ST PHILOMENA'S PRIMARY SCHOOL
HISTORY MEDIUM TERM PLANNING — YEAR 3
2026–2027

CURRICULUM INTENT AND PROGRESSION	Teaching builds on prior learning and the planned progression of substantive knowledge (significant people, events, periods and concepts) and disciplinary knowledge (how historians investigate, interpret and explain the past). Identified sticky knowledge and vocabulary are explicitly taught and revisited.
CULTURAL CAPITAL	Pupils encounter significant people, events and experiences from different periods and cultures through artefacts, photographs, stories and accounts. Where appropriate, visits, local history and links with the wider community enrich historical understanding.
HISTORICAL THINKING AND ENQUIRY	Pupils develop chronological understanding, recognise similarities and differences, identify change and continuity, and explain the significance of people and events. They use historical sources to ask and answer questions about the past.
ASSESSMENT FOR LEARNING	Teachers use targeted questioning, retrieval practice, discussion of sources and spoken, drawn or written responses to assess understanding. Misconceptions are addressed and pupils are assessed against intended knowledge and enquiry end points, not factual recall alone.
ADAPTATION AND SEND	Teaching is adapted through appropriate scaffolding, visual resources, practical experiences, explicit vocabulary teaching and targeted support. Additional challenge deepens historical thinking. Adaptations maintain ambitious expectations for all pupils.
KS2 PUPILS SHOULD BE TAUGHT	• Changes in Britain from the Stone Age to the Iron Age; the Roman Empire and its impact on Britain. • Britain's settlement by Anglo-Saxons and Scots; the Viking and Anglo-Saxon struggle for the Kingdom of England. • A local history study; a study of an aspect or theme in British history extending pupils' chronological knowledge beyond 1066. • The achievements of the earliest civilisations, including an in-depth study of one; Ancient Greece and its influence. • A non-European society that provides contrasts with British history. Pupils develop chronological understanding, frame historically valid questions, analyse sources, identify connections and contrasts, and construct informed responses.

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AUTUMN — STONE AGE TO IRON AGE

	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7
LEARNING OBJECTIVES	To explain how people survived during the Stone Age.	To identify how life changed for people during the Stone Age.	To explore how we know about life in the Stone Age.	To describe some ways in which life changed from the Stone Age to the Bronze Age.	To explore what archaeology has told us about Britain's prehistoric tombs and monuments.	To learn about the lives of the Celtic tribes in Iron Age Britain. BLACK HISTORY MONTH NATURAL HISTORY MUSEUM TRIP	To discover why people built hillforts in Iron Age Britain and what we know about them.

KEY VOCABULARY	Agriculture, archaeologist, hunter-gatherer, migration, monument, prehistoric, settlement, technology, tribe.
SUBSTANTIVE KNOWLEDGE	Substantive Concepts – The big historical ideas being developed. Building, economy (money), farming, migration, settlement, technology, tribe. Substantive Knowledge – What children should know and remember. - In the Stone Age, tools and weapons were made of stone. The Stone Age is split into the Palaeolithic (Old) Stone Age, Mesolithic (Middle) Stone Age and Neolithic (New) Stone Age. - The major change that happened later in the Stone Age was that people started to settle in communities and farm the land. - People migrated around Europe during this period of history. From the later Stone Age onwards, they brought farming and craft techniques with them. - In the Bronze Age, people developed the technology to make bronze. This was used to make bronze tools, containers and jewellery. - Stonehenge is a historic site that developed throughout this period. Lots of people added to it over many years. - During the Iron Age, people began to make tools and weapons from iron. - Hillforts developed during the Iron Age. Communities lived on hills for protection.
DISCIPLINARY KNOWLEDGE	Disciplinary Concepts – Such as cause and consequence, change and continuity, similarities and differences, historical significance. Continuity and Change: Identify key things that stayed the same between periods. - Identify key things that changed between periods. - Identify that there are reasons for continuities and changes across periods of time and explain some of these. Cause and Consequence: Understand that a cause is something directly linked to an event and not just something that happened before it. - Begin to understand that historical events create changes that have consequences. Similarities and Differences: Identify and give some examples of how life was similar in the past. Historical Significance: Identify historically significant people and events from a period of history and give some detail about what they did or what happened. Historical Enquiry – How children investigate and use evidence. Historical Interpretations: look at two versions of the same event or story in history and identify differences; - investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different. - begin to understand some of the ways in which historians and others investigate the past. Historical Investigations: use a range of primary and secondary sources to find out about the past; - construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information; - gather more detail from sources such as maps to build up a clearer picture of the past; - regularly address and sometimes devise own questions to find answers about the past; - begin to undertake their own research. Chronological Understanding: sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time; - understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini). Knowledge and Understanding of Events and People in the Past: find out about the everyday lives of people in time studied compared with our life today; - explain how people and events in the past have influenced life today; - identify key features, aspects and events of the time studied; - describe connections and contrasts between aspects of history, people, events and artefacts studied. Presenting, Communicating and Organising: present, communicate and organise ideas about the past including simple written narratives (stories of an event in the past that could be made up of diaries, speeches or letters. These could also be autobiographies); - start to present ideas based on their own research about a studied period. Substantive Concepts and Historical: build on prior knowledge to start to gain further understanding of substantive concepts; - understand an increasing range of appropriate historical vocabulary and use this to talk about the past and communicate information.
PROGRESSION OF SKILLS	• Build on KS1 by moving from comparing objects and events to explaining change and continuity across a long period of time. • Develop chronological understanding by sequencing the Stone, Bronze and Iron Ages and using BC/AD to place the period in the wider past. • Use a wider range of primary and secondary sources, including archaeological evidence, artefacts and monuments, to investigate how we know about prehistory. • Develop cause and consequence by explaining why changes such as farming, settlement and new technologies affected people's lives. • Compare different aspects of life across periods and communicate findings using increasingly precise historical vocabulary.
PREVIOUS LEARNING	• Year 1 – Toys: Children compared objects from the past and present and identified how things change over time. • Year 2 – Travel and Transport: Children compared developments across different periods and explored how new technology changed people's lives. These experiences provide a foundation for exploring continuity and change from the Stone Age to the Iron Age, particularly the development of tools, technology, farming and settlement.

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SPRING — ANCIENT EGYPT

	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6
LEARNING OBJECTIVES	I can find out about ancient Egyptian life by looking at artefacts.	I can understand what was important to people during ancient Egyptian times.	I can understand and explain the ancient Egyptian ritual of mummification.	I can understand how evidence can give us different answers about the past.	I can compare and contrast the Egyptian writing with my own. BRITISH MUSEUM TRIP	I can compare and contrast the powers of different Egyptian gods.

KEY VOCABULARY	Ancient, civilisation, Egypt, hieroglyphics, irrigation, the Nile, pharaoh, tomb.
SUBSTANTIVE KNOWLEDGE	Substantive Concepts – The big historical ideas being developed. City, civilisation, culture, economy (barter), empire, enslavement, farming, kingdom, knowledge, leisure, power, religion, ruler (pharaoh), technology, trade, transport. Substantive Knowledge – What children should know and remember. - Ancient Egypt was an empire built by King Menes who united two Egyptian kingdoms. - Life revolved around the Nile, which supported farming, craft and was used for trade. - The ancient Egyptians built the pyramids. - When pharaohs died, priests would prepare their bodies with a process called mummification. They were then placed in tombs (often under pyramids) with precious possessions. - The ancient Egyptians wrote in hieroglyphics on papyrus. - The ancient Egyptians worshipped gods who were responsible for different aspects of life.
DISCIPLINARY KNOWLEDGE	Disciplinary Concepts – Such as cause and consequence, change and continuity, similarities and differences, historical significance. Cause and Consequence: Understand that historical events have consequences that sometimes last long after the event is over. Similarities and Differences: Identify and give some examples of how life was different for different people in the same and different periods of time, such as different rights, different religious beliefs. - Identify and give some examples of how life was similar in the past. Historical Significance : Understand that historical significance can be related to specific events, people, locations and ideas that are seen as being particularly important to us. - Identify historically significant people and events from a period of history and give some detail about what they did/happened. Historical Enquiry – How children investigate and use evidence. Historical Interpretations: investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different. Historical Investigations: use a range of primary and secondary sources to find out about the past; - construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information; - gather more detail from sources such as maps to build up a clearer picture of the past; - regularly address and sometimes devise own questions to find answers about the past; Chronological Understanding: sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time; - understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini). Knowledge and Understanding of Events and People in the Past: explain how people and events in the past have influenced life today; - describe connections and contrasts between aspects of history, people, events and artefacts studied. Presenting, Communicating and Organising: present, communicate and organise ideas about the past including simple written narratives (stories of an event in the past that could be made up of diaries, speeches or letters. These could also be autobiographies); - start to present ideas based on their own research about a studied period. Substantive Concepts and Historical: build on prior knowledge to start to gain further understanding of substantive concepts; - understand an increasing range of appropriate historical vocabulary and use this to talk about the past and communicate information.
PROGRESSION OF SKILLS	• Build on previous learning by using chronological understanding to place Ancient Egypt alongside earlier periods and civilisations. • Develop enquiry skills by using artefacts, written evidence and different historical accounts to investigate aspects of Egyptian life. • Strengthen understanding of similarities and differences by comparing the lives, beliefs and experiences of different people in Ancient Egyptian society. • Develop historical interpretation by recognising that evidence can provide different answers about the past. • Explain connections between significant people, beliefs, achievements and aspects of everyday life using appropriate historical vocabulary.
PREVIOUS LEARNING	• Year 2 – Kings and Queens: Children learned about rulers and how individuals could have power and influence within a society. • Year 3 – Stone Age to Iron Age: Children explored farming, settlement, technology, monuments and archaeological evidence, as well as change and continuity across a long period of time. This learning supports the study of Ancient Egypt as an early civilisation by helping children compare how people lived, were ruled and organised their societies, and how we know about the past.

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SUMMER — TUDORS

	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7
LEARNING OBJECTIVES	Intro to Tudor Life I can explain how the Tudor dynasty began. I can identify key events in the Tudor timeline.	King Henry I can name Henry VIII's six wives and explain why he married them. I can describe the impact of Henry VIII's marriages on the Church of England.	Tudor Daily Life I can describe what Tudor houses looked like. I can explain what people ate and wore in Tudor times.	The Golden age I can describe the key achievements of Elizabeth I's reign. I can explain why Elizabeth I's reign is called the Golden Age of England.	Tudor Castles and Palaces I can describe the key features of Tudor castles and palaces. I can explain how Tudor castles and palaces were used.	Tudor Exploration I can explain what Tudor explorers discovered and why it was important. TUDOR DRAMA WORKSHOP ONLINE WEBINAR WITH HAMPTON COURT PALACE	Consolidation I can place key Tudor events in chronological order. I can recall important facts about the Tudor period.

KEY VOCABULARY	Armada, Church of England, dynasty, exploration, Golden Age, heir, monarch, palace, reign, succession, Tudor.
SUBSTANTIVE KNOWLEDGE	Substantive Concepts – The big historical ideas being developed. Church, culture, exploration, government, monarchy, nation/country, power, religion, ruler, society, technology, trade, travel. Substantive Knowledge – What children should know and remember. - The Tudor period began in 1485 when Henry VII became king after the Battle of Bosworth. - The Tudor dynasty included Henry VII, Henry VIII, Edward VI, Mary I and Elizabeth I. - Henry VIII had six wives and broke away from the Roman Catholic Church, leading to the creation of the Church of England. - Tudor society was unequal, and the homes, food and clothing of rich and poor people were very different. - Elizabeth I's reign is often called a Golden Age because of developments in exploration, trade, culture and England's growing power. - Tudor explorers travelled to discover new lands, trade routes and opportunities, helping to increase England's knowledge of the wider world. - Tudor castles and palaces were important centres of power, defence and royal life.
DISCIPLINARY KNOWLEDGE	a) Disciplinary Concepts – Such as cause and consequence, change and continuity, similarities and differences, historical significance. Continuity and Change: Identify key things that stayed the same and key things that changed during the Tudor period. - Explain some reasons for changes across the period. Cause and Consequence: Understand that historical events have causes and consequences. - Explain how events, such as Henry VIII's break with Rome, led to significant changes. Similarities and Differences: Identify and give examples of similarities and differences between the lives of different groups of people in Tudor society and between Tudor life and life today. Historical Significance: Identify historically significant people and events from the Tudor period and explain why they are remembered. b) Historical Enquiry – How children investigate and use evidence. Historical Interpretations: Look at different accounts and interpretations of Tudor people and events and identify similarities and differences. - Begin to explain why accounts of the past may differ. Historical Investigations: Use a range of primary and secondary sources, including portraits, written accounts, artefacts and buildings, to find out about the Tudor period. - Ask and answer questions using evidence. Chronological Understanding: Sequence key Tudor monarchs and events on a timeline using dates and appropriate historical vocabulary. Knowledge and Understanding of Events and People in the Past: Describe key features of Tudor life and explain how significant people and events influenced England. Presenting, Communicating and Organising: Present and organise ideas about the Tudor period using appropriate historical vocabulary and evidence. Substantive Concepts and Historical Vocabulary: Build understanding of concepts such as monarchy, power, religion, exploration and society, and use increasingly precise historical vocabulary to communicate knowledge.
PROGRESSION OF SKILLS	• Build on previous learning by sequencing Tudor monarchs and key events accurately within a defined historical period. • Develop understanding of continuity and change by explaining what changed during the Tudor period and what remained the same. • Strengthen cause and consequence by explaining how decisions and events, including Henry VIII's break with Rome, affected England. • Compare the experiences of different groups in Tudor society and identify similarities and differences between Tudor life and life today. • Use a range of primary and secondary sources to investigate Tudor people and events, explain historical significance and communicate findings using increasingly precise historical vocabulary.
PREVIOUS LEARNING	• Year 1 – The Gunpowder Plot: Children learned about King James I and the relationship between monarchy, power and religion. • Year 1 – Significant Explorers: Children learned about significant individuals, journeys and exploration. • Year 2 – Kings and Queens: Children developed knowledge of monarchy, succession and significant rulers. • Year 3 – Ancient Egypt: Children explored how rulers held power, how religion shaped society and how evidence helps us understand the past. This learning provides a direct foundation for studying Tudor monarchs, Henry VIII's break with the Church, Elizabeth I's reign and Tudor exploration.