

Beaconsfield Primary School Curriculum Overview

Subject: History	Year Group: 3
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Autumn	Spring	Summer
Unit: JOURNEY IN TIME - FROM STONE TO IRON AGE	Unit: SENSATIONAL SOUTHALL - LOCAL HISTORY	Unit: TERRIFYING TUDORS
Enquiry question: <i>Which prehistoric age had the greatest impact on the world?</i>	Enquiry question: <i>How has Southall changed within living memory?</i>	Enquiry question: <i>How did London change during Tudor times?</i>
<p style="text-align: center;"><u>Key Skills:</u></p> <ul style="list-style-type: none"> To use evidence to ask questions and find answers to questions about the past (Stonehenge) To identify and give reasons for different ways in which the past is represented. To explain the causes of an historical event and what the consequences of this event (discovery of Bronze) To place events on a timeline using dates. To use printed sources e.g. pictures or photographs to collect evidence about the past (roundhouses) To communicate ideas about the past using different genres of writing and drawing. To use appropriate vocabulary in order to communicate historically. 	<p style="text-align: center;"><u>Key Skills:</u></p> <ul style="list-style-type: none"> To use dates and historical terms accurately and describe the main changes in a period in history. To understand important historic events in our locality (Heathrow Airport, Blair Peach assassination) To find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings To use a timeline to place historical events in chronological order. To use appropriate vocabulary in order to communicate historically. 	<p style="text-align: center;"><u>Key Skills:</u></p> <ul style="list-style-type: none"> To use evidence to ask questions and find answers to questions about the past. To explain how historical artefacts can give us information about the past. To understand the key events leading to Tudor reign in England. To place events, artefacts and historical figures on a timeline using dates. To find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings (religious transformation during Henry VIII's reign) To find out about the everyday lives of people in the time studied and make comparisons with our lives today. To use appropriate vocabulary in order to communicate historically.