

Year 3 Skills and Knowledge Learning Ladder

Historical Skills	Geographical Skills
<p>We have already learned to:</p> <ul style="list-style-type: none"> • Compare • Pose questions • Use pictorial comparisons • Use artefacts <p>We are now learning to:</p> <ul style="list-style-type: none"> • Ask questions about what we want to know, • Ask our own questions, • Be curious • Begin to question sources and validity • Use primary and secondary resources (artefacts, pictures, short text extracts, videos, and websites.) • Use resources provided by adults. • Select the relevant information ourselves. • Use book research where books are bookmarked. • Understand survival. • Understand community. • Understand settlements. • Place time studied on a timeline. • Communicate knowledge through discussion, making models, writing. • Find out about everyday lives of people studied. 	<p>We have already learned to:</p> <ul style="list-style-type: none"> • Locate the 7 continents. • Locate the 5 oceans. • Locate the capital cities and seas around the UK. • Use geographical vocabulary to refer to towns, villages, ports, harbours. • Use aerial photos. <p>We are learning to:</p> <ul style="list-style-type: none"> • Locate volcanic and earthquake zones by developing understanding of tectonic plates. • Identify the causes of an Earthquake. • Label the different parts of a volcano. • Know the impact of natural disasters on those living close • Use maps/atlasses/ globes to locate places. • Use digital/ computing mapping to locate places. • Locate and know the names of at least eight counties and at least six cities in England. (Hertfordshire, Buckinghamshire, Bedfordshire, Essex, Berkshire, Oxfordshire, West and East Sussex) (London, St Albans, Oxford, Cambridge, Birmingham, Manchester). • Locates and names three European countries (England, Scotland, and Italy.)

How has the way we lived changed?

Key Knowledge Stone Age to Iron Age:

- This period is also known as prehistory or the prehistorical age spans from around 450,000 BC to the Roman invasion in 43 AD.
- At the earliest stage, Stone Age people were hunter gatherers. By the latest stage, they had begin farming using stone tools.
- Stone Age people lived in settlements that are very different to ours today e.g. Skra Brae. (Link to ser
- The Bronze Age followed when people began using the metal bronze to make their tools for farming and building.
- In the Iron Age, iron was used in tools and also in weapons. There was a lot of fighting between tribes at this time.
- We only know about this time period through archaeology. There is not a lot written down about it.

Key Knowledge Settlements:

- The UK is made up of hamlets, villages, towns and cities.
- Hamlets are very small and don't have a church. They usually have less than 500 inhabitants.
- A village can have around 500-2,500 inhabitants and is usually quite rural.
- A town is larger than a village and has more streets and buildings. It usually has more shops and transport links than a village.
- Cities are the largest type of settlement, They can have millions of inhabitants and are very built up with houses, shops and offices etc.

Autumn Term

Key Vocabulary:

Stone Age, Bronze Age, Iron Age, prehistory, prehistorical, tribe, tribal, settlement, tools weapons.

Learning Links:

Design and Technology: Identify where we get our food from and how this is made.

Our next steps are to:

- Find out about the Romans.

Suggested Trips:

- Celtic Harmony Hertford.
- Chiltern Open Air Museum.

What happened to Pompeii? What did the Romans do for Britain?

Spring Term/ Summer A

Key Information - Romans:

- Know how Britain changed from the Iron Age to the end of the Roman occupation.
- Julius Caesar tried to invade Britain in 55BC but his invasion was unsuccessful. He invaded again in 54BC but left peacefully when tribes agreed to pay Rome.
- Emperor Claudius invaded again in 43BC and this invasion led to the Romans conquering Britain.
- Many Current English cities were established by the Romans including London, York, Bath and St Albans.
- Roman life in Britain was far more advanced than the British tribes. It included well-built villas with underfloor heating, aqueducts, sewer systems, roads, public baths and better tools and weapons.
- Know how there was resistance to the Roman occupation and know about Boudica.

Key Information - Pompeii :

- The Earth is made up of different layers - the core, the mantle and the crust.
- The crust of the Earth is made of different pieces called plates. Sometimes the plates can move causing earthquakes or mountain and volcanoes.
- A volcano is an opening that allows hot lava and ash to escape from the Earth's core. They can be extinct, dormant or active.
- In 79AD Mount Vesuvius erupted devastating the Roman town Pompeii.
- A cloud of thick ash, stone, and gas rained down on the town.
- The city was abandoned and rediscovered in 1748, underneath a layer of debris Pompeii was in tact.

Key Vocabulary:

Core, mantle, crust, tectonic plate, volcano, magma, lava, Roman, soldier, centurion, legion, conquer, villa

Learning Links:

Science: compare and group together different kinds of rocks on the basis of their appearance and physical properties.

Our next steps are to:

- Find out about another European Country.

Suggested trips:

- Verulamium Park, St Albans.
- History off the page Roman day.

Can Earthquakes Happen in Europe? Case Study: Italy.

Summer B

Key Knowledge = Earthquakes:

- Most volcanoes and earthquakes occur where the Earth's plates meet.
- Identify the causes of an Earthquake.
- Know the impact of natural disasters on those living close by.
- Use maps to locate European countries and capitals.
- An earthquake can range from a minor tremble to a destructive force.
- An earthquake occurred in central Italy in November 2016 killing 299 people and measuring 6.2 on the Richter scale.
- It was very shallow (4km) so nearly all of the energy reached the surface and it was a long (over 20 seconds) movement so the shaking lasted a long time.
- Know the impact the Earthquake had on the surrounding towns and the role the Red Cross played in providing people with aid.

Key Vocabulary:

Italy, Earthquake, magnitude, Richter scale, tectonic plates. Destruction, impact, Red Cross.

Learning Links:

Religious Education: Understanding of how communities come together in times of need.

Our next steps are to:

- Find out about another European Country and the people who lived there.