



History Progression of Skills LKS2 – Year 3

Love Seeking life in all its fullness

Respect, Courage, Compassion, Friendship, Trust, Perseverance

Children will be taught to:	
<p>KS2 Area of Study:</p> <ul style="list-style-type: none"> Local History - Christiana Hartley CBE, Kitty Wilkinson Key Question: <i>How did these women help the poor in Merseyside?</i> Changes in Britain from Stone Age to the Iron Age - Stone Age to the Iron Age Key Question: <i>How unpleasant were the Stone, Bronze and the Iron Ages?</i> The Roman Empire and its impact on Britain - The Romans Key Question: <i>Why did the Romans come to invade Britain?</i> 	<p>Chronological Understanding:</p> <ul style="list-style-type: none"> Use some dates and historical terms when ordering events and objects. Use words and phrases: A long time a ago, during, century, decade, age, period. Use timelines to place events in order (intervals of 10/100) Demonstrate awareness that the past can be divided into different periods of time. Understand timelines can be divided into BC and AD.
<p>Knowledge and understanding of events, people and changes in the past:</p> <ul style="list-style-type: none"> Use evidence to describe the past, relating to: Houses and settlements, culture and leisure activities, clothes, way of life and actions of people, buildings and their uses, people's beliefs and attitudes, things of importance to people, differences between lives of rich and poor. Use evidence to find out how any of these may have changed during a time period. Describe and give reasons for some of the changes in Britain from the Stone Age to the Iron Age. Describe some aspects of the Roman Empire and recognise its impact on Britain. Demonstrate knowledge of significant aspects of history in their locality. 	<p>Historical Interpretation:</p> <ul style="list-style-type: none"> Look at two versions of same event and identify differences in the accounts. Recognise that our knowledge of the past is constructed from different sources of evidence. Recognise that different versions of past events may exist.
<p>Historical Enquiry:</p> <ul style="list-style-type: none"> Use sources to address historically valid questions. Use printed sources, the internet, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past. Ask questions such as 'How did people? What did people do for?' 	<p>Organisation and Communication:</p> <ul style="list-style-type: none"> Describe some of the ways the past can be represented. Present findings about the past using speaking, writing, ICT and drawing skills. Use dates and relevant historical terms/vocabulary with increasing accuracy. Discuss some historical events, issues, connections and changes.