

**KFJS**  
**History Curriculum Map**

**In each project children:** raise questions and discuss what they already know.

**Year 3**

<b>Project Unit/Period Matters, skills and processes</b>	<b>Savvy Stone Age</b> Changes in Britain Stone Age to Iron Age Trip to Stonehenge or Hands on History (Matt Russell) Willis Museum Activity 4	<b>Marching Romans</b> The Roman Empire and its impact on Britain
<b>Key Question</b>	How did homes and settlements change during this period of time?	What did the Romans do for Britain?
<b>Essential understanding</b>	<p>Children should be able to explain the changes in homes and the development of settlements They should be able to explain why these changes took place: <i>Hunters/gatherers – nomadic - using caves and tent-like shelters</i> <i>Began to farm – built more stable shelters in small groups which would have used timbers and skins/hides</i> <i>Settlement developed around the farms – homes became permanent – stone and wood and wattle and daub</i> <i>Roofs began to be thatched</i> <i>Always had a fire in the home</i> <i>As settlements grew they began to live in one and have another for cooking and working in eg weaving</i> <i>Iron Age – Settlements became larger, buildings became larger housing more people. Groups wanted the best land so needed to defend themselves, they began to settle in hill forts with defences.</i></p> <p>Time specific language BC / BCE (<i>Before Christ / Before common era</i>) AD / CE (<i>Anno Domini (In the year of our lord) / Common era</i>) Century and millennium What does the term ‘sources of evidence’ mean?</p>	<p>Children should be able to explain what legacy means. <i>Something that is handed down from one period of time to another period of time.</i> They should be able to explain how the following are legacies: They should recognise that the Romans made an impact on roads (<i>previously they were muddy tracks – they built 10,000 miles</i>) towns (<i>they introduced urban life with impressive buildings and well-laid out streets and large defensive walls for protection</i>), buildings/architecture (<i>they were stronger and designed for different purposes eg temples and baths</i>), heating (<i>they designed underfloor heating</i>), words/language (<i>Latin is still used in science and many of our words originate from Latin, e.g. aqueduct – water – to lead.</i>)</p> <p>Time specific language BC / BCE (<i>Before Christ / Before common era</i>) AD / CE (<i>Anno Domini (In the year of our lord) / Common era</i>) Century and millennium</p> <p>What does the term ‘sources of evidence’ mean? Primary source: Original information from the time eg physical evidence of the Roman Baths in Bath, a roman coin or an account of someone who was there at the time.</p>

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	<p>Primary source: Original information from the time eg physical evidence of houses at Skara Brae, cave paintings or an account of someone who was there at the time (not available for this period)</p> <p>Secondary source: Created, painted, written by someone who was not there at the time. It is their interpretation.</p> <p>Discuss the role of archaeologists – history investigators.</p>	<p>Secondary source: Created, painted, written by someone who was not there at the time. It is their interpretation.</p> <p>Discuss the role of archaeologists – history investigators.</p>
<p><b>Chronology</b> including duration/ interval/ overlap UK/World Timeline from History Centre</p>	<p>Physical timeline (outside) with photos. Show duration with distance between events. Show how long each event lasted.</p> <p>Use period specific language eg over one thousand years ago, BC / AD or BCE / CE</p>	<p>Repeat physical timeline – which periods lasted the longest? Why might that have been?</p> <p>Use maps to show the changes in the empire – clearly date them.</p>
<p><b>Characteristic features</b> of the period/ society studied</p>	<p>Focus on homes and settlements – these are things the children can relate to.</p> <p>Tools, technology and burials can also be included.</p> <p><b>Art – how is this used and why?</b></p> <p><b>Key Focus</b></p> <p>Stone, Bronze &amp; IronAge box &amp; CD</p> <p>Look at pictures of Skara Brae and then bronze and iron age settlements – compare.</p>	<p>What are the key features of Roman Britain?</p> <p>How is it governed?</p> <p>Housing / settlements.</p> <p>Transport.</p> <p><b>Gather information to use in the main focus below.</b></p> <p>Roman Soldier Box</p>
<p><b>Change &amp; continuity</b></p>	<p>How do homes and settlements change between the periods and why?</p> <p>Tools, burials, technology, can also be looked at</p> <p><b>Key Focus</b></p>	<p>Romanisation –</p> <p>How do the following change from prior to the Romans to end of the period in 410 AD and why?</p>

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	<b>Change from nomadic lifestyle to settlements – why?</b>	Forts and farms to towns and roads. Does anything stay the same? <b>Key Focus</b> <i>Roman Impact pk</i> Roman Soldier Box
<b>Cause &amp; Consequence</b> inc short term/ long term		Why the Romans came to Britain, plus impact – short term long term – Discuss so children have an understanding but this does not need any written work with it. <i>Roman Impact pk</i>
<b>Significance</b> inc short term/ long term		What is the most widespread and enduring aspect of their legacy? <b>Key focus</b> <i>Roman Impact pk</i>
<b>Interpretation</b> of the past inc how and why contrasting views arise	Scarcity of evidence means gaps have to be filled by reasoned interpretation - where do we get our evidence from?  <b>Key focus</b>	
<b>Historical Enquiry</b> Inc source comparison and analysis		Deducing information from objects. – Children to understand what sources of evidence are and how they can be used. Who uses them? (Archaeologists and historians) <b>Key focus</b> Roman Soldier box Roman excavation Box

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Connections local/national/ international, cultural, economic, military, political religious and social history		Examine local impact e.g. Winchester/Silchester etc. <b>Discuss in class to introduce the local connection and idea that history is all around us.</b>
<b>Skills</b>	Physical timeline (outside) with photos. Show duration with distance between events. Show how long each event lasted. Use period specific language eg over one thousand years ago, BC / AD or BCE / CE To be able to explain how and why homes / settlements changed during the period Identify sources of evidence – cave paintings, remains of settlements. What do they tell us? Recognise that we have to use reasoned interpretation. A class timeline showing the change in homes and settlements	Physical timeline (outside) with photos. Show duration with distance between events. Show how long each event lasted. Use period specific language eg over one thousand years ago, BC / AD or BCE / CE Repeat physical timeline – which periods lasted the longest? Why might that have been? Use maps to show the changes in the empire – clearly date them. What are the key features of Roman Britain. How do features change from the beginning to the end of the Roman period eg forts and farms? Roads, architecture, towns, language, governance, forts, farms. What do we still have in Britain as the result of the Romans? Which are the most important legacies? Roman remains, literature. Who wrote the records? Is it reliable or biased? Use the Hampshire resources box for artefacts Explore what they tell us – relate to the role of archaeologists. Shield showing what they consider to be the key legacies.
<b>Assessment</b>	How did homes and settlements change over this period of time? Give pictures of settlements and homes across the period and annotate to show changes.	What did the Romans do for Britain? Create a diamond 9 of legacies.

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<b>WTS</b>	Children can identify 1 or 2 changes between each period.	Children can place 9 legacies into a diamond 9 and orally explain why they have placed the top one there without referring to the impact on Britain.
<b>EXS</b>	Children can identify the key changes between each period and give simple reasons for the changes.	Children can decide on legacies in class discussion. They can place them into a diamond 9 for their impact on Britain. They can provide an explanation for why they have put the top one first, referring to its impact on Britain.
<b>GDS</b>	Children can annotate a number of differences between each settlement and explain reasons for the changes and their impact on the daily lives of people.	Children can decide on legacies in class discussion. They can place them into a diamond 9 for their impact on Britain. They can provide an explanation for why they have placed them in that order by comparing them and referring to their impact on Britain.

**NB** you will not necessarily have entries in every box for every topic. Not all skills will be covered in all topics. However, each skill/process should be visited at least twice in a key stage and approached at a higher level in the later visit.      **Key Focus / Focus / Discussion:** These indicate the degree you need to target each area.