanding the complexities of people’s lives, the process of change, diversity of societies and relationships between different groups.
- Provide a broad and enriched curriculum in the classroom, during themed days, educational visits/visitors and by bringing history alive.
- Thinking critically: to reflect, debate, discuss and evaluate the past.





### **History KS2 National Curriculum**

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

Pupils should be taught about:

- changes in Britain from the Stone Age to the Iron Age
- the Roman Empire and its impact on Britain
- Britain's settlement by Anglo-Saxons and Scots
- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- a local history study
- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China
- Ancient Greece – a study of Greek life and achievements and their influence on the western world

a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.



## History Implementation

History is taught as an area of learning in its own right, as well as integrated with other curriculum areas where appropriate. There is also flexibility to seize opportunities to celebrate and acknowledge significant events.

<b>Year 3 History Implementation – Key Concepts</b>
<p><b>The Key Concepts of History at Whinstone are:</b></p> <ul style="list-style-type: none"> <li>• Chronological understanding</li> <li>• Knowledge and understanding of past events, people and changes in the past</li> <li>• Historical interpretation</li> <li>• Historical enquiry</li> <li>• Organisation and communication</li> </ul>

<b>In Year 3 History is taught in the following sequence:</b>					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Celts, Roman Empire and the impact on Britain</b>		<b>The Viking and Anglo Saxon invaders</b>			

<b>Topic Specific Vocabulary</b>			
<b>Celts</b>	<b>Roman Empire</b>	<b>Anglo-Saxons</b>	<b>Vikings</b>
Britain, Europe, tribe, Celts, village, roundhouse, settlement, hill fort, Boudicca, Iron Age, warrior, shield	Romans, power, ambition, revenge, Romulus, Remus, gladiators, chariots	Hengset, Horsa, King Vortigern, settlement, King Ethelred II, Danegeld	Longboats



# Whinstone Primary School Year 3 History



These Key Concepts, knowledge and vocabulary will be taught and reinforced through the development of the specific skills listed. These Key Concepts and vocabulary will be revisited and repeated throughout a child’s journey of History at Whinstone.

<b>Chronological Understanding</b>	<b>Knowledge and understanding of past events, people and changes in the past</b>	<b>Historical interpretation</b>	<b>Historical enquiry</b>	<b>Organisation and communication</b>
<p>Order significant events and dates on a timeline.</p> <p>Understands timeline can be divided into BC and AD (BCE and CE).</p> <p>Understand the order of the Iron age, Celts and Romans in Britain</p>	<p>Describe features of the past such as:</p> <ul style="list-style-type: none"> <li>-Houses/settlements</li> <li>-Clothing/way of life</li> <li>-Culture and leisure activities</li> <li>-Beliefs</li> </ul> <p>Describes similarities and differences between people, events and objects</p>	<p>Looks at different accounts/sources of the same event and identify similarities and differences, e.g. Boudicca and how she is described by Romans as she is – why?- they didn’t want to be seen to be defeated by a woman</p> <p>Understand the cause and consequences of different events-invasions</p> <p>Understand what is fact and opinion</p>	<p>Looks carefully at a range of sources to answer questions.</p> <p>Asks questions about the past.</p> <p>Give own reasons why changes may have occurred, backed up by evidence..</p>	<p>Presents findings about past in writing, speaking, art/DT, role- play and ICT.</p> <p>Uses dates and terms with increasing accuracy.</p> <p>Discusses different ways of presenting information for different purposes.</p>



### History Impact

At the end of each topic teachers will evaluate what knowledge and skills pupils have gained within the Key Concepts.

Key Concept	Meeting expectations
Chronological understanding	I know approximately when the Celts were settled in Britain
Historical enquiry	I can describe a roundhouse in detail
Historical interpretation	I can recall some of the jobs Celtic people had
Knowledge and understanding	I can describe a Celtic warrior and their weapons
Historical interpretation	I can recall the myth of Romulus and Remus
Historical enquiry	I know some of the countries ruled by the Roman Empire
Historical enquiry	I know who Boudicca was and why she attacked the Romans
Knowledge and understanding	I can explain who gladiators were
Knowledge and understanding	I can explain what chariot racing was
Knowledge and understanding	I can use Roman numerals