



History / Geography **Year 3**

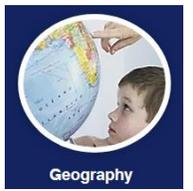
| Term 1 | Black History Month | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
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|  <p>Londinium - Romans:</p> |  <p>Marcus Rashford:</p> |  <p>Escape from Pompeii:</p> |  <p>Through the Ages – Stone, Bronze and Iron Age:</p> |  <p>Ancient Egyptians:</p> |  <p>Jamaica:</p> |  <p>Farm to Fork:</p> |
| <p>LI: To describe different accounts of the Roman invasion, explaining some of the reasons why the accounts may differ.</p> <p>LI: To describe the characteristic features of Roman times, including beliefs, ideas, attitudes, experiences of men, women and children.</p> <p>LI: To compare and contrast how people were treated during the Roman rule of Londinium, including those from different ethnic groups.</p> <p>LI: To examine the legacy of the Romans.</p> | <p>LI: To research black British influencers and their achievements.</p> <p>LI: To understand the importance of Marcus Rashford and his role in society during 2020.</p> <p>LI: To order key events of Marcus Rashford's life on a timeline.</p> <p>LI: To use a timeline of key events to create a storyboard of Marcus Rashford's life and contribution to society.</p> <p>LI: To write a biography of Marcus Rashford's life (2 lessons).</p> <p>LI: To sketch a portrait of Marcus Rashford.</p> | <p>LI: To describe the key features of a volcano.</p> <p>LI: To use a range of resources to locate the key physical features of a location.</p> <p>LI: To describe and compare the geographical features of two countries.</p> <p>LI: To describe the consequences and causes of a main event in history.</p> <p>LI: To describe and understand the term refugee and how the citizens of Pompeii became refugees.</p> | <p>LI: To place events, artefacts and historical figures on a time line using dates from the Stone, Bronze and Iron Ages.</p> <p>LI: To understand the concept of change over time, representing this, along with evidence on a time line.</p> <p>LI: To use appropriate historical vocabulary to communicate.</p> <p>LI: To describe the characteristic features of the past including the experiences of men, women and children.</p> <p>LI: To compare and contrast the Stone, Bronze and Iron Ages within Britain and North Africa.</p> | <p>LI: To place the significant events of Ancient Egyptian history in chronological order on a timeline.</p> <p>LI: To suggest suitable sources for historical questions about Ancient Egypt.</p> <p>LI: To use a source to ask and answer historical questions.</p> <p>LI: To research how religion was practised in Ancient Egypt.</p> <p>LI: To identify the main physical and human features of Egypt.</p> <p>LI: To investigate how the use of the Nile has changed over time.</p> | <p>LI: To name and locate the countries in the Caribbean.</p> <p>LI: To locate the main towns and cities of Jamaica, including small islands.</p> <p>LI: To understand the plant and animal life in a tropical climate (both on island and in the ocean).</p> <p>LI: To describe and understand how plants (sugar, coffee) are exported and how this impacts Jamaica.</p> <p>LI: To develop an awareness of different aspects of Jamaican culture.</p> | <p>LI: To identify the key human and physical geographical features of the UK.</p> <p>LI: To identify land use patterns in the UK.</p> <p>LI: To use fieldwork to observe and record the human and physical features in the local area and compare this with farmland.</p> |



Individually Strong, Collectively Stronger!



History



Geography

LI: To use maps, atlases and globes to locate the Roman Empire.

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