



History Subject Map - Y3

Autumn 1					
Project title: The Stone Age					
Lesson	Objective	Skill	Knowledge	Links to prior learning	Big Idea links
1 Alternative lesson start & Lesson 1: Stone Age chronology	Gather information from a range of sources and order chronologically. Order chronologically	Describe the everyday lives of people from past historical periods. Sequence dates and information from several historical periods on a timeline	Stone Age life is defined by the use of stone for making tools and weapons and the transition from the hunter-gatherer lifestyle to farming. Bronze Age life is defined by the use of metals, including bronze, to make tools, weapons and objects, and the creation of large settlements and social hierarchy. Iron Age life is defined by the use of metals, including iron, to make stronger, more effective tools and weapons and fine, decorative objects. Farming became more efficient and religion was an important part of life. Dates and events can be sequenced on a timeline using AD or BC. AD dates become larger the closer they get to the present day. BC dates become larger the further away they get from the present day. The	Describe the everyday lives of people in a period within or beyond living memory.	Change Democracy Investigation



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			year AD 1 marks the birth of Christ in the Gregorian calendar. Dates and events can be sequenced on a timeline using AD or BC. AD dates become larger the closer they get to the present day. BC dates become larger the further away they get from the present day. The year AD 1 marks the birth of Christ in the Gregorian calendar.		
2 Everyday Stone Age life	Describe the everyday lives of people in the Stone Age. Everyday Stone Age life	Describe the everyday lives of people from past historical periods	Stone Age life is defined by the use of stone for making tools and weapons and the transition from the hunter-gatherer lifestyle to farming. Bronze Age life is defined by the use of metals, including bronze, to make tools, weapons and objects, and the creation of large settlements and social hierarchy. The Stone Age is named after the materials humans used to make their tools and weapons. During this time, life changed and became more sophisticated as new tools, homes and food producing techniques were invented.	Describe the everyday lives of people in a period within or beyond living memory.	Change Democracy



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3	Describe Stone Age tools and weapons and their purpose. Tools and weapons	To be able to describe how Stone Age tools changed over time.	Stone Age tools were made from stone, wood and bone. They became more sophisticated and efficient over time. Palaeolithic tools were simple. Mesolithic tools were shaped and sharpened by removing flakes of flint from the edges of stones. Neolithic tools were sharpened, polished and mounted on handles.	New learning	Significance Change Investigation Democracy
4	Find out information on Stone Age settlements. Settlements	Make own deductions about historical sources.	Well preserved dwellings and artefacts have been discovered in locations across the UK, which have helped historians and archaeologists to understand more about life in the Neolithic.	Examine an artefact and suggest what it is, where it is from, when and why it was made and who owned it	Investigation
5	Explain the cause of the end of the Stone Age and the effect this had. Cause of the end of the Stone Age	Explain the cause and effect of a significant historical event.	The Stone Age ended when metalworking skills were introduced to Britain by the Bell Beaker folk, c2500 BC. By the end of the Stone Age, humans had started to live in permanent settlements and farm crops and animal.	Explain why an event from the past is significant.	Democracy Change Growth
6	Gather information from historical artefacts and order chronologically.	Draw conclusions from historical artefacts.	The Bronze Age started c2500 BC, when the Bell Beaker folk brought metalworking skills from Europe to Britain. It	Sequence significant information in chronological order.	Change Growth Significance



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	Historical artefacts Bronze Age	Sequence dates and information from several historical periods on a timeline	ended when society in Britain and Europe collapsed.		
7	Describe the everyday lives of the Beaker folk. Beaver folk	Describe the everyday lives of people from past historical periods.	Bronze Age life is defined by the use of metals, including bronze, to make tools, weapons and objects, and the creation of large settlements and social hierarchy. The Bell Beaker folk introduced metalworking, Bell Beaker pottery and new religious beliefs to Britain.	Describe the everyday lives of people in a period within or beyond living memory.	Change Growth Significance Democracy

Autumn 2

Project title: The Stone Age

Lesson	Objective	Skill	Knowledge	Links to prior learning	Big Idea links
1	Describe the changes in life between past civilisations Past civilisations	Describe how past civilisations or lives of people in Britain developed during the Stone Age and Bronze Age	The discovery of bronze changed the way that people lived, farmed, fought, traded and dressed. These changes made it easier for people to farm, create permanent settlements and protect their land.	Describe the everyday lives of people in a period within or beyond living memory.	Change Growth Significance Democracy
2	Describe the role of tribal wealth and power in the Bronze Age communities. Wealth and Power	Describe the roles of tribal communities and explain how this influenced everyday life	In the Bronze Age, for the first time in Britain, there was a difference between the wealth and status of people. People who controlled metal mines	Describe the hierarchy of a past society.	Democracy Change Growth Significance



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			were rich and powerful. People without access to metal ores were poor. An increase in wealth lead to conflicts between tribes and the need for defensive walls around settlements. Tribal communities appeared around 4000 years ago in Britain and supplanted the hunter-gatherer lifestyle. Communities created permanent settlements made up of a number of families, farmed to produce food, made and used pottery, developed tools and weapons and created burial mounds and monuments.		
3	Explain the cause of the end of the Bronze Age and the effect this had. Cause of the end of the Bronze Age	Explain the cause and effect of a significant historical event.	The Bronze Age collapse is the name given to a period of time when society collapsed in Britain and Europe. The weather, natural disasters in Europe and rebellion by the poor against the rich are all theories given for the Bronze Age collapse.	Explain why an event from the past is significant.	Democracy Change Growth
4 Cause and effect Comparison	Gather information from historical artefacts and order chronologically. Historical artefacts Iron Age	Draw conclusions from historical artefacts. Sequence dates and information from several historical periods on a timeline Describe how a significant event or person in British history	The Iron Age in Britain started c700 BC when Celts from Europe settled in Britain and brought their ironworking skills with them. It ended after the invasion of the Romans in AD 43. Knowledge of ironworking arrived with the Celts. It	Sequence significant information in chronological order. Describe and explain the importance of a significant individual's	Change Growth Significance Democracy

This one lesson on the Iron Age will support learning in Yr4



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	Describe the changes in life between past civilisations Daily Life of the Iron Age	changed or influenced how people live today (Iron Age)	improved tools and weapons, so farming became more efficient. It increased conflict, because all tribes had access to strong, sharp weapons that they could use to attack neighbouring tribes. Celts in Britain also traded metal, cloth and luxury goods with other Celts in Europe.	achievements on British history	
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Spring Term

Project title: Excavations

Lesson	Objective	Skill	Knowledge	Links to prior learning	Big Idea links
1	Describe the impact of a historical figure. Mary Anning	Devise or respond to historically valid questions about a significant historical figure.	Mary Anning was a palaeontologist (scientist who studies fossils). She discovered the first complete <i>Ichthyosaurus</i> fossil. This was an important discovery because it challenged the way scientists had believed the natural world had developed.	Use historical models to make judgements about significance and describe the impact of a significant historical individual	Significance Change
2 and 3	Explain the cause and effect of a significant historical event. Pompeii	Explain the cause and effect of a significant historical event.	Pompeii was an ancient Roman city that perished when Mount Vesuvius erupted in AD 79. The archaeological site of Pompeii is historically significant because it	Explain why an event from the past is significant	Significance Change



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			provides a large amount of information about Roman life.		
4 and 5	Make deductions and draw conclusions from historical sources. Making deductions	Make deductions and draw conclusions about the reliability of a historical source or artefact	Interviews, diaries, letters, journals, speeches, autobiographies, artefacts, photographs and witness statements are historical source materials. However, some historical source materials are more reliable than others.	Examine an artefact and suggest what it is, where it is from, when and why it was made and who owned it	Significance Investigation Change

Summer Term					
Project title: The Roman Empire					
Lesson	Objective	Skill	Knowledge	Links to prior learning	Big Idea links
1 Introductory Knowledge	Sequence dates and information from the Roman era. Roman Era	Sequence dates and information from several historical periods on a timeline.	Key dates in Roman history include: 55–54 BC when Julius Caesar invaded Britain twice but unsuccessfully; AD 43 when Roman emperor, Claudius, invaded and conquered Britain; AD 410 when Roman rule ended in Britain.	Sequence significant information in chronological order.	Significance Democracy Change
2 Founding of Ancient Rome	Compare and contrast two historical viewpoints Compare and contrast historical viewpoints	Make deductions and draw conclusions about the reliability of a historical source or artefact.	Historical viewpoints demonstrate what a person thinks and feels about a historical event or person. Primary sources include documents or artefacts created by a witness to a historical event at the time it happened. Secondary sources were created by someone who did not experience or participate in the event. A secondary source interprets and analyses a primary source.	Use historical sources to begin to identify viewpoint.	Significance
3	Ask and answers historical questions.	Ask well composed historical questions about	Well composed historical questions begin with statements, such as 'how', 'why' and 'to what extent' and should be based around a historical	New learning for Y3	Change Significance Democracy



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	Everyday Life in ancient Rome	aspects of everyday life in ancient periods.	concept, such as cause and effect, significance or continuity and change.		
4	Describe the hierarchy in the Roman Empire Ruling Rome	Describe the hierarchy and different roles in past civilisations.	Ancient Rome had a clear hierarchy. Over time, it was ruled by a king, a group of men called the senate and an emperor. Below the rulers in the hierarchy, Roman society was split into upper class patricians and equites who owned land and had powerful jobs. Lower class plebeians' and freemen were citizens of Rome who earned their own money. They had a variety of jobs and some were legionary soldiers in the Roman army. Slaves were at the bottom of the hierarchy. They were the property of their owners and had no freedom. Some were auxiliary soldiers in the Roman army. Aspects of everyday life in a Roman town include the use of the forum for decision-making; shops and market places for trade; family life, including the different roles and lifestyles of men and women; slavery and life in a Roman fort.	Y2 work on the monarchs, power and rule.	Significance Democracy Change
5 Roman Army Complete over 2 sessions to learn more about the formations etc.	Describe the hierarchy and different roles within the Roman Army Roman Army	Describe the hierarchy and different roles in past civilisations.	The basic structure or hierarchy of a Roman army legion was complex. It included: <i>contubernium</i> , which consisted of eight men who lived and worked together; centuries, which were made up of 10 <i>contubernia</i> with a total of 80 men commanded by a centurion; cohorts, which included a group of centuries or a maximum of 800 fighting men. A Roman legion was commanded by a <i>legatus legionis</i> .	New learning linked to armies.	Significance Democracy Change



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6	Describe the growth and expansion of the Roman Empire. Growth and Expansion	Describe the achievements and influence of the ancient Romans on the wider world.	The Roman Empire grew over time, as the Roman army fought wars and conquered lands around the Mediterranean Sea, including countries in Europe, North Africa and the Middle East.	New learning linked to Empires	Change Growth Democracy Significance
7	Describe the hierarchical systems of an ancient civilisation Hierarchy in Ancient Rome	Describe the hierarchy and different roles in past civilisations.	Ancient Rome had a clear hierarchy. Over time, it was ruled by a king, a group of men called the senate and an emperor. Below the rulers in the hierarchy, Roman society was split into upper class patricians and equites who owned land and had powerful jobs. Lower class plebeians' and freemen were citizens of Rome who earned their own money. They had a variety of jobs and some were legionary soldiers in the Roman army. Slaves were at the bottom of the hierarchy. They were the property of their owners and had no freedom. Some were auxiliary soldiers in the Roman army.	New learning linked to Empires	Change Growth Democracy Significance
8	Use evidence to justify the significance of a historical figure. Roman Emperors	Devise or respond to historically valid questions about a significant historical figure and suggest or plan ways to answer them	Nine significant Roman emperors include: Augustus (63 BC–AD 14); Tiberius (42 BC–AD 37); Caligula (AD 12–41); Claudius (10 BC–AD 54); Nero (AD 37–68); Trajan (AD 53–117); Hadrian (AD 76–138); Commodus (AD 161–192); Constantine (cAD 280–337).	Use historical models to make judgements about significance and describe the impact of a significant historical individual.	Change Growth Democracy Significance
9	Explain the cause and effect of a significant historical event First Invasions	Explain the cause and effect of a significant historical event	Roman army general, Julius Caesar first invaded Britain in 55 BC, then again in 54 BC. His attempts were unsuccessful. Cause, is a thing that gives rise to an action. Consequence is a result or effect of an action, sometimes unwelcome or unpleasant.	Explain why an event from the past is significant.	Significance Growth Change Democracy
10 Boudicca	Describe the significance of a	Describe the significance and impact of power struggles on Britain.	Boudicca was the warrior queen of the Celtic Iceni tribe. She rebelled against the Roman Empire because Emperor Nero tried to take the land of the	Y2 work on significant historical people (eg,	Significance Change



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	historical person and the actions they took Boudicca		Iceni tribe, charged unfair taxes and attacked her family. A rebellion is an act of resistance against government or authority.	monarchs, Rosa Parks and Neil Armstrong)	
11 Hadrian's Wall	Describe the purpose and significance of Hadrian's Wall Hadrian's Wall	Describe the significance and impact of power struggles on Britain.	After the Roman's successful invasion of Britain in AD 43, there were many power struggles as the Romans tried to take control of Celtic lands and people. These struggles were significant because many tribes, such as the Picts in Caledonia, and key leaders, like Boudicca in England, refused to obey Roman rule. These power struggles caused conflict, death and destruction in the short term, and in the long term they changed the way of life of for the Celts who were defeated. Hadrian's Wall was built to defend the frontier of the Roman Empire from the Caledonians. It stretched across the north of England and was built from earth, turf and stone. Forts, milecastles and turrets helped soldiers protect the border.	New learning for Y3	Significance Change
12 Life in a Roman Fort	Make deductions and draw conclusions from historical sources. Life in a Roman Fort	Make deductions and draw conclusions about the reliability of a historical source or artefact	The Vindolanda tablets were found in 1973 at Vindolanda Roman fort near Hadrian's Wall. They are made of wood and written on with pen and ink. 700 tablets have been found containing letters, shopping lists and party invitations written by people in the fort.	Examine an artefact and suggest what it is, where it is from, when and why it was made and who owned it.	Significance
13 Britannia	Describe the 'Romanisation' of Britain. Britannia	Describe the 'Romanisation' of Britain, including the impact of technology, culture and beliefs.	Romanisation occurred when Roman beliefs, technology and culture were adopted by Britons after the invasion of AD 43. Life became Romanised in, or near, newly built Roman towns and forts, especially in the south of England. The Romans introduced urban living and road networks, cleanliness in the form of running water	New learning for Year 3.	Change Significance



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			and bath houses and new beliefs in Roman gods and goddesses, and later, Christianity. Many people who lived near new Romans towns and forts became Romanised. They started to live an urban lifestyle, worship Roman gods and follow Roman culture, such as enjoying feasts and wearing Roman clothing. Merchants used Roman money and traded with others across the Empire. Wealthier Britons began to learn Latin and use written communication and many people benefited from Roman engineering and technology.		
14 Romanisation in the local area Local History – possible link to A5. Ensure that this lesson has a clear local history link or Roman burial site Friary Fields in Dunstable (See website link)	Use historical sources to explain how the local area has been impacted. Romanisation in the local area	Analyse a range of historical information to explain how a national or international event has impacted the locality.	National and international historical events, such as wars, invasions, disease, the invention of new technologies and changes in leadership, can have a positive or negative impact on a locality and can shape the beliefs, identity, settlement and culture of people in the locality Dunstable was called Durocobravis by the Romans. It was situated on Watling Street one of the busiest roads in Britain. Watling Street runs from London through St. Albans to Dunstable. At Dunstable Watling Street crosses the Icknield Way (a much earlier prehistoric road). https://virtual-library.culturalservices.net/webingres/bedfordshire/vlib/0.digitised_resources/dunstable_digitisation_az_topic_roman.htm#:~:text=Dunstable%20%3E%20Archaeology%20%3E%20Roman&text=It%20was%20situated%20on%20Watling,a%20much%20earlier%20prehistoric%20road).	Describe, in simple terms, the importance of local events, people and places	Change Significance Growth



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			https://localhistories.org/a-history-of-dunstable/		
Verulamium Trip or Natural History Museum					