



Aspect	Year 2	Year 3	Year 4
<p>Everyday life</p>	<p>Aspects of everyday life from the past, such as houses, jobs, shops, objects, transport and entertainment, may be similar or different to those used and enjoyed by people today. Describe the everyday lives of people in a period within or beyond living memory.</p> <p>covered x 2 optional x 2</p>	<p>Stone Age life is defined by the use of stone for making tools and weapons and the transition from the hunter-gatherer lifestyle to farming. Bronze Age life is defined by the use of metals, including bronze, to make tools, weapons and objects, and the creation of large settlements and social hierarchy. Iron Age life is defined by the use of metals, including iron, to make stronger, more effective tools and weapons and fine, decorative objects. Farming became more efficient and religion was an important part of life. Describe the everyday lives of people from past historical periods. (H1)</p> <p>covered x 8 optional x 4 (H1)</p> <p>Aspects of everyday life in a Roman town include the use of the forum for decision-making; shops and market places for trade; family life, including the different roles and lifestyles of men and women; slavery and life in a Roman fort. Describe everyday life in ancient Rome, including aspects, such as jobs, houses, buildings, food and schooling. (H2)</p> <p>covered x 4 optional</p> <p>Romanisation occurred when Roman beliefs, technology and culture were adopted by Britons after the invasion of AD 43. Life became Romanised in, or near, newly built Roman towns and forts, especially in the south of England. The Romans introduced urban living and road networks, cleanliness in the form of running water and bath houses and new beliefs in Roman gods and goddesses, and later, Christianity. Describe the 'Romanisation' of Britain, including the impact of technology, culture and beliefs. (H3)</p> <p>covered x 4 optional x 3</p>	<p>The influences of Roman civilisation on Britain include the building of roads, houses and villas with technology, such as underfloor heating; the building of forts and fortified towns; the use of language and numbers in the form of Roman numerals and the spread of Christianity. Describe the 'Romanisation' of Britain, including the impact of technology, culture and beliefs.</p> <p>covered</p> <p>The materials and decoration used to make an artefact can tell us about the skill of the craftworker and the status of the owner. The form can tell us how it was used. Some artefacts can also show us what people believed, what was important to them and how they spent their time. Explain how artefacts provide evidence of everyday life in the past.</p> <p>covered x 2</p>
<p>Hierarchy and power</p>	<p>Hierarchy is a way of organising people according to how important they are or were. Most past societies had a monarch or leader at the top of their hierarchy, nobles, lords or landowners in the middle and poor workers or slaves at the bottom. Describe the hierarchy of</p>	<p>Tribal communities appeared around 4000 years ago in Britain and supplanted the hunter-gatherer lifestyle. Communities created permanent settlements made up of a number of families, farmed to produce food, made and used pottery, developed tools and weapons and created burial mounds and monuments. Describe the roles of</p>	<p>Hierarchy structures in ancient civilisations include (from most to least powerful) a ruler; officials, nobles or priests; merchants, workers and peasants and slaves. Describe the hierarchy and different roles in ancient civilisations.</p> <p>covered x 3 optional</p>



	<p>a past society. covered x 2</p>	<p>tribal communities and explain how this influenced everyday life. (H4) covered optional</p> <p>Ancient Rome had a clear hierarchy. Over time, it was ruled by a king, a group of men called the senate and an emperor. Below the rulers in the hierarchy, Roman society was split into upper class patricians and equites who owned land and had powerful jobs. Lower class plebeians' and freemen were citizens of Rome who earned their own money. They had a variety of jobs and some were legionary soldiers in the Roman army. Slaves were at the bottom of the hierarchy. They were the property of their owners and had no freedom. Some were auxiliary soldiers in the Roman army. Describe the hierarchy and different roles in past civilisations. (H5) covered x 3</p> <p>After the Roman's successful invasion of Britain in AD 43, there were many power struggles as the Romans tried to take control of Celtic lands and people. These struggles were significant because many tribes, such as the Picts in Caledonia, and key leaders, like Boudicca in England, refused to obey Roman rule. These power struggles caused conflict, death and destruction in the short term, and in the long term they changed the way of life of for the Celts who were defeated. Describe the significance and impact of power struggles on Britain. (H6) covered x 4 optional</p>	
<p>Civilisations</p>		<p>The lives of people in the Stone Age, Bronze Age and Iron Age changed and developed over time due to the discovery and use of the materials stone, bronze and iron. These developments made it easier for people to farm, create permanent settlements and protect their land. Describe how past civilisations or lives of people in Britain developed during the Stone Age, Bronze Age and Iron Age. (H7) covered x 2 optional x 4</p> <p>Human invention and ingenuity have changed the living conditions, health, safety, quality of life and cultural experiences of people over time and throughout the</p>	<p>The features and achievements of the earliest civilisations include cities, government, forms of writing, numerical systems, calendars, architecture, art, religion, inventions and social structures. Construct a narrative, chronological or non-chronological account of a past civilisation, focusing on their features and achievements. covered optional</p> <p>The characteristics of the earliest civilisations include cities, government, language, writing, customs, numerical systems, calendars, architecture, art, religion, inventions and social structures, all of which have influenced the world over the last 5000 years. Create an in-depth study of</p>



		<p>world. Examples include the development of tools, the discovery of antibiotics, the writing of Shakespeare and the Industrial Revolution. Describe ways in which human invention and ingenuity have changed how people live. (H8)</p> <p>covered x 5 optional x 4</p> <p>The growth of the Roman Empire spread the influence of Roman culture, technology and beliefs to North Africa, the Middle East and Europe. Their achievements include the development of trade, building towns, creating a road system, the use of the Latin language and the spread of Christianity. Describe the achievements and influence of the ancient Romans on the wider world. (H9)</p> <p>covered x 2</p>	<p>the characteristics and importance of a past or ancient civilisation or society (people, architecture, religion, culture, art, politics, hierarchy).</p> <p>covered</p> <p>The Viking invasion and Anglo-Saxon defence of England led to many conflicts. In AD 878, the Anglo-Saxon king, Alfred the Great, made peace with the Vikings, who settled in Danelaw in the east of England. Over time, the Anglo-Saxons defeated the remaining Viking rulers and the Vikings in England agreed to be ruled by an Anglo-Saxon king. Describe the significance and impact of power struggles on Britain.</p> <p>covered</p>
Report and conclude	<p>Historical information can be presented in a variety of ways. For example, in a non-chronological report, information about a historical topic is presented without organising it into chronological order. Present historical information in a simple non-chronological report, independent writing, chart, structural model, fact file, quiz, story or biography.</p> <p>covered x 9 optional x 6</p>	<p>Historical information can be presented as a narrative, non-chronological report, fact file, timeline, description, reconstruction or presentation. Make choices about the best ways to present historical accounts and information. (H10)</p> <p>covered optional x 5</p>	<p>Relevant historical information can be presented as written texts, tables, diagrams, captions and lists. Present a thoughtful selection of relevant information in a historical report, fictional narrative, in-depth study or by answering a range of historical questions.</p> <p>covered x 11 optional x 3</p>
Communication	<p>A year is 365 days and a leap year is 366 days. A decade is 10 years. A century is 100 years. Use the historical terms year, decade and century.</p> <p>covered optional x 3</p>	<p>Historical terms to describe periods of time include decade, century, millennia, era, AD, CE, BC and BCE. Use historical terms to describe different periods of time. (H11)</p> <p>covered optional x 2</p> <p>Well composed historical questions begin with statements, such as 'how', 'why' and 'to what extent' and should be based around a historical concept, such as cause and effect, significance or continuity and change. Ask well composed historical questions about aspects of everyday life in ancient periods. (12)</p> <p>covered</p>	<p>Historical terms include abstract nouns, such as invasion and monarchy. Use more complex historical terms to explain and present historical information.</p> <p>covered optional x 6</p>
Artefacts and sources	<p>Artefacts are objects and things made by people rather than natural objects. They provide evidence about the past. Examples include coins, buildings, written texts or ruins.</p>	<p>Interviews, diaries, letters, journals, speeches, autobiographies, artefacts, photographs and witness statements are historical source materials. However, some historical source materials are more reliable than</p>	<p>Historical artefacts can reveal much about the object's use or owner. For example, highly decorated artefacts made of precious materials and created by highly skilled craftsmen suggest the owner was wealthy and important, whereas</p>



	<p>Examine an artefact and suggest what it is, where it is from, when and why it was made and who owned it. covered x 2</p> <p>🔍 A viewpoint is a person's own opinion or way of thinking about something. Use historical sources to begin to identify viewpoint. covered x 2 optional x 2</p>	<p>others. Make deductions and draw conclusions about the reliability of a historical source or artefact. (H 13) covered x 12 optional x 4</p> <p>Historical viewpoints demonstrate what a person thinks and feels about a historical event or person. Primary sources include documents or artefacts created by a witness to a historical event at the time it happened. Secondary sources were created by someone who did not experience or participate in the event. A secondary source interprets and analyses a primary source. Identify and discuss different viewpoints in a range of historical materials and primary and secondary sources. covered optional x 2 (H14)</p>	<p>simple objects made of readily available materials suggest the owner was poor and unimportant. Explain how the design, decoration and materials used to make an artefact can provide evidence of the wealth, power and status of the object's owner. covered x 4 optional x 2</p> <p>Bias is the act of supporting or opposing a person or thing in an unfair way. Identify bias in primary and secondary sources. covered</p> <p>A primary source is a document or artefact, which provides direct, first-hand evidence of an event, person or time in the past. Primary sources contain the life experiences, thoughts, opinions and beliefs of their writers or creators, which can affect the information included and the way that people and events have been depicted. Interpret a primary source and understand how the context in which it was written influences the writer's viewpoint. covered x 2</p>
Local history	<p>Commemorative buildings, monuments, newspapers and photographs tell us about significant people, events and places in our local community's history. Describe, in simple terms, the importance of local events, people and places. covered</p>	<p>National and international historical events, such as wars, invasions, disease, the invention of new technologies and changes in leadership, can have a positive or negative impact on a locality and can shape the beliefs, identity, settlement and culture of people in the locality. Analyse a range of historical information to explain how a national or international event has impacted the locality. (H15) covered</p>	<p>A past event or society can impact a local settlement in several ways, including the layout and use of land in the settlement; changes to the number of people who lived or worked there over time; the creation of human features, such as canals, castles or factories; place names and language. Describe and explain the impact of a past society on a local settlement or community. covered</p>
Compare and contrast	<p>A historical period is an era or a passage of time that happened in the past. For example, Victorian Britain is a period in British history. Describe what it was like to live in a different period. covered optional</p>	<p>Throughout history, common areas of human concern include the need for food, survival, shelter and warmth; the accumulation of power and wealth and the development of technology. Explain the similarities and differences between two periods of history. (H 16) covered optional x 2</p>	<p>Characteristics of a civilisation include cities, government or leadership, forms of writing, numerical systems, calendars, architecture, art, religion, inventions and social structures. The form these characteristics take can be similar or contrasting across different civilisations. Compare and contrast two civilisations. covered x 4 optional x 3</p>
Significant events	<p>Significant events affect the lives of many people over a long period of time and are sometimes commemorated. For example,</p>	<p>The causes of a significant event are the things that make the event happen and directly lead up to the event. The consequences of a significant event happen after the</p>	<p>Every significant historical event has a cause or a number of causes, such as the need for power and wealth, retaliation for past wrongs, the need to improve quality of</p>



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	<p>Armistice Day is commemorated every year on 11th November to remember the end of the First World War. Explain why an event from the past is significant.</p> <p>covered optional</p>	<p>event and can be short-term, such as people being killed in a battle, or long-term, such as the change in language and society after an invasion. Explain the cause and effect of a significant historical event. (H17)</p> <p>covered x 7 optional</p>	<p>life or the occurrence of natural disasters, such as earthquakes. The consequences are the outcomes of an event, such as changes in power, people being killed or displaced during war, improvements in quality of life or damage and destruction from a natural disaster. Explain in detail the multiple causes and effects of significant events.</p> <p>covered x 5 optional</p>
<p>Significant people</p>	<p>Historical models, such as Dawson's model and diamond ranking, help us to organise and sort historical information. Use historical models to make judgements about significance and describe the impact of a significant historical individual.</p> <p>covered x 16 optional x 2</p>	<p>Historically valid questions relate to aspects, such as significance; time and chronology; continuity and change; comparing and contrasting or cause and consequence. Devise or respond to historically valid questions about a significant historical figure and suggest or plan ways to answer them. (H18)</p> <p>covered x 2</p>	<p>A profile of a leader can include their significant achievements, the events in which they played a part, the opinions of others about the person and the positive or negative consequences of their actions. Construct a profile of a significant leader using a range of historical sources.</p> <p>covered x 2</p>
<p>Changes over time</p>	<p>Life has changed over time due to changes in technology, inventions, society, use of materials, land use and new ideas about how things should be done. Describe how an aspect of life has changed over time.</p> <p>covered x 2</p>	<p>Aspects of history that can change over time include rule and government, jobs, health, art and culture, everyday life and technology. Summarise how an aspect of British or world history has changed over time. (H 19)</p> <p>covered optional x 2</p>	<p>Changes over time can happen rapidly or slowly and are affected by the desire for people to change, their beliefs, the availability of resources and technology, and social and economic circumstances. Answer and ask historically valid questions about changes over time and suggest or plan ways to answer them</p> <p>covered x 2 optional</p>
<p>British history</p>	<p>Important individual achievements include great discoveries and actions that have helped many people. Describe and explain the importance of a significant individual's achievements on British history.</p> <p>covered x 3 optional x 6</p>	<p>Significant events or people in the past have caused great change over time. They have influenced how people live today because they have formed countries and boundaries; created buildings and objects that are still used today; helped to improve health, knowledge and understanding through scientific research and discovery and provided inspiration for the way people should live. Describe how a significant event or person in British history changed or influenced how people live today. (H20)</p> <p>covered x 3 optional x 2</p> <p>Ⓜ The cause of the Roman invasion of Britain was to gain land, slaves and precious metals, after conquering many other countries to the east of Rome. The consequence of invasion was conflict with the Celtic tribes that lived in Britain. Over time, many people became Romanised, living in Roman towns and taking on</p>	<p>Individual events linked to themes, such as the rise and fall of the monarchy, uprisings and rebellions, great inventions and crime and punishment, all show changes in British life over time. Describe a series of significant events, linked by a common theme, that show changes over time in Britain.</p> <p>covered optional</p> <p>Ⓜ Anglo-Saxons and Scots from Ireland invaded Britain to fight and capture land and goods because the Romans had left. Anglo-Saxons also wanted to find farmland after flooding in Scandinavia. They wanted to make new homes and settlements and eventually settled in kingdoms, first across the south-east and eastern England and then across the whole country. These kingdoms later became the counties of Kent, Sussex, Wessex, Middlesex and East Anglia. Explain the cause, consequence and impact of</p>



		aspects of Roman culture, such as religion and language. However, people in the west of Britain retained their Celtic culture. Explain the cause, consequence and impact of invasion and settlement in Britain. (H21) covered optional	invasion and settlement in Britain. covered x 3 optional
Chronology	A timeline is a display of events, people or objects in chronological order. A timeline can show different periods of time, from a few years to millions of years. Sequence significant information in chronological order. covered x 10	Dates and events can be sequenced on a timeline using AD or BC. AD dates become larger the closer they get to the present day. BC dates become larger the further away they get from the present day. The year AD 1 marks the birth of Christ in the Gregorian calendar. Sequence dates and information from several historical periods on a timeline. (H22) covered x 5 optional	Key changes and events of historical periods can be placed on a timeline, such as the dates of changes in leadership, key battles and invasions, achievements, scientific developments and deaths. Sequence significant dates about events within a historical time period on historical timelines. covered x 4 optional