



History

Year 3 - I can assessment statements

	Knowledge	Skills
Changes in Britain from Stone Age to Iron Age	<ul style="list-style-type: none"> • Understand how archaeology helps us to understand the lives of pre-historic people. • Understand how pre-historic people used tools • Understand how the impact of changes in technology on pre-historic people's lives. Understand the impact of fire and changes in technology on improving diet and the evolution of people. • Understand how the advent of farming impacted on landscape and lives. <p>I can say what archaeology means.</p> <p>I can say what archaeology tells us about pre-historic people.</p> <p>I can understand what humans needed for survival in the Stone Age.</p> <p>I can describe tools used by pre-historic people.</p> <p>I can describe the diet of a pre-historic person.</p> <p>I can describe how their diet might have changed and why.</p> <p>I can describe what stone age homes were like.</p> <p>I can say how farming impacted pre-historic life.</p> <p>I can say why pre-historic civilisation was important for us today.</p>	<ul style="list-style-type: none"> • Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. • They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. • They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. • They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. • They should understand how our knowledge of the past is constructed from a range of sources. <p>I can place Ancient Egyptian civilisation on a timeline.</p>

<p>Ancient Egypt Depth Study</p>	<ul style="list-style-type: none"> • Know when and where the Ancient Egyptians lived and the names of some of its city states. • Be able to use a variety of sources to explain how the pyramids were built. • Be able to use Egyptian art to find out about life in Egypt. • Understand how and what the Egyptians traded. • Know about the Gods worshipped by the Egyptians. • Be able to use Egyptian art to find out about life in Egypt. • Understand how and why the Egyptians expanded their territory. • Understand how the civilisation of Egypt ended. <p>I can say when the Ancient Egyptians lived.</p> <p>I can place the Ancient Egyptians on a timeline.</p> <p>I can name some Ancient Egyptian states.</p> <p>I can say how and why the ancient Egyptians built pyramids.</p> <p>I can compare and contrast the Egyptian writing with my own.</p> <p>I can compare and contrast the powers of different Egyptian gods.</p> <p>I can say what archaeology tells us about Ancient Egyptian life.</p> <p>I can say how important the River Nile was to people during ancient Egyptian times.</p> <p>I can say how the Ancient Egypt civilisation ended.</p> <p>I can say why ancient Egypt civilisation is important for us today.</p>	<p>I can compare Ancient Egyptian life to other periods in history.</p> <p>I can say when the Ancient Egyptians lived.</p> <p>I can ask questions about periods in history.</p> <p>I can answer questions carefully using reliable evidence and facts.</p> <p>I can name a variety of historical sources.</p>
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