



St. George's CE First School and Nursery



History Topic Sequence Year 3 Autumn 1 – Food Glorious Food

<p>Our children will understand the narrative of the world by:</p> <ul style="list-style-type: none"> - being inspired and motivated to learn about the historical events that have shaped our lives - developing enquiring minds by critically analysing evidence - developing a sense of chronology 	<p>We teach History based on the National Curriculum and mapping the coverage that our children will experience at Middle School. We teach History for three half terms.</p>
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Concepts	Lasting legacies	Pioneers	Life for everyday	Invasion
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Know		Remember	Do	
They will already know...	They will know and understand the words...	They will be taught...	They will apply this knowledge and be able to:	
<p style="background-color: #ffff00;">Technology advancements over time (music, travel, space)</p> <p>Use of a timeline</p>	<p>Hunting Gathering Farming Tools Trade Stone Age Bronze Age Produce Crops</p>	<p>To know where the Stone Age and Bronze age fit in the chronology of Britain. Stone Age 15,000 BC – 3,000 BC Bronze Age 3000 BC – 800 BC Iron Age 800 BC – AD 43 Romans AD 43 to AD 410</p> <p style="background-color: #00ffff;">To know some of the differences between the Stone Age and Bronze age using a range of sources. Stone Age – hunting and gathering for food, use of wood, stone and flint for tools, seasonal food only. Bronze Age – farming, fighting others with weapons, use of metal for tools, food all year round due to farming. Use books and photographs.</p> <p>To know the significance of Skara Brae as a historical source. Skara Brae is a Bronze Age village preserved in Scotland. Dwellings are still explorable and there are countless artefacts found upon discovery and excavation in 1850. It provides evidence of their life as farmers of both crops and meat. They also hunted, caught fish, and gathered as Stone Age settlers would have.</p> <p style="background-color: #ff00ff;">To know how the use of metals changed farming and tools. Settlers from other countries came to Britain and brought knowledge of manipulating bronze and copper by melting it and shaping it with sand molds. Hunting and farming become more efficient because people were able to manipulate metal instead of just using flint or wood. Clearing forests for grazing was easier, irrigation could happen more effectively and ploughing was more efficient. For the first time, people were growing more food than they needed, and a farming trade began.</p> <p style="background-color: #ffff00;">To know how farming has changed Britain today. The use of metal tools meant that the land was used to farm and still is. Forests were cut down, boundaries established, and the farming trade increased.</p>	<p style="text-align: center;">Work Historically</p> <p>To know and develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</p> <p>To know and understand how our knowledge of the past is constructed from a range of sources.</p>	<p>St George's Gems</p> <p>Name 3 ways that the Stone Age and Bronze Age are different.</p> <p>How did metal tools change farming?</p> <p>What is farming like today?</p>

		<p>The number of animals farmed has increased – creating surplus is a common practice now.</p> <p>Hunting and gathering has diminished with food more readily available to all.</p> <p>Farmland still covers 64% of the UK with cheese, lamb and wine all being main exports and all needing land to produce. Common meat exports are cattle, pigs, sheep and poultry – all of which are farmed.</p>		
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Why Now?

Children are at a developmental stage that makes them ready for the content we have planned in this topic. Learning about British History from its origins helps to establish chronological thinking that will be built upon later in Year 3 when they learn about Anglo-Saxons and in Year 4 when they learn about the Battle of Britain. This unit of study also allows children to draw comparisons to later units in Year 3, through their study of Ancient Islamic Civilization and Ancient Egypt.

History Disciplinary Vocabulary Progression (these are cumulative and are in addition to the topic-specific vocabulary within each unit of study)				
EYFS	Year 1	Year 2	Year 3	Yr4
Today Yesterday Tomorrow Before After Time	After Before Clues Event New Now Old Past Present A long time ago	Artefacts Began Museum People Community Recount Source Timeline	Century Chronology Date Decade Era BC, AD, BCE Evidence Interpret Invade Peace Settle War	Ancient Archaeology Civilisation Conquest Democracy Government Discover Enemies Excavate Monarchy Parliament Cultures Rule Monarch