



History Enquiry Organisers
Year 3, Cycle A

Autumn 1 – Local History [River Great Ouse]

Knowledge I know...	Skills I can...	Links back to I remember...
<ul style="list-style-type: none"> How our school badge represents the local river and the “Muddy hoard” of coins found in 2018 dates back to the Roman period. The muddy hoard was found near the King of Belgians pub and is kept in The British Museum. Settlements are built around rivers because of water, fertile lands for agriculture, transportation routes and defence benefits. Maps show changes in Huntingdon over time. People have used our local river [River Great Ouse] for survival, travel and transport, and leisure from the Stone Age to modern day. Anglo Saxons and Danes conquered Huntingdon between 900-1000AD. Stone bridges were built along the River Great Ouse during Medieval Britain in 1000-1500AD. The River Great Ouse was used for trade from 1600AD. Different boats travelled along the River Ouse during different time periods. Boats have changed over time. 	<ul style="list-style-type: none"> Sequence some events or objects on a simple timeline without support providing a few dates and/or period labels and terms. Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini). Draw together information from an increasing range of sources. Ask valid questions for enquiries and answer using several sources. Use sources of information to make statements or judgements. Show awareness and understanding visually, orally and in writing. Use a wider range of vocabulary when showing awareness. Describe and make valid statements about some similarities, differences and changes occurring within KS1 and LKS2 topics. 	<ul style="list-style-type: none"> Placing people, events and objects in chronological order with support. Gathering information from simple sources to ask and answer questions. Comparing different historical sources and understanding the past can be represented in different ways. Using the words ‘past’ and ‘present’ to talk about an event.

Vocabulary:	Images:
<p>AD: Anno Domini meaning “in the year of our Lord” referring to Jesus Christ.</p> <p>Artefact: objects made by humans.</p> <p>Anglo-Saxons: three tribes [the Angles, Saxons, and Jutes] who came to Britain from parts of Germany and Denmark in 449AD.</p> <p>Bridges: a structure across a river.</p> <p>Chronology: putting events or dates in order</p> <p>Danes: people who came to Britain from Denmark in 865AD.</p> <p>Medieval: relating to the Middle Ages [500AD-1500AD]</p> <p>Past: gone by in time</p> <p>Present: existing or occurring now</p> <p>Prehistoric: a time period before written records.</p> <p>Settlement: a place where people live.</p> <p>Source: a place, person or thing that you can find information from</p> <p>Stone-Age: a prehistoric time period when weapons and tools were made of stone.</p> <p>Timeline: a list of events in the order that they happened</p> <p>Time period: the length of time during which something happens.</p> <p>Trade: buying and selling goods and services in exchange for money.</p>	 

History Enquiry Organisers
Year 3, Cycle A

Autumn 2 – Ancient History [Egyptians]

Knowledge I know...	Skills I can...	Links back to I remember...
<ul style="list-style-type: none"> • Ancient Egyptians lived between 6000BC and 332BC lasting for 5000-6000 years. • Egyptians lived around the River Nile because it provided fertile soil [Black Land] for farming and it was safe to live as they were protected from enemies due to the desert. • The Ancient Egyptians built pyramids. • The ruler of Ancient Egypt was called a Pharaoh. • Egyptians believed Pharaoh was a God. • An Archaeologist digs up the ground to find remains from the past. • Howard Carter was an Archaeologist who discovered the remains of Tutankhamun in a tomb in 1922. • Egyptians wrapped each limb of a dead body in white cloth because they wanted to preserve the body. This was called embalming. Another word for embalming is mummification. • Egyptians put organs into canopic jars. • Pharaohs were buried in Egypt. • Rosetta stone was discovered. • The writing of the Ancient Egyptians is called Hieroglyphics. 	<ul style="list-style-type: none"> • Sequence some events or objects on a simple timeline without support providing a few dates and/or period labels and terms. • Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini). • Draw together information from an increasing range of sources. • Ask valid questions for enquiries and answer using several sources. • Use sources of information to make statements or judgements. • Show awareness and understanding visually, orally and in writing. • Use a wider range of vocabulary when showing awareness. • Describe and make valid statements about some similarities, differences and changes occurring within KS1 and LKS2 topics. 	<ul style="list-style-type: none"> • Anglo Saxons and Danes conquered Huntingdon between 900-1000AD. • Place people, events and objects in chronological order. • Gather information from simple sources to ask and answer questions. • Compare different historical sources and understand the past can be represented in different ways. • Use the words 'past' and 'present' to talk about an event. • Use words to describe the passing of time.

Vocabulary:

Archaeologist: somebody who looks at ancient sites and objects to learn about the past.
Canopic jars: containers used by Ancient Egyptians.
Chronology: putting events or dates in order
Civilisation: a large group of people who share certain ways of living and working.
Era: a period in history.
BC: before Christ.
AD: Anno Domini meaning "in the year of our Lord" referring to Jesus Christ.
Tomb: a hole in which a dead body is buried.
Source: a place, person or thing that you can find information from
Hieroglyphics: writing system used in Ancient Egypt.
Pharaoh: Ancient Egyptians rulers [like a king or queen]
Pyramid: a large structure with four sides that usually slope upward and meet at a point.
Preserve: to keep intact and free from decay.
Embalming: to treat a dead body so as to protect from decay.
Mummification: preserving a body after a person has died.

Images:



History Enquiry Organisers
Year 3, Cycle A

Spring 1 – British History [Stone Age]

Knowledge I know...	Skills I can...	Links back to I remember...
<ul style="list-style-type: none"> • Hundreds of thousands of years ago [3000BC], the island of Great Britain was connected to Europe by a land-bridge. • The land bridge was called Doggerland. • Hundreds of thousands of years ago, humans lived in caves. • Humans learned to make fire in caves, they used it to cook food and keep warm and deter predators. • Our human ancestors were nomadic. • Our human ancestors walked to find food and gathered or hunted it. • Our ancestors hunted animals and hunted fish using sharp tools. • Tools were made from stone and bone that was sharpened. • Our human ancestors drew pictures in caves without any words. • Skara Brae is a Stone Age village in the Orkney Islands. • Many Stone Age homes were round. • Stone Age homes had a hearth in the middle of the home where the fire was lit. • Stonehenge is a prehistoric settlement of rock. • <i>Some</i> of our human ancestors believed that the Sun and the Moon had special powers. • The longest day of the year is called Midsummer's Day. • The shortest day of the year is called Midwinter's Day. • How to transport large stones in a prehistoric way from one place to another. • A mammoth was important to Stone Age people and why. 	<ul style="list-style-type: none"> • Sequence some events or objects on a simple timeline without support providing a few dates and/or period labels and terms. • See how gaps in evidence can influence interpretations. e.g prehistory with no written or recorded information. • Provide a reason why two accounts of the same event might differ (e.g. recognise and provide a reason why different people might have different views about the X). • Comment on a range of possible reasons for differences in a number of accounts. • Draw together information from an increasing range of sources. • Ask valid questions for enquiries and answer using several sources. • Use sources of information to make statements or judgements. • Show awareness and understanding visually, orally and in writing. • Use a wider range of vocabulary when showing awareness. • Recognise differences between ways of life in the past. . • Select what is most significant in a historical account (e.g. describe in some detail some of the most significant features of X). • Begin to explain why. • Understand how sources can be used to answer a range of historical questions. 	<ul style="list-style-type: none"> • Ancient Egyptians lived between 6000BC and 332BC lasting for 5000-6000 years. • Anglo Saxons and Danes conquered Huntingdon between 900-1000AD. • Sequencing some events or objects on a simple timeline without support providing a few dates and/or period labels and terms. • Drawing together information from an increasing range of sources. • Asking valid questions for enquiries and answering using several sources.

Vocabulary:
<p>Land-bridge: a piece of narrow land to connect separate areas</p> <p>Ancestors: someone who lived a long time ago</p> <p>Nomadic: people who move from place to place and do not stay in the same place</p> <p>Tools: a piece of equipment that you use to help you</p> <p>Historical account: narratives or records that document and interpret past events</p> <p>Hunter-gatherers: people who ate from wild fruits growing near to where they lived</p> <p>Stone Age: a prehistoric period where stone was used in many ways to e.g tools</p> <p>Mammoths a large extinct woolly mammal like an elephant</p> <p>Period: the breakdown of past events to help us understand world history.</p> <p>Pre-historic: means <i>before</i> history, <i>before</i> humans started to write things down.</p> <p>Skara Brae: is a Stone Age village in the Orkney Islands</p> <p>Stonehenge a prehistoric stone monument in Wiltshire</p> <p>Midsummer's Day: a day in the middle of the summer that is the longest day with most daylight</p> <p>Midwinter's Day: a day in the middle of the winter that is the shortest day with least daylight</p>

Images:





History Enquiry Organisers Year 3, Cycle A

Spring 2 – British History [Iron Age]

Knowledge I know...	Skills I can...	Links back to I remember...
<ul style="list-style-type: none"> The Iron Age followed the Bronze Age and The Stone Age. The Iron Age was 800 to 43AD in Britain. The Iron Age ended when the Romans invaded Britain. Iron was tougher than bronze and could be shaped into finer and sharper objects. In the Iron Age they began to use coins and other piece of metal for money. Coins were made of gold, silver and bronze. The Iron Age had bigger towns with better defences. The Iron Age increased wider trading networks and advanced sea travel. People lived in clans that were led by the warrior kings. Warriors fought with a long sword or shield and an oval, wooden shield. They often went into battle wearing blue warpaint. The Iron Age people lived in large farming communities in hillforts. Farming became more advanced due to the Iron ploughs. Farmers grew crops and vegetables and kept geese, goats, pigs, cows and sheep. Roundhouses were typical Iron Age circular houses. They had a timber frame, wattle and daub walls and a thatched roof. Iron Age people believed in powerful spirits. Druids gave powerful offerings such as swords and cups to the spirits. Priests known as druids led religious ceremonies. Druids sacrificed animals and sometimes humans too! 	<ul style="list-style-type: none"> Sequence some events or objects on a simple timeline without support providing a few dates and/or period labels and terms. See how gaps in evidence can influence interpretations. e.g prehistory with no written or recorded information. Provide a reason why two accounts of the same event might differ (e.g. recognise and provide a reason why different people might have different views about the X). Ask valid questions for enquiries and answer using several sources. Use sources of information to make statements or judgements. Show awareness and understanding visually, orally and in writing. Use a wider range of vocabulary when showing awareness. Demonstrate knowledge of causes for events e.g invasion and examples of consequences/impact of events or civilisations over time. Recognise differences between ways of life in the past. Make valid statements about the main things that stayed the same and the changes occurring within topics. Select what is most significant in a historical account (e.g. describe in some detail some of the most significant features of X). Begin to explain why. 	<ul style="list-style-type: none"> Ancient Egyptians lived between 6000BC and 332BC lasting for 5000-6000 years. The Stone Age was approximately 3000BC. Anglo Saxons and Danes conquered Huntingdon between 900-1000AD. Sequencing some events or objects on a simple timeline without support providing a few dates and/or period labels and terms. See how gaps in evidence can influence interpretations. e.g. prehistory with no written or recorded information. Provide a reason why two accounts of the same event might differ (e.g. recognise and provide a reason why different people might have different views about the X). In the Stone Age tools were made from stone and bone that was sharpened. Many Stone Age homes were round and had a hearth in the middle of the home where the fire was lit. Some of our human ancestors believed that the Sun and the Moon had special powers.

Vocabulary:

Ards: an iron plough for farming

Roundhouses: circular structures consisting of stone built walls, or wooden posts with wattle-and-daub panels, and a conical thatched roof.

Bronze: a brown metal made of copper and tin

Druid: a person that was religious and powerful

Wattle and daub: wattle (woven wood) and daub (mixture of mud and straw)

Defences: a way of protecting form attack

Agriculture: The practice of farming and growing crops : (plants).

Flint: A type of stone that can be shaped into blades, knives and spears for hunting.

Settlement: A place where a group of people live together in many buildings.

Tribes: A group of people that live together for protection.

Hill fort: settlement surrounded by a wall, on top of a hill.

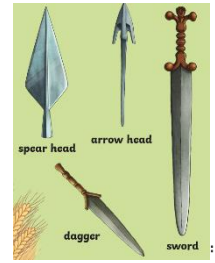
Pre-historic: means *before* history, *before* humans started to write things down. Civilisations: large group of people who share certain advanced ways of living and working

Period: the breakdown of past events to help us understand world history.

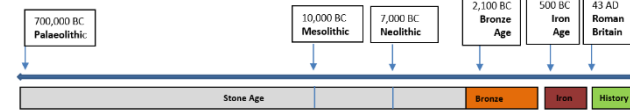
Historical account: narratives or records that document and interpret past events.

Valid: a convincing argument.

Images:



The image shows four types of prehistoric weapons: a spear head, an arrow head, a dagger, and a sword. The spear head is a simple, pointed stone or flint. The arrow head is smaller and more refined. The dagger is a short, broad-bladed weapon. The sword is a long, straight blade with a hilt.



The timeline shows the following periods and dates:

- 700,000 BC: Palaeolithic
- 10,000 BC: Mesolithic
- 7,000 BC: Neolithic
- 2,100 BC: Bronze Age
- 500 BC: Iron Age
- 43 AD: Roman Britain

The timeline is divided into four colored segments: Stone Age (grey), Bronze (orange), Iron (red), and History (green).

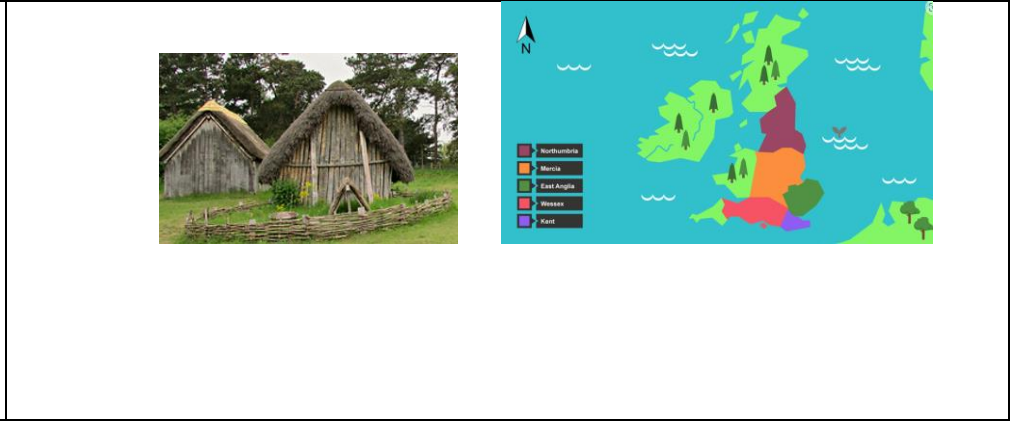
History Enquiry Organisers
Year 3, Cycle A

Summer 1 – Anglo Saxons & Scots & Vikings [Life in Britain]

Knowledge I know...	Skills I can...	Links back to I remember...
<ul style="list-style-type: none"> Romans left Britain in 410AD. Once the Romans left, Britons were unable to fend off any invaders. The Scots were a constant threat and invaded Britain because they wanted more farming land. The Anglo Saxons, Vikings and Scots invaded Britain because the Romans left. The Anglo Saxons invaded Britain because they lived in a place that was cold and often flooded. The Anglo Saxons invaded Britain because they thought Britain was weak and easy to beat. The Anglo-Saxons were made up of three tribes, the Angles, the Jutes and the Saxons. The Anglo-Saxons only invaded Britain. In 600AD there were five important Anglo Saxon kingdoms: East Anglia, Kent, Mercia, Northumbria, Wessex. The kings of Anglo-Saxon Britain each ruled their own kingdom and the people in it. Many Anglo-Saxon kings tried to resist the Vikings and fought hard to keep control of their land. The Vikings invaded Britain because they didn't have enough wealth to share with their sons. The Vikings invaded Britain because it was warmer and had better land. The Vikings travelled and invaded lots of places. The Vikings were one tribe. The Vikings travelled in longboats and first arrived in Britain around 787AD. The Vikings raided places for expensive items to trade e.g. gold and jewels. The Vikings and Anglo Saxons fought many battles in Britain. By 878AD there was just one kingdom left [Wessex] as the others had been overrun by the Vikings. The Anglo-Saxon laws were very similar to some we have today, although the punishments were very different. Anglo Saxon punishments included paying a fine called wergild. Anglo Saxon punishments were very brutal and would be carried out in public e.g. whipping. Viking laws were not written down but passed on by word of mouth. Viking punishments could include fines or fighting. 	<ul style="list-style-type: none"> Sequence some events or objects on a simple timeline without support providing a few dates and/or period labels and terms. Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini). Comment on a range of possible reasons for differences in a number of accounts. Draw together information from an increasing range of sources. Use sources of information to make statements or judgements. Show awareness and understanding visually, orally and in writing. Use a wider range of vocabulary when showing awareness. Demonstrate knowledge of causes for events e.g. invasion and examples of consequences/impact of events or civilisations over time. Recognise differences between ways of life in the past. Make valid statements about the main things that stayed the same and the changes occurring within topics. Describe and make valid statements about some similarities, differences and changes occurring within KS1 and LKS2 topics. Understand how sources can be used to answer a range of historical questions. 	<ul style="list-style-type: none"> Ancient Egyptians lived between 6000BC and 332BC lasting for 5000-6000 years. The Stone Age was approximately 3000BC. The Iron Age was 800 to 43AD in Britain. Anglo Saxons and Danes conquered Huntingdon between 900-1000AD. Sequencing some events or objects on a simple timeline without support providing a few dates and/or period labels and terms. Use sources of information to make statements or judgements. Show awareness and understanding visually, orally and in writing. Use a wider range of vocabulary when showing awareness. Demonstrate knowledge of causes for events e.g. invasion and examples of consequences/impact of events or civilisations over time.

Vocabulary: Images:

Migration: movement of people from one place to another.
Conquered: to take control of an area or country by force.
Settlement: a place where people make their homes.
Archaeologist: a person who studies places and objects from the past.
Raid: a surprise attack.
Roman: people founded in mainland Europe within the area now known as Italy
Monastery: a place where monks live.
Runes: scripture or writing carved using tools, into stone, bone, wood and metal.
Longboats: a type of Viking warship.
Invade: to enter and occupy land.
Kingdom: an area ruled by a king.
Outlawed: having all property taken away and no longer being able to live in the community.
Wergild: a payment system used to settle disputes between a criminal and the victim or their family.
Wealth: amount of money and possessions someone has.
Trade: buying and selling things.
Fines: a punishment in which a person is ordered to pay a sum of money because they have done something wrong.
Battle: a fight between two opposing sides.



History Enquiry Organisers
Year 3, Cycle A

Summer 2 – Anglo Saxons & Scots & Vikings [Alfred the Great]

Knowledge I know...

- Alfred the Great was the king of Wessex.
- Alfred the Great was one of the most famous Anglo-Saxon kings and one of the only kings in British history to be called 'Great'.
- Alfred the Great took the throne in 871AD.
- To help protect his kingdom from Viking attacks, Alfred built forts and walled towns known as 'burhs'.
- Alfred also built warships to guard the coast from raiders and organised his army into two parts. While half the men were at home on their farms, the rest were ready to fight Vikings.
- Alfred's Anglo-Saxon army defeated the Vikings at the Battle of Edington.
- Alfred the Great made peace so that English and Vikings settled down to live together.
- Alfred the Great encouraged people to learn and he tried to govern fairly.
- Over time Alfred brought the English kingdoms together and his coins name him as the King of the English.
- Alfred the Great translated books from Latin into English, so more people could read them.
- During Alfred's reign he was advised by a council of nobles and church leaders. This council was called the Witan.
- Christianity slowly became the main religion in Britain.

Skills I can...

- Sequence some events or objects on a simple timeline without support providing a few dates and/or period labels and terms.
- Comment on a range of possible reasons for differences in a number of accounts.
- Ask valid questions for enquiries and answer using several sources.
- Show awareness and understanding visually, orally and in writing.
- Use a wider range of vocabulary when showing awareness.
- Demonstrate knowledge of causes for events e.g invasion and examples of consequences/impact of events or civilisations over time.
- Make valid statements about the main similarities, differences and changes occurring within topics.
- Describe and make valid statements about some similarities, differences and changes occurring within KS1 and LKS2 topics.
- Select what is most significant in a historical account (e.g. describe in some detail some of the most significant features of X).
- Begin to explain why.

Links back to I remember...

- Ancient Egyptians lived between 6000BC and 332BC lasting for 5000-6000 years.
- The Stone Age was approximately 3000BC.
- The Iron Age was 800 to 43AD in Britain.
- Romans left Briton in 410AD.
- In 600AD there were five important Anglo Saxon kingdoms: East Anglia, Kent, Mercia, Northumbria, Wessex.
- By 878AD there was just one kingdom left [Wessex] as the others had been overrun by the Vikings.
- Sequencing some events or objects on a simple timeline without support providing a few dates and/or period labels and terms.
- The Anglo-Saxons were made up of three tribes, the Angles, the Jutes and the Saxons.
- The Anglo Saxons invaded Britain because they thought Britain was weak and easy to beat.
- The Anglo-Saxons only invaded Britain.
- The kings of Anglo-Saxon Britain each ruled their own kingdom and the people in it.
- Many Anglo-Saxon kings tried to resist the Vikings and fought hard to keep control of their land.
- The Vikings and Anglo Saxons fought many battles in Britain.
- Describe and make valid statements about some similarities, differences and changes occurring within KS1 and LKS2 topics.
- Understand how sources can be used to answer a range of historical questions.

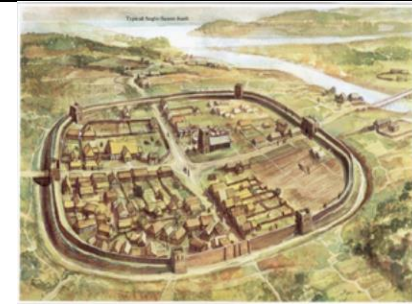
Vocabulary:

Anglo-Saxons: main group of people living in Britain when the Vikings arrived.
Fought: take part in a violent struggle.
Govern: system of rules and the people who make and administer them.
Christianity: Christianity is focussed on the life and teachings of Jesus **Christ**, who Christians believe to be the Son of God.
Burhs: forts and walled towns in Wessex.
Warships: a ship equipped with weapons.
Nobles: a group of rich people.
Church leaders: ministers and other who govern the church..
Witan: the council of nobles and church leaders that advised Alfred the Great.

Images:



What the coin says: King Alfred of the English, AD 871-899



King Alfred created Burhs. They were fortified (strong), walled towns with bases in. He copied the idea from the Vikings after he saw how successful they are in battle. Having these all over his Kingdom meant that the Vikings found it impossible to win a battle.