gorsehall2

History

Year 3 - I can assessment statements

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|  | **Knowledge** | **Skills** |
| **Changes in**  **Britain from Stone Age to Iron Age** | * 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.   I can say what archaeology means.  I can say what archaeology tells us about pre-historic people.  I can understand what humans needed for survival in the Stone Age.  I can describe tools used by pre-historic people.  I can describe the diet of a pre-historic person.  I can describe what stone age homes were like.  I can say how farming impacted pre-historic life.  I can describe how art can tell us about stone age life. | * 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.   I can place Ancient Egyptian civilisation on a timeline.  I can compare Ancient Egyptian life to other periods in history.  I can say when the Ancient Egyptians lived.  I can ask questions about periods in history.  I can answer questions carefully using reliable evidence and facts.  I can name a variety of historical sources. |
| **Ancient Egypt**  **Depth Study** | * 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.   I can say when the Ancient Egyptians lived.  I can place the Ancient Egyptians on a timeline.  I can say how and why the ancient Egyptians built pyramids.  I can compare and contrast the Egyptian writing with my own.  I can compare and contrast the powers of different Egyptian gods.  I can say what archaeology tells us about Ancient Egyptian life.  I can say how important the River Nile was to people during ancient Egyptian times.  . |