**Y3 History Whole School Progression of Knowledge and Skills**

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| **YEAR THREE** | | | |
| **Context** | **Ancient Egypt** | **Stone Age to Iron Age** | **Sheffield Flood** |
| **Vocabulary/Significant Knowledge** | Ancient, Egypt, time, feature, archaeologist, desert, Nile, floods, pyramids, temple, hieroglyphics, papyrus rolls, tombs, Tutankhamun, society, mummification, embalmer, | Similar, different, change, ice, hunter-gatherer, Star Carr, timeline, significant, Skara Bre, evidence, settlement, Stonehenge, hill fort, Danebury, Maiden Castle, clues, | Currently Being Updated |
| **Historical Enquiry Questions**  **(Substantive Knowledge)** | * What can we quickly find out to add to what we already know about Ancient Egypt? * How can we discover what Ancient Egypt was like over 5,000 years ago? * What sources of evidence have survived and how were they discovered? * What does the evidence tells us about everyday life for men, women and children? * What did the Ancient Egyptians believe about life after death and how do we know? * What did Ancient Egypt have in common with other civilizations from that time? | * Was Stone Age man simply a hunter and gatherer, concerned only with survival? * How different was life in the Stone Age when man started to farm? * What can we learn about life in the Stone Age from a study of Skara Brae? * Why is it so difficult to work out why Stonehenge was built? * How much did life really change during the Iron Age and how can we possibly know? * Can you solve the mystery of the 52 skeletons of Maiden Castle? |
| **Skills**  Chronology | * Establish narratives within and across periods studied * Place events, artefacts and historical figures on a time line using dates and terms to describe events. | * Place events, artefacts and historical figures on a time line using dates and terms to describe events. |
| **Skills**  Investigating and interpreting using evidence. | * Use evidence to ask and answer questions about the past. * Suggest and use suitable sources of evidence for historical enquiries. | * Use evidence to ask and answer questions about the past. * Suggest and use suitable sources of evidence for historical enquiries. |
| **Enquiry Skills**   * Cause & consequence * Continuity and change * Similarity and difference | * Describe similarities and differences about different types of people, events, beliefs within a society (civilisations) * Support children to describe / make links between main events, situations and changes within and across different periods/societies (civilisations) * Support children to identify and give reasons for, results of, historical events, situations, changes * Support children to identify historically significant people and events in situations. | * Describe similarities and differences about different types of people, events, beliefs within a society (civilisations) * Support children to describe / make links between main events, situations and changes within and across different periods/societies (civilisations) * Support children to identify and give reasons for, results of, historical events, situations, changes |