



Jerry Clay Academy  
Subject Unit Overview

**Subject:** History

**Year Group:** Year 3

**Term:** Autumn 1

**Main strands within this History unit**

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



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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-** life before history was written

**Ancient civilisation-** the first community of people living together in a place

**Change-** to make different

**Impact-** to have an effect on something

**Significance-** something important to learn about

**Stone Age-** earliest period of human life

**Palaeolithic-** The first and longest part of the stone age

**Mesolithic-** The middle of the stone age beginning of farming

**Neolithic-** last part of the stone age where people got better at farming

**Hunter Gatherer-** a member of the community which hunts for food rather than grows it.

**Stonehenge-** huge man-made circle of standing stones

**Bronze Age-** where they used bronze for making tools

**Iron Age-** where iron became the preferred choice of metal for making tools.

**Religion** a group of beliefs and rituals followed by a group.

**Hill forts** – forts built on hills

**Skara Brae** -A prehistoric village in Scotland

**Significant People**



**Mary Anning** as an English fossil collector, dealer, and palaeontologist who became known around the world for the discoveries she made in Jurassic marine fossil beds in the cliffs along the English Channel at Lyme Regis in the county of Dorset in Southwest England. Anning's findings contributed to changes in scientific thinking about prehistoric life and the history of the Earth.