
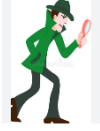

 <p><b>Year 3 content</b></p>	<p><u>Historical enquiry</u> To use information about the past to enquire about historical questions.</p> <p>To use a wide variety of sources to gain a better understanding of historical events.</p> 	<p><u>Using evidence</u> Use a variety of evidence to deduce information about the past.</p>  <p>To be critical of evidence and how it can interpret our understanding of history.</p>	<p><u>Communicating about the past</u> To recall key dates and events studied and be able to identify it on a timeline.</p>  <p>Understand the significance of events and changes around the world</p>
<p>Topic name: How did metal change everyday life in Britain</p> <p><b>Diversity: What did the Beaker people bring to Britain?</b></p> <p>Significant individual: The Beaker folk</p>	<p><b>Chronology:</b> How did life progress through the different stages of prehistory? (AD/BC)</p>	<p><b>Interpretation:</b> How can we use primary/ secondary sources to explore how stone aged people lived?</p>	<p><b>Cause and consequence:</b> How did life change when Iron was discovered?</p> <p><b>Change and continuity:</b> How did nomadic life change to an agricultural lifestyle?</p>
<p>Topic name: Who was Zeus?</p> <p><b>Diversity: Was democracy actually fair in Ancient Greece?</b></p> <p>Significant individual: Archimedes</p>	<p><b>Chronology:</b> Timeline of key events of ancient Greece?</p>	<p><b>Interpretation:</b> Why were some Greek gods idolised more than others?</p>	<p><b>Cause and consequence:</b> How has democracy and theatre influenced modern life?</p> <p><b>Change and continuity:</b> How are the Olympics of today different to when it began?</p>

