

Manor Primary School  
Autumn Term What was life like for children in World War 2? Year 3 History

**Overview of the Learning:**

In this unit children will continue to develop a chronological understanding of British, local and world history and develop the appropriate use of historical terms. They will understand how our knowledge of the past is constructed from a range of sources.

**Core Aims**

- know and understand the history of the British Isles in chronological narrative, from the earliest times to the present day:
- know how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the achievements and follies of mankind
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections.
- understand the methods of historical enquiry and how there are contrasting arguments and interpretations of the past.

**Children should be taught**

**Chronological understanding**

Children should be able to:

- place events, people and changes into correct periods of time
- use dates and vocabulary relating to the passing of time, including ancient, modern, BC, AD, century and decade.

**Knowledge and understanding of events, people and changes in the past**

Children should know:

- about characteristic features of the periods and societies studied, including the ideas, beliefs, attitudes and experiences of men, women and children in the past
- about the social, cultural, religious and ethnic diversity of the societies studied, in Britain and the wider world
- to identify and describe reasons for, and results of, historical events, situations, and changes in the periods studied
- to describe and make links between the main events, situations and changes within and across the different periods and societies studied.
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**Historical interpretation and Enquiry**

Children should be able to:

- recognise that the past is represented and interpreted in different ways, and to give reasons for this
- know how to find out about the events, people and changes studied from an appropriate range of sources of information, including ICT-based sources [for example, documents, printed sources, CD-ROMS, databases, pictures and



photographs, music, artefacts, historic buildings and visits to museums, galleries and sites]  
to ask and answer questions, and to select and record information relevant to the focus of the enquiry

### **Organisation and communication**

Pupils should be able to:

- work with a partner or in a group to discuss their learning
- use role play /drama for empathy and understanding
- record their work in a variety of ways- pictures, ICT, models, timelines
- recall, select and organise historical information
- use dates and historical vocabulary to describe the periods studied
- communicate their knowledge and understanding of history in a variety of ways [for example, drawing, writing, by using ICT].

### **Expectations**

Children can:

- Use a wide vocabulary of historical terms and phrases relating to events studied and the passing of time.
- know where the people and events they study fit within a chronological framework
- show an understanding of some of the ways in which we find out about the everyday lives of people in the past
- show how things can be the same and different between life in different periods.
- identify reasons for and results of peoples actions
- identify and give reasons for different ways in which the past is represented
- distinguish between different sources- compare different versions of the same story
- Show an understanding of a significant turning point in British History
- ask and answer questions,
- Use a range of sources to find out about world War II



**Manor Primary School**  
**Spring Term- Year 3**  
The Savage Saxons and Vicious Vikings

**Overview of the Learning:**

In this unit children will find out about how invaders have shaped the history of the British Isles and develop their understanding of reasons for and consequences of invaders and settlers. In this unit children will continue to develop a chronological understanding of British, local and world history and develop the appropriate use of historical terms. They will understand how our knowledge of the past is constructed from a range of sources and develop their understanding of interpretations of the past.

**Core Aims**

- know and understand the history of the British Isles in chronological narrative, from the earliest times to the present day:
- know how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the achievements and follies of mankind
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections.
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**Children should be taught**

**Chronological understanding**

Children should be able to:

- place events, people and changes into correct periods of time
- use dates and vocabulary relating to the passing of time, including ancient, modern, BC, AD, century and decade.

**Knowledge and understanding of events, people and changes in the past**

Children should know:

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- to describe and make links between the main events, situations and changes within and across the different periods and societies studied.
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**Historical interpretation and Enquiry**

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- show how things can be the same and different between life in different periods.
- identify reasons for and results of peoples actions
- identify and give reasons for different ways in which the past is represented
- distinguish between different sources- compare different versions of the same story
- Show an understanding of significant turning point in British History
- ask and answer questions,
- Use a range of sources to find out about
- identify and describe reasons for, and results of, historical events, situations, and changes in the periods studied



# Manor Primary School

## Summer Term- Wolverhampton: Then and Now Year 3

### Overview of the Learning:

In this local study pupils are introduced to an enquiry –based approach to a local study of Wolverhampton. Children will be focusing on historical aspects of the city of Wolverhampton in the past and then comparing it to the city today. They will be encouraged to gain skills of chronology, change and consequence and looking at key figures and their contribution to the history of Wolverhampton. The children will use a range of maps, photographs, sources, oral histories and their first hand experience They will understand how our knowledge of the past is constructed from a range of sources and develop their understanding of interpretations of the past.

### Core Aims

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- know and understand significant aspects of the history of the wider world: the achievements and follies of mankind
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections.
- understand the methods of historical enquiry and how there are contrasting arguments and interpretations of the past.

### Children should be taught

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#### Historical interpretation and Enquiry

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