



| Topic  | Chronological Understanding  | Historical Concepts  | Historical Interpretation  | Historical Enquiry  | Knowledge   |
|--|--|--|--|---|---|
| <b>Manchester</b><br>- local study<br><br>(Refer to geography progression map) | Place dates of and order significant events for local history on a timeline.   | <u>Cause and consequence:</u><br>Give reasons and the results of the main events and changes of a time studied (Industrial Revolution).<br><br><u>Similarities and Differences:</u><br>Describe the social and cultural aspects of their locality in the past compared to now. | Identify and give reasons for different ways in which the past is represented. | Research a specific event in the past and communicate findings.<br><br>Look at a census report to gather information. | Know about a period in history that has strong connections to their locality and understand the issues associated with the period.<br>Understand the term 'Industrial Revolution'.<br>Understand how jobs in Oldham were different in the past around the industrial Revolution time and understand how we know about it (census reports).<br>Understand that production of some products has changed overtime and make comparisons between these (study of an Oldham Cotton Mill). |
| <b>Vocabulary</b>  | Industrial revolution, canal, cotton spinning, mass production, conditions, industry, textiles, trading, yarn , thread |  |  |   |   |

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| <b>The Great Plague</b><br><br>(Link back to Year 2 GFOL, Famous Nurses and Health in science) | Use their mathematical knowledge to work out how long ago events would have happened in period studied.                                  | <u>Significance:</u><br>Identify historically significant people and events in situations.<br><br>Similarities and differences:<br>Compare The Great Plague to a modern pandemic (e.g. COVID-19).<br><br>Cause and consequence:<br>Understand what caused the Great Plague and how it spread. | Distinguish between different sources – compare different versions of the same story. | Look at a Bill of Mortality to gather information.<br><br>Use their information finding skills in writing to help them write about historical information. | Understand where the plague came from and how it spread so easily (study of Eyam).<br>Understand the role of the Plague Doctor and make comparisons between how this differs from the medical practice of today.<br>Understand how we know about the victims today (Bill of Mortality). |
| <b>Vocabulary</b>  | Plague, Black death, remedies, posies, disease, apothecary, monarch, king, peasant, Middle Ages, Bill of Mortality, epidemic, contagious |   |   |  |   |



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| <b>What the Romans did for us</b><br>Roman Empire and the impact on Britain | Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini).<br><br>Describe events using the words BC and AD.  | <u>Significance:</u><br>Identify historically significant people and events in situations. (Boudicca)<br><br><u>Cause and Consequence:</u><br>Understand why the Roman Empire grew rapidly and why they came to Britain- push and pull factors.<br><br><u>Change and Continuity:</u><br>Identify what lasting impact the Romans had on Britain. | Look at representations of the period – museum, cartoons etc. | Use sources to piece together information about a period in history. | Know how Britain changed from the Iron Age to the end of the Roman occupation.<br>Know how the Roman occupation of Britain helped to advance British society.<br>Know how there was a resistance to the Roman occupation and know about Boudica.<br>Know about at least one famous Roman emperor.<br>Recognise that Britain has been invaded by several different groups over time.<br>Realise that invaders in the past would have fought fiercely, using hand to hand combat. |
| <b>Vocabulary</b>   | Centurion, emperor, aqueduct, gladiator, conquer, invade, senate, invasion, resistance, Boudica, Romanisation, influence, impact, AD, BC, chronological, sources, Celts, empire, Latin |   |   |  |   |

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| <b>Stone Age to Iron Age</b><br><br>(Links to Rocks and Fossils in science) | Describe events and periods using the words: ancient and century.<br><br>Put artefacts or information in chronological order.        | <u>Change over time:</u><br>Give reasons for and the results of change over a period of time studied (Stone Age to Iron Age). | Look at representations of the period – museum, cartoons etc. | Observe small details- pictures and artefacts. | Know how Britain changed between the beginning of the Stone Age and Iron Age.<br>Know the main differences between the Stone, Bronze and Iron Ages.<br>Know what is meant by 'hunter-gatherers'.<br>Appreciate how the early Brits would not have communicated as we do or have eaten as we do.<br>Recognise the part that archeologists have had in helping us understand more about what happened in the past.<br>Know how the landscape and land use patterns changed over time during these periods. |
| <b>Vocabulary</b>   | Archeologist, artefact, Paleolithic, Mesolithic, Neolithic, B.C, tribe, hunter-gatherers, civilization, settlement, prey, prehistory |   |   |  |  |



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*'Inspiring and Creating Lifelong Learners'*

## HISTORY IN YEAR 3

