History Component Knowledge

Year Three

British history 1: Would you prefer to live in the Stone Age, Bronze Age or Iron Age?

National Curriculum

Pupils should be taught about:
Changes in Britain from the Stone Age to the Iron Age.

Key learning and Component knowledge

Key Learning:
L1: To recognise that prehistory was a long time ago and was the beginning of the history of mankind.
Component Knowledge:

- Explain why prehistory was a long time ago.
- Find BC and AD on a timeline and explain why history is split into sections.

Key Learning:
L2: To use archaeological evidence to learn about prehistoric houses.
Component Knowledge:

- Make observations about Stone Age houses using evidence and explain the observations.
- Explain the limitations of archaeological evidence.

Key Learning:
L3: To use archaeological evidence to investigate the Bronze Age and explain the limitations of this evidence.
Component Knowledge:

- Make deductions about a Bronze Age man using evidence.
- Explain the limitations of archaeological evidence.

Key Learning:
L4: To explain how bronze transformed prehistoric life.
Component Knowledge:

- Describe how bronze came to Britain.
- State three areas of life that bronze changed.
- Identify similarities and differences between the Stone Age and Bronze Age.

Key Learning:
L5: To understand the importance of trade during the Iron Age.
Component Knowledge:

- Explain how trade increased during the Iron Age.
- Identify which items were exchanged during the Iron Age.
- Explain why coins were introduced.

Key Learning:
L6: To compare settlements in the Neolithic and Iron Age.
Component Knowledge:

- Use pictures as historical sources.
- Identify changes and continuities between Neolithic and Stone Age settlements.
- Explain in which prehistoric period they would prefer to live.

How have children's lives changed?

National Curriculum

Pupils should be taught about:
A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.

Key learning and Component knowledge

Key Learning:
L1: To identify how children's lives have changed using a range of sources.
Component Knowledge:

- Make observations and deductions from sources.
- Suggest how children's lives have changed.
- Ask enquiry questions about children's lives.

Key Learning:
L2: To understand why children worked in Tudor times and what working conditions were like.
Component Knowledge:

- Explain why Tudor children needed to work.
- Identify the kinds of jobs Tudor children had.
- Create questions to identify the working conditions of Tudor children.

Key Learning:
L3: To understand the types of jobs Victorian children had and their working conditions.
Component Knowledge:

- Identify and understand the different types of jobs Victorian children had.
- Make observations and inferences about the jobs children had.
- Write a letter explaining the conditions Victorian children experienced.

Key Learning:
L4: To understand how Lord Shaftesbury changed children's lives.
Component Knowledge:

- Identify how Lord Shaftesbury changed the lives of children.
- Evaluate the impact of his work.
- Explain which of his achievements was the most important.

Key Learning:
L5: To understand how and why children's leisure time has changed.
Component Knowledge:

- Use sources to identify historical leisure activities.
- Compare leisure activities over time.
- Explain the reasons for leisure activities changing.

Key Learning:
L6: To understand which diseases children caught and how they were treated.
Component Knowledge:

- Identify some of the diseases from the past and their symptoms.
- Identify how effective treatments for diseases were.
- Explain why some treatments worked and others did not.

What did the ancient Egyptians believe?

National Curriculum

Pupils should be taught about:
The achievements of the earliest civilisations – an overview of where and when the first civilisations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China.

Key learning and Component knowledge

Key Learning:
L1: Know when and where the ancient Egyptians lived.
Component Knowledge:

- Identify ancient civilisations.
- Describe the features of Egypt.
- Sequence key periods on a timeline.
- Identify other events that happened at the same time as the ancient Egyptian civilisation.

Key Learning:
L2: To explain the importance of the Egyptian gods and goddesses.
Component Knowledge:

- Explain the Egyptian creation story.
- Identify the characteristics of important gods and goddesses.
- Explain the meanings of the symbols and characteristics of their god or goddess.

Key Learning:
L3: To evaluate the challenges of building an Egyptian pyramid.
Component Knowledge:

- Explain why the ancient Egyptians built pyramids.
- Suggest how the ancient Egyptians built pyramids.
- Identify the problems of building a pyramid and suggest solutions.

Key Learning:
L4: To explain how and why the Egyptians mummified people.
Component Knowledge:

- Explain the link between ancient Egyptian beliefs and mummification.
- Describe the stages involved in mummification.

Key Learning:
L5: To make inferences about Egyptian beliefs, using primary sources.
Component Knowledge:

- Explain which sources are used to discover Egyptian beliefs.
- Identify the meaning of symbols from Egyptian papyrus.
- Explain some Egyptian beliefs about the afterlife.

Key Learning:
L6: To evaluate significant ancient Egyptian beliefs.
Component Knowledge:

- Assess a video for strengths and areas for development.
- Identify significant aspects of ancient Egyptian beliefs.
- Explain ancient Egyptian beliefs.