

Knowledge Milestones: History – Y3

Year 3 – Key Milestones

Topics Cycle A	Autumn 1 Ancient Egyptians	Spring 1 Romans	Summer 1 Local History – Industrial Revolution and the impact on the city. Manufacturing Armley Mills / Victorian's and Manufacturing.
Cycle B	Autumn 1 Ancient Maya	Spring 1 Stone Age – Iron Age Boudicca à Celtic Warrior Queen	Summer 1 Modern Culture and History – changes since 1950's à NOW

Cycle A

Autumn 1: Ancient Egyptians

Knowledge specific milestones

Emerging:

- I can locate the Ancient Egyptian period on a timeline including Dinosaurs, The Great Fire of London and Victorians.
- I can locate Egypt and the River Nile on a map.
- I can explain some aspects of daily life in Ancient Egypt (e.g. clothing, homes, and farming).
- I can name at least 2 of the Egyptian Gods (including Anubis) and I know that they worshipped a large number of Gods and Goddesses who each had different powers.
- I can explain why the pyramids were built and who built them.
- I can say who Tutankhamun was and give 2 reasons to explain how we know he was important.
- I can explain what an artefact tells me about life in Ancient Egypt.
- I can ask questions about how to make a mummy.
- I can explain the process of mummification using some correct vocabulary.
- I can decode simple words written in hieroglyphic.
- I can write my name in hieroglyphics.

Meeting (all emerging milestones plus the following):

- I can locate the Ancient Egyptian period on a timeline including the Titanic, the Moon Landing and Brunel.
- I know that the Ancient Egyptian Era lasted over 3000 years.
- I can explain how the climate and landscape affected daily life in Ancient Egypt.
- I can name a number of Egyptian gods and compare the different powers they were believed to have.
- I can explain how we know about different Egyptian gods and goddesses.
- I can explore what happened to Tutankhamun and explain why there are different ideas about how he died.
- I can answer questions about life in Ancient Egypt using my knowledge of different artefacts.
- I can use specific vocabulary to describe the process of mummification based on what I have learned from different sources of information.
- I can confidently translate hieroglyphics and write short sentences using them.

Exceeding (all other milestones plus the following):

- I can use more complex time terms, such as 'BCE'/AD' and period labels and terms.
- I can use dates to sequence events from the Ancient Egyptian Era.
- I can say how life changed throughout the Ancient Egyptian Era and suggest why this happened.
- I can compare gods and goddesses using specific detail and vocabulary.
- I can explore the questions: 'How did Tutankhamun die?' or 'Did the Ancient Egyptians really look like their art work?' and explain how I have reached my

conclusions.


- I can explain how reliable an artefact or resource is at giving us information about life in Ancient Egypt.
- I can describe the process of mummification in detail using accurate terminology.
- I can explain the importance of the Rosetta Stone in allowing us to understand hieroglyphics and can consider the propriety of it being kept in the British Museum in London.

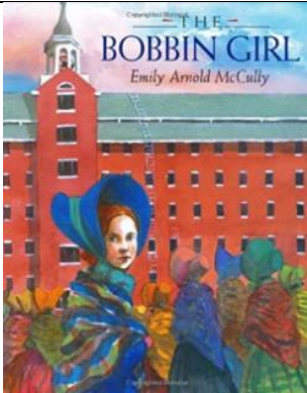
Cultural diversity/gender equality

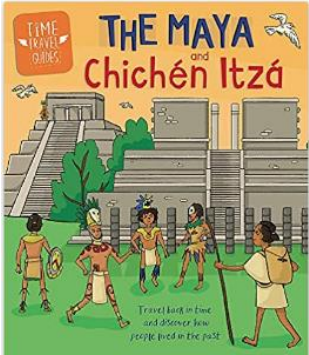
Mara, Daughter of the Nile - Eloise McGraw


“Mara is a proud and beautiful slave girl who yearns for freedom in ancient Egypt, under the rule of Queen Hatshepsut. Mara is not like other slaves; she can read and write, as well as speak the language of Babylonian”.



Cycle A	Spring 1 Romans	
<p><u>Knowledge specific milestones</u></p>	<p>Emerging :</p> <ul style="list-style-type: none"> • I can locate the Roman period on a timeline including Dinosaurs, Ancient Egyptians, The Great Fire of London and Victorians. • I can locate Italy and the Rome on a map. • I can describe the lives of rich and poor Romans (clothing and buildings). • I know that the Romans arrived in Britain in 43 AD. • I can describe 2 aspects of a Roman soldier's life. • I can ask questions about how the Romans changed life in Britain. • I can explain 2 differences Romans made to life in Britain (roads and language). • I can explain how we know about the differences Romans made to Britain today. <p>Meeting (all emerging milestones plus the following):</p> <ul style="list-style-type: none"> • I can locate the Roman period on a timeline including the Titanic, the Moon Landing and Brunel. • I can explain that the Roman Empire began in Italy. • I know that the Romans invaded Britain 3 times and left Britain by 410 AD. • I can explain that the Romans invaded Britain because they were looking for land, slaves and metals. • I can explain that the Romans left Britain to defend their homes in Italy. • I can explain how the British resisted the Roman invasion. • I can compare the lives of rich and poor Romans. • I can make links between buildings in Roman times and their daily life including religious beliefs. • I can use different sources of information to explain how Roman inventions changed life in Britain (as above including calendar, laws and census). <p>Exceeding (all other milestones plus the following):</p> <ul style="list-style-type: none"> • I can use more complex time terms, such as 'BCE'/'AD' and period labels and terms. • I can use dates to sequence events from the Roman Era. • I can name other countries in the Roman Empire. • I can say how life changed in Britain throughout the Roman Era and suggest how life may have been different if the Romans had not invaded. • I can explain the Brits' point of view of about the Roman invasion and explain how their lives changed because of this. • I can explain how reliable an artefact or resource is at giving us information about life in Roman times. 	
<p><u>Cultural diversity/gender equality</u></p>	<p>Boudicca's Army – Hilary McKay</p>	

Cycle A	Summer 1 Local History – Industrial Revolution and the impact on the city. Manufacturing Armley Mills / Victorian's and Manufacturing.	
<u>Knowledge specific milestones</u>	<p>Emerging:</p> <ul style="list-style-type: none"> I can locate the Industrial Revolution on a timeline including Dinosaurs, Ancient Egyptians, Romans and The Great Fire of London. I can summarise what happened in the Industrial Revolution. I can use different sources of evidence to ask and answer questions about the Industrial Revolution. I can describe daily life for a factory worker and a factory owner. I can explain how the Industrial Revolution changed Leeds in 2 ways. I can explain how the Industrial Revolution changed life for people in Britain. <p>Meeting (all emerging milestones plus the following):</p> <ul style="list-style-type: none"> I can locate the Industrial Revolution period on a timeline including the Victorians, the Moon Landing and Brunel. I know that the Industrial Revolution took place between 1760 and 1840 in Britain. I can name the rulers of Britain at the start and end of the Industrial Revolution (George III and Victoria). I can explain why the Industrial Revolution happened and what changes occurred. I know the difference between Primary and Secondary sources of information and which is most reliable. I can compare the lives of a family in poverty and a family of factory owners. I can make links between the events of the Industrial Revolution and the impact this had on life in Leeds and life in general today. <p>Exceeding (all other milestones plus the following):</p> <ul style="list-style-type: none"> I can use more complex time terms, such as 'BCE'/'AD' and period labels and terms. I can locate major developments and significant people of the Industrial Revolution on a timeline. I can give examples of events which led to the Industrial Revolution in Britain. I can explain why a source of historical evidence might be biased. I can comment on the impact which the Industrial Revolution continues to have today in developing countries and make links to being a global citizen (e.g. 'fast fashion' etc.). 	
<u>Cultural diversity/gender equality</u>	The Bobbin Girl by Emily Arnold McCully	

Cycle B	Autumn 1 Ancient Maya	
<p><u>Knowledge specific milestones</u></p>	<p>Emerging:</p> <ul style="list-style-type: none"> I can place the Maya civilisation on a timeline featuring the Dinosaurs, The Great Fire of London and Victorians. I can locate Mesoamerica on a world map. I can talk about one of the beliefs of the Maya linked to one of their gods. I can retell the Maya creation story using picture prompts. I know some features of Maya daily life, linked to a specific role or job. I can label a drawing of a Maya settlement. I can name an important place for the Maya. <p>Expected:</p> <ul style="list-style-type: none"> I know that the Maya civilisation lasted for 3000 years I can name 3 of the countries in Central America. I can ask questions about life for the Maya civilisation and use resources to research the answers. I know about different Maya gods and what this tells us about their religious beliefs. I can retell the Maya creation story. I can explain the class structure of the Maya and the different roles in their communities I can draw and label a Maya house and settlement. I can explain how we know about the Ancient Maya Civilisation I can explain what happened to the Maya civilisation. <p>Exceeding:</p> <ul style="list-style-type: none"> I can identify other historical eras which occurred within the same time period as the Maya (Ancient Egypt, Romans, Stone Age). I can name the countries in Central America where the Ancient Maya lived. I can describe a Maya house and settlement using drawings and pictures. I can describe the class structure of the Maya, the different roles in their communities and how this affected their daily life. I can retell the Maya creation story and compare it to those from other traditions, identifying similar events. I can use 3 different factors to explain what happened to the Ancient Maya civilisation. 	
<p><u>Cultural diversity/gender equality</u></p>	<p>The Maya and Chichen Itza - Ben Hubbard</p>	

Cycle B	Spring 1 Stone Age to Iron Age	
<p><u>Knowledge specific milestones</u></p>	<p>Emerging:</p> <ul style="list-style-type: none"> • I can place the Stone Age, Bronze Age and Iron Age on a timeline featuring the Dinosaurs, the Maya, The Great Fire of London and Victorians. • I can use the words <i>Palaeolithic</i>, <i>Mesolithic</i> and <i>Neolithic</i> to describe different eras in the Stone Age. • I can sequence important objects from the Stone, Bronze and Iron Ages using picture prompts. • I can ask questions about the lives of people who lived in this era and use artefacts as evidence to help me to answer them. • I can describe how the Celts lived (clothing, houses and jobs). • I can describe Boudicca. • I know why Boudicca is a significant person in British History. • I know that the Roman Invasion was at the end of the Iron Age. <p>Expected:</p> <ul style="list-style-type: none"> • I know that the Stone Age began in 450 000 BC and ended in 43 AD. • I can explain the meanings of <i>Palaeolithic</i>, <i>Mesolithic</i> and <i>Neolithic</i>. • I can describe the differences between the Stone Age, Bronze Age and Iron Age. • I can explain how we know about life in the Stone, Bronze and Iron Ages. • I can describe in detail how the Celts lived (clothing, houses and jobs). • I can explain what Boudicca did and why it was so important. • I know that there are different accounts of Boudicca in history. • I can explain how the Stone, Bronze and Iron Ages have affected life today (use of tools, settlements, pictures to recount history) <p>Exceeding:</p> <ul style="list-style-type: none"> • I can identify other historical eras which occurred within the same time period as the Stone Age (Ancient Maya). • I can compare the Stone, Bronze and iron Ages giving detailed descriptions of similarities and differences. • I can make links between developments in the Stone, Bronze and Iron Ages and explain how they have affected life today (development of tools, farming methods) • I can compare features of the life of Celts to that of the Ancient Maya (buildings, farming) • I can compare 2 accounts of Boudicca from history and explain why they are different. • I can recount Boudicca's stand against the Roman Army. • I can summarise the impact the Roman's had on Britain.' 	
<p><u>Cultural diversity/gender equality</u></p>	<p>Malu's Wolf – Ruth Craig</p>	

Cycle B **Summer 1**
Modern Culture and History – changes since 1950's à NOW

Knowledge specific milestones

- Emerging:**
- I can organise important eras in British History on timeline including Stone Age, Romans, GFOL, Victorians, Titanic, WW2, I was born.
 - I can ask historical questions about recent history.
 - I can identify which decade an event occurred in.
 - I can develop a questionnaire about changes in living memory, interview people and report my findings.
 - I can use different sources to gather evidence about changes in Britain in recent history.
 - I can explain how 2 or 3 aspects of life have changed in Britain in recent history (technology, fashion, vehicles, schools, food, children's lives, music)
- Expected:**
- I can organise important eras in British History on timeline including Bronze Age, Iron Age, Titanic, Brunel.
 - I can organise important events in recent British History on a timeline.
 - I can ask historical questions about recent history and explore a range of sources to answer these.
 - I can collect evidence about changes in life in recent history using a questionnaire
 - I can make suggestions about why people's answers may be different.
 - I can summarise how life has changed from the 1950s to the present day.
 - I can describe in detail how aspects of life have changed in Britain in recent history (technology, fashion, vehicles, schools, food, children's lives, music)
- Exceeding:**
- I can make links between changes in technology and significant events in recent history (Invention of computers & moon landing, TV screening of events)
 - I can compare findings from questionnaires and make links to changes in recent British History.
 - I can suggest which sources of evidence are the most reliable.
 - I can explain why sources of information may represent different points of view.
 - I can gather information from a variety of sources to answer my questions about changes in recent history.
 - I can suggest reasons for significant changes in recent history (e.g. more efficient machinery & cheaper transport meant closure of coal mines) and can discuss whether all advances in technology are a good thing (link to single use plastics).

Cultural diversity/gender equality

Little Leaders: Bold Women In Black History by Vashti Harrison
 Young, gifted and Black – Jamia Wilson
 Stevie Wonder, Oprah Winfrey, Sienna Williams

