**Year 3 CURRICULUM OVERVIEW 2025.26**

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| **YR3** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Content** | **British History**  **Changes in Britain**  Stone Age to Iron Age | | **The Wider World**  **Earliest Civilisation**  Ancient Egypt | | **British History**  **Impact on Britain**  Roman Empire | |
| **Key new knowledge** | **Changes in Britain from the Stone Age to the Iron Age**  **Chronological understanding**   * Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini). * Sequence events or artefacts from the period between the Stone Age to the Iron Age. * Sequence key years/events or dates between the Stone Age and Iron Age, on a timeline.   **Knowledge and understanding of events, people, and changes in the past**   * Find out about the everyday lives of people during the Stone Age and Iron Age and make comparisons with our lives today. * Identify reasons for and results of people’s actions during the Stone age and Iron Age period. * Recount the main events between the Stone Age and Iron Age period. | | **The achievements of the earliest civilizations - a depth study of Ancient Egypt**  **Chronological Understanding**   * Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini). * Sequence events or artefacts from the Ancient Egyptian period. * Sequence key years/events or dates during the Ancient Egyptian period, on a timeline.   **Knowledge and understanding of events, people, and changes in the past**   * Find out about the everyday lives of people in the Ancient Egyptian period and make comparisons with our lives today. * Identify reasons for and results of people’s actions during the Ancient Egyptian period. * Recount the main events from the Ancient Egyptian period. | | **The Roman Empire and its impact on Britain**  **Chronological Understanding**   * Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini). * Sequence events or artefacts from the Roman Britain period. * Sequence key years/events or dates during the Roman Britain period, on a timeline.   **Knowledge and understanding of events, people, and changes in the past**   * Find out about the everyday lives of people in the Roman Britain period and make comparisons with our lives today. * Identify reasons for and results of people’s actions during the Roman Britain period. * Recount the main events from the Roman Britain period. | |

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| **Key new knowledge** | **Historical Enquiry**   * Use a range of sources to find out about the period between the Stone Age and the Iron Age. * Ask questions and find answers about the Stone Age and Iron Age.   **Historical Interpretation**   * Explore the idea that there are different accounts of history and what the reasons for this might be. * Distinguish between different sources and evaluate their usefulness e.g. museum artefacts, books, cartoons etc.   **Organisation and communication**   * Present, communicate and organise ideas about the past using a variety of art forms e.g. models, drama, role play and different genres of writing. * Use and understand appropriate historical vocabulary related to the period between the Stone Age and the Iron Age. | **Historical Enquiry**   * Use a range of sources to find out about the Ancient Egyptian period. * Ask questions and find answers about the Ancient Egyptian period.   **Historical Interpretation**   * Explore the idea that there are different accounts of history and what the reasons for this might be. * Distinguish between different sources and evaluate their usefulness e.g. museum artefacts, books, cartoons etc.   **Organisation and communication**   * Present, communicate and organise ideas about the past using a variety of art forms e.g. models, drama, role play and different genres of writing. * Use and understand appropriate historical vocabulary related to the Ancient Egyptian period. | **Historical Enquiry**   * Use a range of sources to find out about the Roman Britain period. * Ask questions and find answers about the Roman Britain period.   **Historical Interpretation**   * Explore the idea that there are different accounts of history and what the reasons for this might be. * Distinguish between different sources and evaluate their usefulness e.g. museum artefacts, books, cartoons etc.   **Organisation and communication**   * Present, communicate and organise ideas about the past using a variety of art forms e.g. models, drama, role play and different genres of writing. * Use and understand appropriate historical vocabulary related to the Roman Britain period. |
| **Assessment** | Retrieval tasks  Pop quizzes  Peer and Self-assessment  Work in books  Discussion & questioning | Retrieval tasks  Pop quizzes  Peer can self-assessment  Work in books  Discussions & Questioning | Retrieval tasks  Pop quizzes  Peer can self-assessment  Work in books  Discussions & Questioning |