



## Knowledge Progression – History / Geography (Paragon) - Year 3

### History

- Historical chronology (HC)
- Changes in history (CiH)
- Historical questions and enquiry (HQE)
- Analysing historical sources (AHS)
- Local history study (LHS)

### Geography

- Locational knowledge (LK)
- Place knowledge (PK)
- Human and physical geography (HPG)
- Geographical skills and fieldwork (GSF)

#### National Curriculum guidance for History- Key Stage 2

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.

#### National Curriculum guidance for Geography- Key Stage 2

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

<b>3</b>	<u>Unit 1</u>  <b>Ancient World 400,000BCE – 500BCE</b>	<u>Unit 2</u>  <b>Greek dark ages 700BCE – 480</b>	<u>Unit 3</u>  <b>The Classical World 500BCE – 500</b>	<u>Unit 4</u>  <b>Kingdoms and Colonies 1460 – 1750</b>	<u>Unit 5</u>  <b>Local history 1600 – 1850</b>	<u>Unit 6</u>  <b>Unification and Industrialisation 1750 – 1900</b>
	<b>History</b>	<b>Why did people start to farm? Mesopotamia</b>	<b>How was the first democracy formed? Ancient Greece</b>	<b>How do people live in a rainforest? Meso-America</b>	<b>How do people live on an island? Shogun Japan</b>	<b>Why did people begin smuggling? Hastings</b>
	<p><b>Pupils will be taught to:</b></p> <ul style="list-style-type: none"> <li>Define the term ‘trade’ and how it benefits people. (HQE)</li> <li>Compare the lives of Mesopotamian farmers and city dwellers. (CiH)</li> </ul>	<p><b>Pupils will be taught to:</b></p> <ul style="list-style-type: none"> <li>Investigate the daily life of the Ancient Greeks. (HQE)</li> <li>Investigate the legacy Ancient Greece through what has been left behind. (CiH)</li> </ul>	<p><b>Pupils will be taught to:</b></p> <ul style="list-style-type: none"> <li>Identify how the Mayan civilization lived and worked. (HQE)</li> <li>Identify differences in numerical systems between the Meso-americans and our system. (CiH)</li> </ul>	<p><b>Pupils will be taught to:</b></p> <ul style="list-style-type: none"> <li>Explain who the Samurai were and how they lived, using historical sources. (AHS)</li> </ul>	<p><b>Pupils will be taught to:</b></p> <ul style="list-style-type: none"> <li>Explain why smuggling was so prominent in the Hastings area. (LHS)</li> </ul>	<p><b>Pupils will be taught to:</b></p> <ul style="list-style-type: none"> <li>Explain how life has changed for the people living in the Arctic (1750 AD to present day). (AHS) (CiH)</li> </ul>

<p style="text-align: center;">Geography</p>	<p><b>Pupils will be taught to:</b></p> <ul style="list-style-type: none"> <li>• Explain how Mesopotamian people used the physical features of the land to begin farming. (HPG)</li> <li>• Locate Mesopotamia (Iraq) on a map and observe the physical features such as rivers / mountains of the surrounding area. (HPG) (LK)</li> <li>• Name the two major</li> </ul>	<p><b>Pupils will be taught to:</b></p> <ul style="list-style-type: none"> <li>• Understand how the landscape of Ancient Greece affected people's lives. (HPG)</li> <li>• Identify and understand the differences between different city states in Ancient Greece. (PK)</li> </ul>	<p><b>Pupils will be taught to:</b></p> <ul style="list-style-type: none"> <li>• Identify the layers in a rainforest and describe the features of each layer. (HPG)</li> <li>• Identify the continent of South America and recall three countries within it. (LK)</li> <li>• Describe the term 'Equator' and use the key vocabulary appropriately. (HPG)</li> <li>• Explain why the world's rainforests are on or near the Equator and describe the</li> </ul>	<p><b>Pupils will be taught to:</b></p> <ul style="list-style-type: none"> <li>• Identify the different types of island. (Continental-UK, Volcanic-Japan, Coral – Hawaii, Barrier-Australia). (LK)</li> <li>• Identify the features of a volcanic island like Japan. Pupils will recall Mount Fuji as a volcano situated in Japan (HPG)</li> <li>• Describe the differences between volcanoes and</li> </ul>	<p><b>Pupils will be taught to:</b></p> <ul style="list-style-type: none"> <li>• Identify how and where goods were smuggled. (LK)</li> <li>• Explain how the geography of the land affected smuggling. (HPG)</li> </ul>	<p><b>Pupils will be taught to:</b></p> <ul style="list-style-type: none"> <li>• Explain how First Nation People used their environments to live, moving from place to place. (HPG)</li> <li>• Make links with nomads and First Nation people. (PK)</li> <li>• Identify the Arctic as a continent on a map and know that it is the largest desert on Earth. (LK)</li> <li>• Explain the impact that global warming has on the lives of the First</li> </ul>



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	rivers of Iraq. (PK)		subsequent climate. (HPG) (PK) <ul style="list-style-type: none"><li>Recall five countries through which the Equator passes. (PK)</li></ul>	mountains. (HPG) <ul style="list-style-type: none"><li>Make comparisons between the Japanese environment now and long ago e.g. population/ pollution (PK)</li></ul>		Nation People such as concerns about the availability of traditional food sources, perceived reduction in weather predictions and the safety of traveling in changing ice and weather conditions, (HPG)
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