



Year 3

Autumn Term	Spring Term	Summer Term
History of The Potteries	Stone Age to Iron age	Ancient Greeks
Legacy, Work and Trade, Everyday Life,	Legacy, Work and Trade, Everyday Life	Legacy, Work and Trade Everyday Life
Chronology and Causation		
<p>C15-I can begin to understand that the past is divided into different named periods of time</p> <p>C16-I am able to use dates to explain British, local and world history</p> <p>C17-I can start using a timeline that identifies different centuries</p> <p>C18-I can use appropriate dates and chronological conventions, e.g., BC, BCE and AD</p> <p>C19-I can put artefacts or information in chronological order from a long time ago</p> <p>C20-I can understand that significant discoveries or inventions created much change to the lives of people, e.g. the wheel or iron ore</p> <p>C21-I am able to place events, people and changes of British, local and world history on a timeline</p> <p>C22-I can accurately set out different events onto a timeline</p> <p>C23-I can appreciate that some major events in the past caused a major change to the British landscape, e.g., industrial revolution</p>		
Historical Enquiry		
<p>H12-I can use a variety of sources to collect information about the past</p> <p>H13-I can suggest sources of evidence from a selection to help answer questions and says how it can be used to find out about the past</p> <p>H14-I can explain that there are different types of evidence and sources that can be used to help represent the past</p>		
Interpretation and Significance		
<p>I13-I know that much of what is presented as historical fact is based on limited information</p> <p>I14-I can recognise the reasons someone may have acted as they did in relation to the main events and changes of a time studied</p> <p>I15-I can start to compare two versions of a past event</p> <p>I16-I can observe and use pictures, photographs and artefacts to find out about the past</p> <p>I17-I can start to use stories or accounts to distinguish between fact and fiction</p> <p>I18-I can explain that there are different types of evidence and sources that can be used to help represent the past</p>		

Link to Progression Document	Link to Progression Document	Link to Progression Document
<p>To be taught this term. C15, C17 C21, C22, C23 H12 I14, I16</p>	<p>To be taught this term. C16, C18, C20 H13 I13, I18 Revisited this term C15, C17 C21, C22, C23 H12 I14, I16</p>	<p>To be taught this term. C19, H14 I15, I17 Revisited this term C15, C16, C17, C18, C20, C21, C22, C23 H12, H13 I13, I14, I16, I18</p>
Subject Specific Vocabulary	Subject Specific Vocabulary	Subject Specific Vocabulary
<p>Stoke-on -Trent, The Potteries, Josiah Wedgwood, Doulton, Spode, pot bank, bottle kiln, canal, clay, coal, industrial revolution, transport, slavery, pollution, painter, saggermaker, carrier, slip caster, placer, working class, factory, potter,</p>	<p>hunter-gathers, settlement, Iron Age forts, Skara Brae, Stonehenge, archaeologists, Bronze Age, Iron Age, Stone Age, weapons, Neolithic, Mesolithic, Palaeolithic, Iron ore</p>	<p>Philosophy, Athenians, Spartans, democracy, Olympics, Alexander the Great, Parthenon, tunics(chiton), civilisation, artefacts, Gods/Goddesses (Zeus, Poseidon, Demeta, Hera, Ares, Hermes, Athena, Apollo) Myths</p>
I will...	I will...	I will...
<ul style="list-style-type: none"> Know that Stoke-on-Trent became world famous for the production of pottery in the 18th 19th and 20th centuries. W&T 	<ul style="list-style-type: none"> Know when the Stone Age, Bronze Age and Iron Age occurred and be able to 	<ul style="list-style-type: none"> Know where Greece is Know what everyday life was like in Ancient Greece and be able to order some

- Be able to explain the reasons why the Pottery industry developed in Stoke-on-Trent. **L**
W&T
- Be able to place important events in the history of the Pottery industry onto a timeline.
- Know the impact that the industrial revolution had on Stoke-on-Trent through a variety of sources. **L** **W&T** **EL**
- Know about famous potters and factory owners from Stoke-on-Trent and recognise the different choices that they made. **W&T**
- Know what everyday life was like for people in the Potteries through observation of photographs, pictures and artefacts. **EL** **W&T**
- Know the types of occupations in the Pottery industry. **EL** **W&T**

place these onto a timeline using terms such as BC.

- Be able to explain which different sources of evidence we could use to learn about the Stone Age.
- Be able to explain why sources of information may be limited.
- Know what the key differences are between the Stone Age, The Iron Age and The Bronze Age. **EL** **W&T** **L**
- Recognise the importance of the invention of the wheel; the discovery of iron ore; and the creation of iron age hill forts and the impact that these had on people's lives. **EL** **W&T** **L**
- Know what is meant by hunter gatherers. **EL**

artefacts on a timeline. **EL**
W&T

- Know that the Ancient Greeks were an advanced civilization. **EL** **L**
- Be able to explain which sources of evidence we can use to learn more about the Ancient Greeks.
- Know that Spartans and Athenians often battled for supremacy
- Know that Ancient Greeks believed in a number of Gods and that there are different versions of these myths **EL**
- Be able to distinguish between fact and fiction in relation to stories from Ancient Greece.
- Know that the Ancient Greeks were responsible for starting the Olympic movement. **L**
- Know that the Ancient Greeks have been associated with the birth of democracy **L**

*Key Themes running through the History Curriculum at Knypersley First School

Legacy- A legacy is defined as something that has been passed on by those who lived in the past. Legacies can include political structures, such as parliamentary democracy, buildings and monuments, oral histories and stories, as well as tangible artefacts. They may also include cultural traditions and celebrations.

Everyday Life- How people lived in the past: their homes, values, work, transport, traditions, education and entertainment.

Work and Trade- The study of how people earned a living in the past. The different occupations and careers that people may have had. The study of a variety of industries and their impact on people's lives and the wider community.