



Jerry Clay Academy
Subject Knowledge Organiser

Subject: History

Year Group: Year 3

Term: Autumn 1

Main strands within this History unit

Chronology	<ul style="list-style-type: none">• To explain what is meant by chronology.• Identifying when significant time periods arose.• Ordering and comparing significant events with other historical events on the timeline.• Using timelines to demonstrate knowledge before and after AD.• Explaining the impact of when significant events arose and how they have developed over time until today (focusing particularly on British history).
Causation	<ul style="list-style-type: none">• To explain what is meant by causation.• To understand what the outcome was that arose from causation.• To explain the impact causation has on the outcome.• To explain the impact causation has on society today (particularly focusing on British history).
Communication	<ul style="list-style-type: none">• To explain what is meant by communication.• To compare different types of communication within historical events.• To identify how communication has changed and the reasons behind these changes.• To explain the impact changes to communication have had on society today (particularly focusing on British history).
Religion	<ul style="list-style-type: none">• To understand what is meant by religion.• To understand how religion has affected historical events.• To identify changes to religions throughout history and the reasons behind these changes.• To explain the impact religion has on society today (particularly focusing on British history).



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Core Learning of This Unit:

- **To develop awareness of how the world began and changed**
- **To understand pre-historic History (Dinosaurs) and how Britain has changed from the Stone Age to the Iron Age**
- **To develop their understanding of the impact these time periods have on modern day society**
- To develop chronological knowledge surrounding British, local and world History
- To identify changes, contrasts and trends over time and identify similarities and difference between time eras.
- To construct informed responses that involve thoughtful selection and organisation of relevant Historical information.

Prior Learning:

- Children have started to develop their inquisitive skills to ask and answer questions about Historical events and significant people.
- Children have used a variety of different resources to find out information about Historical events and significant people.

National Curriculum Statements:

Prehistoric

- A study of an aspect or theme in British History that extends pupils chronological knowledge beyond 1066.

Stone Age – Iron Age

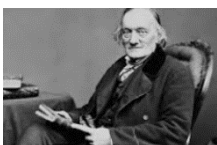
- To learn about the changes in Britain from the Stone Age to the Iron Age.
- The achievements of the earliest civilisations looking at when and where they were.

Key Vocabulary:

- Prehistoric
- Ancient
- Change
- Impact
- Significance
- Legends
- Myths

- Stone Age
- Neolithic
- Hunter Gatherer
- Stonehenge
- Iron Age
- Bronze Age
- Religion
- Hill forts
- Skara Brae

Significant People



Richard Owen

Richard Owen an English biologist, comparative anatomist and palaeontologist. Despite being a controversial figure, Owen is generally considered to have been an outstanding naturalist with a remarkable gift for interpreting fossils.