








History			Year 3			
Term 1	Black History Month	Term 2	Term 3	Term 4	Term 5	Term 6
 <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>Consolidating and Connecting previous learning:</p>	 <p>Consolidating and Connecting previous learning:</p>
<p>LI: To describe different accounts of the Roman invasion, explaining some of the reasons why the accounts may differ. LI: To describe the characteristic features of Roman times, including beliefs, ideas, attitudes, experiences of men, women and children. LI: To compare and contrast how people were treated during the Roman rule of Londinium, particularly linked to social class. LI: To examine the legacy of the Romans.</p>	<p>LI: To research black British influencers and their achievements. LI: To understand the importance of Marcus Rashford and his role in society during 2020. LI: To order key events of Marcus Rashford's life on a timeline. LI: To use a timeline of key events to create a storyboard of Marcus Rashford's life and contribution to society. LI: To write a non-chronological report about Marcus Rashford.</p>	<p>LI: To know when Mount Vesuvius erupted. LI: To describe the consequences and causes of a main event in history. (Pompeii volcano eruption and the impact of this).</p>	<p>LI: To place events, artefacts and historical figures on a time line using dates from the Stone, Bronze and Iron Ages. LI: To understand the concept of change over time, representing this, along with evidence on a time line. LI: To use appropriate historical vocabulary to communicate. LI: To describe the characteristic features of the past including the experiences of men, women and children. 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. LI: To suggest suitable sources for historical questions about Ancient Egypt. LI: To use a source to ask and answer historical questions. LI: To research how religion was practised in Ancient Egypt. LI: To investigate how the use of the Nile has changed over time.</p>	<p>During this term, the children focus on consolidating and connecting the previous core historical knowledge below: LI: To order key eras, events and individuals on a timeline. LI: To describe the legacy still seen today from the Romans. LI: To explain how things changed during the Stone, Bronze and Iron Ages. LI: To describe how the Great Fire of London began, spread and ended.</p>	<p>During this term, the children focus on consolidating and connecting the previous core historical knowledge below: LI: To order key eras, events and individuals on a timeline. LI: To consider how monarchy has developed over time (e.g. Queen Elizabeth II, King Charles II, Roman emperors and Egyptian pharaohs). LI: To explain why the dinosaurs became extinct. LI: To sequence the key events of the Titanic disaster.</p>