



Singleton Church of England Primary School

Progression of Skills and Knowledge

History - Y3



	Year 3 Unit 1 The Stone Age 	Year 3 Unit 2 The Bronze Age and the Iron Age 	Year 3 Unit 3 
SUBSTANTIVE CONCEPTS 8 Substantive concepts are concepts that children will come across repeatedly throughout their education in history Highlighted concepts covered in unit	Leadership, agriculture , migration , civilisations , childhood, worship, society , equality	Leadership, agriculture , migration, civilisations , childhood, worship, society , equality	Leadership, agriculture, migration, civilisations, childhood , worship, society , equality
DISCIPLINARY CONCEPTS	Constructing / Communicating the past Change and development Using sources as evidence	Constructing / Communicating the past Sequencing the past- Chronology	Historical Enquiry Using sources as evidence
KEY VOCABULARY	Pre-historic, Palaeolithic, Mesolithic, Neolithic archaeology, artefact, settlement, monument, ice-age, hunter gatherer, agriculture	Bronze, archology, artefact, settlement, agriculture, ice age, crop, flint, wattle and daub, roundhouses, crannog, brooch, ingot, hill fort.	Significant, architecture, migration, leisure, worship, heritage, locality, economy,
SUBSTANTIVE KNOWLEDGE Substantive knowledge refers to the residual knowledge that children should take away from the unit after it has been taught. It consists of the core facts and historical knowledge of the period, such as historical narrative, significant events or people, period features, chronology and substantive concepts. In this progression map, you will find a concise summary of the substantive knowledge for each unit.	<ul style="list-style-type: none"> Knows that in the Stone Age, tools and weapons were made of stone. Knows The Stone Age is split into the Palaeolithic (Old) Stone Age, Mesolithic (Middle) Stone Age and Neolithic (New) Stone Age. Knows the period known as the Prehistoric Age spans from the last Ice Age in 800,000 BC to the Roman invasion in 43 AD. The majority of this period is commonly referred to as the Stone Age Knows The Stone Age gets its name from the stone (flint) used to make weapons and tools. Know that The Stone Age is part of a time period called Prehistory. Knows that prehistory includes the Stone Age, Bronze Age and Iron Age. Knows the major change that happened later in the Stone Age was that people started to settle in communities and farm the land and trade. Knows that people migrated around Europe during this period of history. From the later Stone Age onwards, they brought farming and craft techniques with them. Knows about the Stone Age from studying archaeological remains and artefacts. Knows that the new archaeological finds often change our interpretation of what happened in the Stone Age Knows the period ended with the development of metalworking Focused study - Skara-Brae - a Neolithic settlement in the Orkney Islands. Star Carr was a Mesolithic hunting camp near Scarborough, North Yorkshire. Stonehenge is a Neolithic stone monument near Salisbury, Wiltshire 	<ul style="list-style-type: none"> Knows that in the Bronze Age, people developed the technology to make bronze. This was used to make bronze tools, containers and jewellery. Knows that around 2500 BC, people began to smelt (remove the metal from the ore) copper. This involved the metal being extracted from the rock and then broken into tiny pieces. Knows that around 2150 BC, copper was mixed with tin to make bronze. Bronze was much better because it is harder, stiffer, more durable and non-corrosive. Knows that people in Britain probably learned how to produce the metal from the Beaker people who came from Western Europe. (They were called Beaker people due to the shape of their pots, which were like upturned bells.) Stonehenge is a historic site that developed throughout this period. Lots of people added to it over many years. Knows that Amesbury Archer was found near Stonehenge in 2002. He was buried with over 100 artefacts including copper knives, gold hair ornaments, decorated pottery and even boars' tusks. He became known as the Amesbury Archer, as flint arrowheads and a stone wrist guard worn by archers at the time were found in the grave. Knows that Amesbury Archer was buried around 2300 BC. Examination of his DNA shows that he grew up in what is now the Swiss Alps Knows that during the Iron Age, people began to make tools and weapons from iron. Knows the first Iron Age objects were made about 1000 BC, and by 800 BC, iron had become the most popular metal. Knows the use of iron led to big advances in farming with the use of iron tools. This led to more food being available and therefore an increase in the population. Knows we have fewer Iron Age objects than those from the Bronze Age, as iron rusts and is less durable. Today, we call the people who lived in Britain during the Iron Age 'Celts'. They were made up of many different tribes, but they did have similar languages and beliefs. Knows that Hillforts developed during the Iron Age. Communities lived on hills for protection Knows there were advances in house building 	Investigating the locality Significant buildings – Listed buildings - options Wider community – growth and development of a holiday resort <ul style="list-style-type: none"> Blackpool Tower Winter Gardens - resources https://www.showtownblackpool.co.uk/be-a-part-of-it/school-visits https://www.liveblackpool.info/about/history/history-of-blackpool-and-growth-of-the-town/ Singleton <ul style="list-style-type: none"> St Anne's Church Fire Station Lych gate https://en.wikipedia.org/wiki/Listed_buildings_in_Singleton,_Lancashire The impact of the Miller Family on the growth and development of the Village Poulton <ul style="list-style-type: none"> https://en.wikipedia.org/wiki/Listed_buildings_in_Poulton-le-Fylde Listed buildings have been placed on the National Heritage List for England. The older a building is, the more likely it is to be listed. Usually, a building needs to be at least 30 years old to be listed.
CHRONOLOGICAL KNOWLEDGE	<ul style="list-style-type: none"> Knows about the ancient history time period of the Stone Age. 	<ul style="list-style-type: none"> Knows that the Bronze Age and Iron Age spanned from around 2500BC to 500BC. Knows the dates of some of the main events that happened in the Bronze and iron age. 	<ul style="list-style-type: none"> Knows about the time period that the significant local history was created.

<p>MAKING CONNECTIONS</p> <p>Key knowledge / key questions</p>	<p>Discuss KS1 History – more recent History (AD) – look at a time line for context – discuss BC and show where this appears on a timeline – going to explore much earlier history</p> <p>Make connections with Year 3 Unit 2 – The Bronze Age and year 4 The Ancient Egyptians</p> <ul style="list-style-type: none"> • Make the connections with a Chronology across previously studied units – Focus on BC • What are the challenges about trying to find out about historical events that happened so long ago? The availability of sources and evidence • What evidence – sources did we have to use to find out about periods of history so long ago? Archaeological remains • The challenges – the historical information and conclusions as to what life was like can change as new archaeological discoveries are made that change our understanding of prehistoric ages 	<p>Do you remember from KS1 – the topic on Great inventions – what did we learn about – development of planes and railways. – I wonder if the inventions in the Bronze and Iron age helped with later inventions such as planes and railways</p> <p>Well today we are going to look at the inventions and achievements of the people from the bronze age – Do you think they will be similar or different inventions? They invented the wheel, and made advancements in house building and weaponry etc</p> <p>Why do you think it is called the Bronze age? The Iron Age?</p>	<p>Making connections - The unit will support the children in gaining an understanding of the breadth people can make in order to become significant, and will make links with the prior learning in Year 2 – local hero’s – where we investigated people from our locality</p> <ol style="list-style-type: none"> 1. Richard Dumbreck – links to the Trust and the role he played in the Growth and Development of Singleton Village from 2003 onwards 2. Miller family – built key parts of the village –e.g. school/ village hall / station etc 3. Lubaina Himid, artist – from Preston – first Black winner of the Turner Prize 4. Saira Hussain, architectural designer Saira <p>Our new History topic all about special buildings in the local area in which we live – we are going to find out about listed buildings in our locality</p>
<p>DISCIPLINARY CONCEPTS & HISTORICAL ENQUIRY</p> <p>Disciplinary concepts are concepts used in the study of history. They form the basis of many questions’ historians ask about the past and include continuity and change, cause and consequence, similarity and difference, and historical significance</p> <p>Disciplinary knowledge includes all the skills that children will need to develop over time in their history lessons. They are skills that enable us to critically analyse contrasting arguments and interpretations of the past and make our own reasoned judgements about the past.</p> <p>Disciplinary knowledge is separated into disciplinary concepts and historical enquiry.</p> <p>Key Assessments – Highlighted</p>	<p>Constructing / Communicating the past</p> <ul style="list-style-type: none"> • Beginning to discuss and ask and answer more complex questions about the past • Construct informed responses that involve thoughtful selection and organisation of relevant historical information. • When doing this they should use specialist terms like settlement, invasion and vocabulary linked to chronology. • Produce structured work that makes some connections, draws some contrasts, frame historically-valid questions involving thoughtful selection and organisation of relevant historical information using appropriate dates and terms <p>Sequencing the past- Chronology</p> <ul style="list-style-type: none"> • An increasing knowledge and understanding of local, British and world history within an increasing secure chronological framework • Using specialist dates and terms, and by placing topics studied into different periods (century, decade, Roman, Egyptian, BC, AD...). • Making some links between and across periods, such as the differences between clothes, food, buildings or transport. • Identifying where some periods studied fit into a chronological framework by noting connections, trends and contrasts over time <p>Change and development</p> <p>Continuity and Change</p> <ul style="list-style-type: none"> • Beginning to make links and connections within and between different periods of time / areas of the content specified in the history curriculum • Understanding some of the ways in which people’s lives have shaped this nation. • Understanding some significant aspects of history – nature of ancient civilisations; <ul style="list-style-type: none"> o Identify key things that stayed the same between periods. o Identify key things that changed between periods. <p>Cause and effect</p> <ul style="list-style-type: none"> • An increasing understanding of historical concepts such as continuity and change, cause and consequence, similarity and difference and significance • Describing how Britain has influenced and been influenced by the wider world <p>Significance and interpretations</p> <p>Historical Significance</p> <ul style="list-style-type: none"> • Showing an increasing knowledge and understanding of local, British and world history within an increasingly secure framework <p>Historical Interpretations</p> <ul style="list-style-type: none"> • Using a greater depth and range of historical knowledge to provide more reasoned explanations • A developing understanding of specific historical abstract terms such as civilisation <p>Historical Enquiry</p> <p>Historical Investigations</p> <ul style="list-style-type: none"> • An increasing proficiency in the effective use of historical enquiry and selection of evidence • Understand some of the methods of historical enquiry, and how evidence is used to make detailed observations, finding answers to questions about the past. • Understand some of the methods of historical enquiry, how evidence is used to make historical claims. • Becoming a more independent learner <p>Using sources as evidence</p> <ul style="list-style-type: none"> • An increasing awareness of the different ways in which the past is represented and interpreted • Use sources as a basis for research from which they will begin to use information as evidence to test hypotheses. • Identify some of the different ways in which the past can be represented, and that different versions of the past such as an event may exist (artist’s pictures, museum displays, written sources). • Understand how our knowledge of the past is constructed from a range of different sources and that different versions of past events may exist, giving some possible reasons for this. 	<p>Constructing / Communicating the past</p> <ul style="list-style-type: none"> • Beginning to discuss and ask and answer more complex questions about the past • Construct informed responses that involve thoughtful selection and organisation of relevant historical information. • When doing this they should use specialist terms like settlement, invasion and vocabulary linked to chronology. • Produce structured work that makes some connections, draws some contrasts, frame historically-valid questions involving thoughtful selection and organisation of relevant historical information using appropriate dates and terms <p>Sequencing the past- Chronology</p> <ul style="list-style-type: none"> • An increasing knowledge and understanding of local, British and world history within an increasing secure chronological framework • Using specialist dates and terms, and by placing topics studied into different periods (century, decade, Roman, Egyptian, BC, AD...). • Making some links between and across periods, such as the differences between clothes, food, buildings or transport. • Identifying where some periods studied fit into a chronological framework by noting connections, trends and contrasts over time <p>Change and development</p> <p>Continuity and Change</p> <ul style="list-style-type: none"> • Beginning to make links and connections within and between different periods of time / areas of the content specified in the history curriculum • Understanding some of the ways in which people’s lives have shaped this nation. • Understanding some significant aspects of history – nature of ancient civilisations; 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