



Subject: History

Year Group: Year 3

Term: Spring 1

Main strands within this History unit

Government	<ul style="list-style-type: none">• To explain what is meant by the government.• Understanding the role of this at specific time periods.• Understanding and explaining the impact this has on society today, particularly focusing on British history.• Identifying and explaining the impact of significant people within the government at different time periods.
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).
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).
Democracy	<ul style="list-style-type: none">• To explain what is meant by democracy.• To recognise how democracy has changed and the impact this has had on society today.• To compare and contrast different types of democracy.• To understand where democracy can be used in different scenarios.• To explain the impact democracy has on society today (particularly focusing on British history).•



Jerry Clay Academy
Subject Unit Overview

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Core Learning of This Unit:

- **To develop awareness of how other communities work and survive (Vikings)**
- **To identify how changes to other communities in History have affected the way modern day societies are managed.**
- 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:

- To learn about the Viking struggle for the Kingdom of England to the time of Edward the Confessor.
- A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality – The Vikings

Key Vocabulary:

Vikings- civilisation from Scandinavia

Civilisation- a community of people with their own way of life

Conquest – an invasion where the invader is successful

Impact- to have an effect on something

Invader- to enter without being wanted

Raiding- a sudden attack

Long ship- a long sail and oar ship

Significant People



King Sweyn Forkbeard

Sweyn Forkbeard was king of Denmark from 986 to 1014. He was the father of King Harald II of Denmark, King Cnut the Great and Queen Estrid Svendsdatter. In the mid-980s, Sweyn revolted against his father, Harald Bluetooth, and seized the throne. He was known as the Viking King.