

## COATHAM CE PRIMARY SCHOOL

## LONG-TERM (YEAR) PLAN

SUBJECT History				YEAR GROUP 3			
Half-Term	Aut1	Aut2	Spr1	Spr2	Summ1	Summ2	
<b>Statement of Intent</b>	To be able to note connections, contrasts and trends over time and develop the appropriate use of historical terms.	To be able to order chronological events	To be able to learn about significant people in Science (Marie Curie)	To use chronology to order events in the local area. Children can comment on differences over time in the local area.	To know that the Romans had an impact on our lives today. To begin to understand chronology. To start to discuss Boudicca and resistance.	To be able to learn about significant people in Science (Joseph Dalton Hooker)	
<b>Key Curriculum Coverage</b>	<p>I can find out what people ate in the Stone Age and how their diet changed. I can compare houses in the Stone Age, Iron Age and present day</p> <p>Understand how our knowledge of the past is constructed from a range of sources.</p> <p>Have historical factual knowledge of Britain from the</p>	<p>I can order events in WWII</p> <p>Combine information in sources to ask and answers questions about the past.</p> <p>Make comparisons between different time in British history</p> <p>Identify contrasts and connection within and between the periods studied</p>	<p>Sequence events and artefacts in a timeline</p> <p>Combine information in sources to ask and answers questions about the past.</p> <p>Identify contrasts and connection within and between the periods studied</p>	<p>Sequence events and artefacts in a timeline</p> <p>Combine information in sources to ask and answers questions about the past.</p> <p>Make comparisons between different time in British history</p> <p>Identify contrasts and connection within and between</p>	<p>Sequence events and artefacts in a timeline</p> <p>Combine information in sources to ask and answers questions about the past.</p> <p>Make comparisons between different time in British history</p> <p>Identify contrasts and connection</p>	<p>Combine information in sources to ask and answers questions about the past.</p>	

	<p>prehistoric to 1066</p> <p>Make comparisons between different time in British history</p> <p>Identify contrasts and connection within and between the periods studied</p>			the periods studied	within and between the periods studied		
Key Vocabulary	<p>Stone Age, Hunter-gatherers, flint, Palaeolithic, Mesolithic, Neolithic, similarity and difference, archaeology, archaeologist</p>	<p>army, tank, rifle, World War Two, bomb, medal, gasmask, evacuee children, Neville Chamberlain, ration book, Anne Frank, Blitz, Anderson Shelter, George Cross, Nazi Party, Adolf Hitler, soldier, Winston Churchill</p>	<p>x-ray, radium, scientist, polonium, Nobel prize, Pierre Curie,</p>	<p>chronology, chronological order, Redcar, Coatham, change, continuity,</p>	<p>Colosseum, amphitheatre, aqueduct, bath house, mosaic, temple, villa, soldier, centurion, shield, standard, chariot, barbarian, gladiator, Boudicca, coin, toga, slave, Julius Caesar, emperor, Roman numerals</p>	<p>doctor, botanist, travelled, impact, sources, importance, first hand evidence</p>	