



Holy Trinity C of E Primary School
History and Geography
2021-22
Year 3



Within teaching a range of sources (e.g. stories, diary entries, pictures, buildings still standing today and artefacts) will be used to demonstrate how our past is constructed.
 By the end of KS2, children will have a developed chronological knowledge of British, local and world history.

Within teaching children should use world maps, topographical maps, Ordnance Survey maps, digital mapping (e.g. Google Earth), atlases and globes
 Teaching should cover fieldwork skills, including digital mapping, to create a sketch map of the local area showing human and physical features

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| Geography Concepts | | History Concepts | |
| Planning and Decision Making | Cause and Effect | Using Evidence | Cause and Consequence |
| Change | Location and Place | Significance | Continuity and Change |

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| <p>Key questions before starting new topic: <i>These questions could be used as part of pre/post tests or revisiting learning</i></p> | <p>Key questions before starting new topic: <i>These questions could be used as part of pre/post tests or revisiting learning</i></p> | <p>Key questions before starting new topic: <i>These questions could be used as part of pre/post tests or revisiting learning</i></p> | <p>Key questions before starting new topic: <i>These questions could be used as part of pre/post tests or revisiting learning</i></p> |
| <p>Previous topic: Is everywhere in the world the same?</p> <ol style="list-style-type: none"> How many continents and oceans are there in the world? Can you name the 7 continents and 5 oceans? How does a compass help guide location/direction? Where are the hot and cold areas of the world? Where is the equator positioned on the earth? What can you tell me about location? (It is central to what that area of the world is like) | <p>Previous topic: What was Victorian life like?</p> <ol style="list-style-type: none"> Why is the Victorian era given its name? What was life like back in the Victorian times? How has life changed since then? How can we learn about the past? | <p>Previous topic: How have hospitals changed?</p> <ol style="list-style-type: none"> Which significant person changed hospitals and nursing for good? How did she improve hospitals? How have hospitals changed since Victorian times? | <p>Previous topic: How is my town different to a city?</p> <ol style="list-style-type: none"> Which major UK cities can you name? Can you label a compass with 8 different directions? What are human characteristics? What are physical characteristics? How do places change over time? |
| <p>How is my town different to a city? Locations of cities of the United Kingdom and changes over time</p> | <p>Who were Britain's first people? (Changes in Britain from the Stone Age to the Iron Age) Stone Age 15000BC - 3000BC/Bronze Age 3000BC – 800BC/ Iron Age 800BC – 43AD</p> | <p>What did the Ancient Egyptians do for us? The achievement of early civilisations (where and when they appeared and an in-depth study) 3100BC-395AD</p> | <p>Why are rivers important? Rivers – mouth to source, their uses/importance, advantages and disadvantages of settling near rivers, river pollution.</p> |
| <ul style="list-style-type: none"> I can name and locate major cities of the United Kingdom (labelled horizontally) I can describe the location of cities using the eight points of a compass I can identify human and physical characteristics in my local area of the North East (e.g. photographs/virtual Google Earth trip: Roseberry Topping/hills, monuments e.g. Angel of the North, mountains, coasts and rivers) I can identify regional land use patterns in my local area (e.g. fieldwork gathering data/virtual trip and identify land use linked to recreational, transport, agricultural, commercial, residential (*Teacher language only)) I can compare similarities and differences between Hartlepool and a major UK city (human and physical geography e.g. virtual trip: including land use) I can identify changes over time in my local area (or UK city) (comparing maps from the past and now to identify: environmental, social, political, economic or cultural changes (*Teacher language only)) | <ul style="list-style-type: none"> I can use words and phrases to describe the passing of time (e.g. past, present, x years ago, a long time ago) I can use words and phrases to measure time (e.g. hours, weeks, years, decades, centuries, period, AD, BC/BCE (Before Common Era)) I can ask questions about a specific time period (e.g. generating questions creative frame). I can sequence events in chronological order from a specific time period on a timeline (e.g. walkable and scaled down) I can use historical words and phrases to describe and compare what life was like then (e.g. chronological, discovery, paleolithic, nomad, mesolithic, neolithic, hunter-gather, monarch (Iron Age) job titles, national, international, kingdom, invasion settlers, settlement, museum, prehistoric) I can identify the cause of material change and consequences from this (e.g. more/quicker paced technological advances) I can use sources to respond to historical questions/ideas (e.g. change, similarity and difference – inference square) I can identify the significance of this time period (within teaching compare to significant people from KS1 learning – Nightingale/Stephenson/Cook would not have achieved what they did in their period without the advancements made at this stage) | <ul style="list-style-type: none"> I can use words and phrases to describe the passing of time (e.g. past, present, x years ago, a long time ago) I can use words and phrases to measure time (e.g. hours, weeks, years, decades, centuries, period, AD, BC/BCE (Before Common Era)) I can ask questions about a specific time period (e.g. generating questions creative frame). I can sequence the Ancient Egyptian time period and Prehistoric Britain in chronological order (e.g. walkable and scaled down timeline) I can use historical words and phrases to describe and compare what life was like then and now and or to Prehistory (e.g. beliefs: canopic jars, mummification, Gods and Goddesses, afterlife, tombs, chronological, discovery, society/job titles, national, international, kingdom, settlers, settlement, museum) I can use sources to respond to historical questions/ideas (e.g. change, similarity and difference – inference square, comparison alley) I can identify the significance of the Ancient Egyptians (e.g. fashion, building, writing, beliefs etc.) or Howard Carter's discovery of Tutankhamun or the significance of Tutankhamun as boy king | <ul style="list-style-type: none"> I can identify the cause and effect of the River Nile on the surrounding land and the Ancient Egyptian people (fishing, seasonal changes, erosion, flooding etc.) I can identify the location of the River Nile on a map of Africa I can identify the journey of a river (River Nile / Tees – Teesmouth link) (e.g. a sketch map: mouth, tributary, source, meander, current, comparing lengths of the rivers) I can plan and develop at least one way to reduce river pollution in the Nile and/or Tees considering conflict, resolutions and power (e.g. restrictions on plastic materials, fines, number of waste bins, recycling advertisements) |
| <p>Children should know:</p> <ul style="list-style-type: none"> Major cities belonging to the United Kingdom How to use features of a map to describe locations (8 compass directions) Changes happen over time and be able to describe them using human and physical characteristics | <p>Children should know:</p> <ul style="list-style-type: none"> Prehistory is the beginning of our narrative of British History Humans advanced in the Mesolithic and Neolithic Era because of the discovery of metal (farming, people were no longer nomadic, settlements and society grew) That hillforts were designed to protect Iron Age tribes | <p>Children should know:</p> <ul style="list-style-type: none"> Ancient Egypt world history overlaps with the Bronze and Iron Ages and is the beginning of world history The Ancient Egyptians built pyramids as tombs for the Pharaohs and their Queens. The mummies were placed inside the pyramids What life was like for the Ancient Egyptians (mummification, canopic jars, appearance, cartouche, belief and religion) | <p>Children should know:</p> <ul style="list-style-type: none"> The journey of a river from source to mouth That settlements located near rivers can affect life positively (provide water and food) and negatively (flooding, erosion) That decisions can't be reached when there are disagreements and that these decisions are resolved and influenced by power (local/national government, environmentalists etc) |

