

Year Three	History - Buildings	Autumn
<p>As Historians we will study the theme of buildings and how these have developed and changed over many different periods. This will allow us to learn about these eras through one main theme and allow us to be able to structure these on a timeline.</p>		
<p style="text-align: center;"><i>How have settlements changed from The Stone Age to the present day?</i></p>		
<p>Children must be able to say that they are studying how buildings have changed over time as well as learning about life in those eras. Children must be able to make links back to the eras and areas of learning in previous years.</p>		
<p>NC Content</p> <ul style="list-style-type: none"> • Develop chronological secure knowledge and understanding of British, local and world history. • Note connections, contrasts and trends over time and develop the appropriate use of historical terms. • Address and devise historically valid questions about change, cause, similarity and difference and significance. • Construct informed responses that involve thoughtful selection and organisation of relevant historical information. • Understand how our knowledge of the past is constructed from a range of sources. 		

Historical Vocabulary



Historical.	Society
Significant.	Culture
Artefact.	Century
Accuracy.	Decade
Impact.	Features
Modern	

Autumn 1

Procedural Skills

Place past events and significant figures in order on a timeline with accurate dates.
Use dates and terms to describe an event.
Use appropriate historical vocabulary to communicate: dates, times, era, change and chronology.
Formulate questions and answer a range of pre-set questions directly related to the past.
Suggest and use suitable sources of evidence to support historical enquiries.
Use two sources of evidence to ensure the accuracy of historical claims.
Suggest causes and consequences of some significant events in history.
Understand the concept of change overtime.
Provide a broad overview of life in Britain.

NC links:
Pupils should be taught about:
Changes in Britain from the Stone Age to the Iron Age.
A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.

Stone Age

Identify when the stone age began and place on a timeline. Add in other significant events that they have previously learnt about in KS1.

Change and Continuity: from hunter gatherers to farmers.
Use artefacts to ask questions about life in the Stone Age particularly focusing on buildings and

NC links:
Pupils should be taught about:
Changes in Britain from the Stone Age to the Iron Age.
A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.

Bronze Age

Identify when the bronze age began and place on a timeline.

Change and Continuity: how settlements changed from Stone Age to Bronze Age:

Use artefacts to ask questions about life in the Bronze Age particularly focusing on buildings and homes. How did this differ to life in the Stone Age?

NC links:
Pupils should be taught about:
Changes in Britain from the Stone Age to the Iron Age.
A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.

Iron Age

Identify when the iron age began and place on a timeline.

Change and Continuity: how settlements changed from Stone Age to Bronze Age:

Use artefacts to ask questions about life in the Iron Age particularly focusing on buildings and

<p>homes. Acknowledge why the Stone Age people lived more in caves compared to others and link this to being hunter gatherers before the invention of farming.</p> <p>Acknowledge the life of hunter-gatherers and what this meant for the settlement/civilization.</p> <p>List the materials used to create structures and buildings. Are these different to what is used today? And then think about why.</p> <p>What were buildings used for in the Stone Age?</p>	<p>List the materials used to create structures and buildings. Are these different to what is used today? How are there differences/similarities from these and the Stone Age? Are there differences/similarities across the Bronze Age?</p> <p>What were buildings used for in the Bronze Age?</p> <p>Describe how the buildings changed over time. Link to the need for change due to changes in society/lifestyle.</p>	<p>homes/settlements. How did this differ to life in the Stone/Bronze Age?</p> <p>List the materials used to create structures and buildings. Are these different to what is used today? How are there differences/similarities from these and the Stone/Bronze Age? Are there differences/similarities across the Iron Age?</p> <p>What were buildings used for in the Iron Age?</p> <p>Acknowledge why iron age people may have lived in hill forts.</p> <p>Identify the differences in homes across the 3 Stone Age eras. Provide reasons for these differences.</p> <p>Describe how the buildings changed over time. Link to the need for change due to changes in society/lifestyle.</p> <p>Trip to East riding Museum</p>
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Autumn 2
Buildings from the Maya
Procedural Skill

Place past events and significant figures in order on a timeline with accurate dates.
 Use dates and terms to describe an event.
 Use appropriate historical vocabulary to communicate: dates, times, era, change and chronology.
 Compare time eras across a range of continents.

Describe the social, ethnic, cultural and religious diversity of the past.
Describe the characteristic features of the past including ideas, beliefs, attitudes and experiences for men, women and children.
Suggest and use suitable sources of evidence to support historical enquiries.
Use two sources of evidence to ensure the accuracy of historical claims.

Ancient Maya

NC links:

Pupils should be taught about:

a non-European society that provides contrasts with British history.

Identify when the ancient civilisations existed. Place these on the timeline and consider the relation to the previous ages learnt about.

Similarities and Differences across Mayan Society:

Describe life in the Maya civilisation including society, culture and religion. This may include the different roles within the Maya civilisation.

Describe what buildings were used for within the Maya civilisation and describe any particular structural rules.

Change and Continuity - Settlements from Pre-historic to Mayan Age:

Label specific parts of a family home and describe how it differs from the home you live in and from homes learnt about in previous episodes.

List the materials used to create structures and buildings and keep comparing to past eras learnt about.

Autumn 2

Episode 3 – Buildings from the Anglo Saxons / Tudor / Georgian / Victorian and Modern Day

Procedural Skills

Place past events and significant figures in order on a timeline with accurate dates.
Use dates and terms to describe an event.
Use appropriate historical vocabulary to communicate: dates, times, era, change and chronology.
Suggest causes and consequences of some significant events in history.
Suggest and use suitable sources of evidence to support historical enquiries.
Use two sources of evidence to ensure the accuracy of historical claims.
Suggest causes and consequences of some significant events in history.
Provide a broad overview of life in Britain.
Describe the social, ethnic, cultural and religious diversity of the past.
Describe the characteristic features of the past including ideas, beliefs, attitudes and experiences for men, women and children.

NC links:

Pupils should be taught about:

Britain's settlement by Anglo-Saxons and Scots

A local history study (a study of Modern Buildings to identify the aspects of buildings through history)

Plot the time periods – Anglo Saxon, Tudor, Georgian, Victorian and present day on a time line.

Similarities and Differences across each time period: focus studies.

Describe what life was like throughout the different eras in Britain including the social, ethnic, cultural and religious aspects. Also explore the ideas, beliefs, attitudes and experiences of men, women and children.

This should be taught in talk groups – where children become experts and then present to each other.

Describe important events and acknowledge significant figures within these time periods (where applicable). Plot these dates on a timeline and use appropriate historical language to describe. Describe the types of buildings and acknowledge the materials and structure of each. Are there any reasons for change? Acknowledge when more buildings for a range of purposes began to be built. E.g. when schools buildings were invented, why did this happen in that time.

All children

Acknowledge how buildings in the local area have changed. Link this with the WW2 work from year 2 and acknowledge ways that the modern buildings have been impacted by buildings of the past/significant events.

Modern Britain is from 1902 onwards.

Use the minibus to visit various buildings in the Hull area. Take pictures and focus on structural design and usage. Link to those areas studied in the past.

Create an E-Book to showcase knowledge of the topic and to demonstrate findings of the study.