



History Core Curriculum
Year 3

Unit	How did the lives of Ancient Britons change during the Stone Age?	How did the arrival of the Romans change Britain?	Why were castles so important to the Normans?
Previous Learning	<ul style="list-style-type: none">• About people and events that occurred in 'history'. (How do we know so much about what happened in the Great Fire of London? Y1)• The importance of artefacts to historians as they attempt to describe and explain the past. (How do our favourite toys and games compare with those in the 1960s? Y3)• What an archaeologist is and how they go about investigating the past through the items that people have left behind. Why do we know so much about where Sappho used to live? Y2)	<ul style="list-style-type: none">• About how life changed in Britain from the Stone Age to the Iron Age. (How did the lives of Ancient Britons change during the stone Age? Y3)	<ul style="list-style-type: none">• That invasions and wars such as those with the Romans are almost always about gaining control of land and natural resources. (How did the arrival of the Romans change Britain? Y3)
Substantive Knowledge	<ul style="list-style-type: none">• Why the Stone Age is part of 'prehistory'.• The three periods and dates of the Stone Age in Britain.• How archaeologists use artefacts to understand life in Stone Age Britain.• Why most Ancient Britons were hunter gatherers.• The difference between Stone Age winter and summer camps.• Why in the New Stone Age Ancient Britons began to build permanent settlements.• How and why life for Ancient Britons changed from the Old to New Stone Age.	<ul style="list-style-type: none">• What an empire is.• Modern day countries that were once part of the Roman Empire.• Why Claudius invaded Britain in AD 43.• Who Boudica was and why she was such a threat to the Romans.• The lifestyle of many high status Romans living in Britain.• Why the Romans constructed Hadrian's Wall in AD122.• How and why the Romans designed and built many towns in Britain.• What a gladiator was and why gladiatorial games were organised in Britain.• Why so much evidence remains today of the Roman occupation.• Why most Romans eventually left Britain and returned to Rome.	<ul style="list-style-type: none">• Who William Duke of Normandy and the Normans were.• Why William invaded England in 1066.• Why the Bayeux Tapestry is such an important historical artefact.• The features of Motte and Bailey castles.• How Norman castles changed after William gained control of England.• The purpose of Norman stone castles.• Why Hereward the Wake presented a threat to Norman rule in England.• How society was organised in medieval times – knights, nobles, commoners and serfs.• Why a small number of Normans were able to subdue and rule England for three hundred years.• Why Norman castles today are such a popular tourist and visitor attraction.

<p>Disciplinary knowledge</p>	<ul style="list-style-type: none"> Describe the ways of life which are typically associated with the Stone Age period of history and identify and give reasons for those which are likely to be accurate and those that are anachronisms – simply could not have occurred then Recognise that the Stone Age in Britain is a period of prehistory which began when the first modern humans arrived in Britain between 850,000 and 950,000 years ago and ended approximately 4,500 years ago with the beginning of the Bronze Age Describe and suggest reasons for the presence of a small family group of people from the Old Stone Age on a beach in Norfolk and compare and contrast this with how most people use beaches today Describe and explain how archaeologists use a great variety of artefacts, including monuments, to try to understand how ancient Britons lived during the Stone Age Describe the likely features of Stone Age summer and winter camps in Britain and offer reasons and explain why they were required Recognise, describe and compare and contrast the difference between historical facts (what we know for certain) and historical supposition (assumptions we make about the actions of people and events without certain knowledge or evidence) Identify, describe, compare and contrast and explain some of the important ways in which life for ancient Britons changed during the Stone Age 	<ul style="list-style-type: none"> Identify and describe the modern-day countries of Europe and North Africa which formed part of the Roman Empire prior to invasion of Britain by Emperor Claudius; Understand through explanation the motives for Emperor Claudius to invade and occupy Britain in AD 43; Interpret primary sources of historical evidence to describe the physical appearance of Boudica and make a judgment about the causes and effects of her harsh treatment by the Romans; Compare and contrast the armies of Boudica and the British Roman governor Paulinus and predict the likely outcome of their battle and justify their decision; Understand through explanation the difference between historical evidence and legends and folklore; Distinguish between historical evidence and legend and folklore in relation to the ‘historical’ figures of King Arthur or Robin Hood; Explain what the content of letters written in the first century tells us about the lives of high-status and wealthy Romans in Britain; Identify and describe the main design features of Hadrian’s Wall and explain why it proved necessary for Emperor Hadrian to order its construction in AD 122; Identify and describe the key features of the layout of typical Roman towns in Britain and explain why historians know so much about how they were designed and built; Describe what a gladiator was and what occurred at gladiatorial games; Explain who ianistae were and why they owned and trained gladiators in private schools; Understand through explanation why the Romans went to so much effort and expense in organising gladiatorial games for the lower classes or plebeians; Explain why some Romans held different perspectives about gladiatorial games and how they justified their viewpoints. 	<ul style="list-style-type: none"> Identify, describe and sequence the events which occurred in Normandy and Sussex on October 13th - 14th 1066; Explain why William the Conqueror decided to invade and occupy England; Recognise, describe, locate, compare and contrast and suggest reasons for the features of a typical Norman Motte and Bailey castle; Explain how and why the design of Norman castles began to change after William gained control over most of England; Describe and explain some of the different purposes of Norman castles; Describe and explain why it was so difficult for the Anglo Saxons to successfully attack a Norman castle; Identify, locate, describe and explain the different parts of a Norman castle keep; Recognise and explain how the lives of children in Norman England were very different depending on the section of society to which they belonged – nobility and commoners; Explain and reach a judgement as to why the remains of Norman castles in modern Britain attract millions of visitors and tourists a year.
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<p>Key Vocab</p>	<ul style="list-style-type: none"> • Anachronism Something not belonging to a particular place or time in the past. • Archaeologist Someone who studies human prehistory through the excavation of sites and examining artefacts. • Prehistory The time before writing was used to record events. • Artefact An object made by a human being. • Excavation Removing rock and soil to uncover artefacts left behind by people in the past. • Reconstruction Rebuilding something the way it originally looked. • Hunter-gatherer Living by hunting animals, fishing and harvesting wild food. • Nomadic People without a fixed home who wander from place to place. • Flint A hard grey rock occurring in lumps in chalk. • Knapping The shaping of flint to make a tool or weapon. • Domesticate The taming of wild animals so that they can be kept on farms. • Ceremony An act done in a way to honour a person or a special occasion. 	<ul style="list-style-type: none"> • Natural resource A material occurring in nature used by people. • Occupied Being invaded and then ruled by a foreign power. • Epitome A perfect example of a particular thing or type of person. • Pacify Calm down people who are angry or in revolt. • Uprising An act of revolt or rebellion against the ruling power. • Plebian Someone belonging to the general common people. • Ianista The head of a gladiator training school. • Philosopher Someone who studies or writes about the meaning of life. 	<ul style="list-style-type: none"> • Invasion enter a place using armed force • Conquer overcome and take control of a place by military force • Military the armed forces of a country Normans people from northern France who ruled England 1066-1399 • Medieval a period in English history known as the Middle Ages AD 500 – 1500 • Feudal system an arrangement where people worked and fought for nobles in return for protection and land to farm • Noble a class of people of very high rank and title • Knight a noble who served his king and fought in battle to protect the country • Intimidate to create feelings of fear and a loss of courage in others • Deterrent to stop someone from doing something by creating doubt or fear • Serf someone of the lowest class such as a servant or farm labourer • Commoner people who are not serfs but don't belong to the nobility either Chronicle record things in a book in the order that they happened
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