

Excellence and Enjoyment, Everyone and Everything. "God created you to be amazing" Ephesians 2:10



Year 3 History LTP	Curriculum Driving Concepts		
	Typical Everyday life, Religion, Invasion, Civilizations, Laws and Leadership, Legendary Leaders		
	Autumn	Spring	Summer
Unit of work	Stone Age to Iron Age What was the significance of farming on the Stone Age way of life?	Ancient Egypt What are the similarities and differences between Ancient Egyptian civilization and Britain?	Romans and the impact on Britain How did Romans influence life in UK today?
Values	Friendship and Love Read Stone Age Boy – a story about friendship and learning from others.	Respect and Responsibility Did Pharaohs deserve the respect they demanded? What is a hierarchy and should we always respect those at the top?	Perseverance and Hope Consider how the Romans demonstrated perseverance in order to build their empire. Why did the Romans lose hope and the empire began to fail?
Link to programme of study	Changes in Britain from the Stone Age to the Iron Age -know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day:	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 -the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer, The Indus Valley, Ancient Egypt	Use maps to identify the extent of the Roman empire. Use evidence to build up a picture of a past event and reconstruct life in Britain during this time. · Ask a variety of questions about how and what the Romans achieved. · Identify key features and events of the Roman empire. -Organising historical information- giving reason and opinion. -Making historical connections- effect of invasion on society.
What we need to know Red Hill Riches	What BC and AD are and where they fit on a timeline. A primary source is a document or object which was created during the time period and a secondary source is a document or object produced after the time period, for example a history book or painting.	Ancient Egyptians lasted from 3100 B.C. to its conquest by Alexander the Great in 332 B.C. The Ancient Egyptians left evidence such as the pyramids, artefacts that were found there and methods of communications such as the use of hieroglyphics and papyrus rolls.	Ancient Egypt fell to the Roman Empire. The Roman Empire began in 27 BC, and the first emperor was Caesar Augustus. The Romans invaded Britain and started ruling it in 43 AD Romans had a social hierarchy including Emperors and slaves.

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	<p>The Stone Age took place around 2.5 million years ago and lasted until 2,500 BC.</p> <p>There are three periods of the Stone Age: Palaeolithic, Mesolithic and the Neolithic</p> <p>Archaeologists used artefacts to find out about this period.</p> <p>Farming practices were brought to Britain through migration.</p> <p>Early humans began using metal tools 2500 BCE (4500 years ago) made of Bronze. They used it to make things like jewellery as well as things for farming and building. This was called the Bronze Age. This was followed by The Iron Age which lasted until the Romans came to Britain in 43AD.</p>	<p>The banks of the Nile were considered a prime location for settlement. They provided fertile soil, mud for bricks and pots, opportunities for fishing, papyrus reeds and a key means of transport.</p> <p>Pharaohs ruled over the Egyptian people and were revered as gods.</p> <p>Mummification was the process of preserving a body - this process was very important to the Egyptians as they believed this would prepare the body for their journey into the afterlife.</p> <p>The bodies of important people, such as pharaohs, were placed in these pyramids, which were built as tombs.</p> <p>Howard Carter was a famous Egyptologist who discovered Tutankhamun's tomb.</p>	<p>The Romans invaded land all over the world creating the Roman Empire</p> <p>Roman legacies in the UK today, for example water sanitation systems, straight roads, concrete, newspapers, books, calendars and central heating</p> <p>Roman armies were very strong and well trained and they would often fight and defeat armies much bigger than them.</p> <p>A domus was a type of house a rich person would live. A villa was a luxurious estate for rich Romans living in the countryside.</p>
<p>Cross curricular opportunities</p>	<p>Literacy: Instructional writing Computing: Research DT: Designing and making shelters/tools</p>	<p>Literacy: Explanation <i>How to mummify</i></p>	<p>Literacy: Letter writing/diary entries Geography: Map work</p>
<p>Links to prior knowledge (footprints)</p>	<p>An awareness of the past and the passing of time.</p> <p>Understanding the chronology of time – The Stone Age started millions of years before e.g now or The Great Fire of London.</p> <p>Being able to identify similarities and differences between different ways of life in different periods.</p> <p>Understand how to find out about the past and different ways of representing that.</p> <p>To locate or place an event on a timeline using BC/AD</p>	<p>Egypt is a country in the continent of Africa.</p> <p>The climate of Egypt is different to that of the UK.</p> <p>Identify differences between ways of life at different times.</p> <p>To locate or place an event on a timeline using BC/AD</p> <p>How early humans lived and survived in Stone Age Britain.</p>	<p>Linking into Ancient Greece and similarities in beliefs. Proximity of Greece and Italy. Society and slavery. Religion and Gods.</p>

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Vocabulary	Palaeolithic, Mesolithic, Neolithic. The Stone Age. The Bronze Age. The Iron Age. Chronology, artefacts, archaeology, millions, ancestors, sources. The Cheddar Man, evidence	The Nile, pharaohs, Egypt, papyrus, mummification, tombs, afterlife, sources, evidence, hieroglyphics, Egyptologist,	Empire, invasion, emperor, Rome, Romans, centurion, legion.
Excellence Enjoyment Everyone Everything	<p>Excellence -Considering the possibilities of careers or archaeologists/ museum staff.</p> <p>Enjoyment -Experiencing a 'day in the life' of a Stone Age human.</p> <p>Everyone- Celebrating the diversity of jobs, such as farming, to impact on the lives of everyone in the community and across the wider world.</p> <p>Everything- Wisdom, knowledge and skills – Critically evaluating sources of evidence</p>	<p>Excellence-Considering the possibilities of careers or archaeologists/ museum staff. Recognising the excellence that Ancient civilizations had on society today in comparison to elsewhere in the world.</p> <p>Enjoyment-Experiencing role play of Howard Carter as an archaeologist and virtual tours of Egyptian artefacts and building.</p> <p>Everyone– Celebrate diversity within the world amongst different cultures. -Discussing different religions</p> <p>Everything- Know that this Ancient civilization has innovated designs and ways of life which impact on the future and how we use them today.</p>	<p>Excellence- Career aspirations– What were the legacies of the Romans? How have the excellent innovations of the Romans inspired the future today?</p> <p>Enjoyment- Experiencing Roman trips and visitors to experience primary sources and sites.</p> <p>Everyone -Challenging prejudice– did the Romans treat their subjects fairly? Citizenship– How did people move and migrate during the Roman era?</p> <p>Everything- Know that this Ancient civilization has innovated designs and ways of life which impact on the future and how we use them today.</p>
Disciplinary Knowledge	<p>Sources and evidence</p> <ul style="list-style-type: none"> To understand that the nature of sources will differ depending on time period covered. To know that history is often incomplete, depending on what evidence has survived; sources may miss information. To begin to explore how Historians use sources to interpret the past and answer questions. To know that sources can be separated into primary and secondary resources. To be able to start to use evidence to justify their opinions. <p>Change and continuity</p> <ul style="list-style-type: none"> To be able to identify areas of change and continuity across Prehistoric Britain. Cause and consequence To begin to identify how new innovations came to prehistoric Britain and the impact these had. <p>Historical significance</p>	<p>Sources and evidence</p> <ul style="list-style-type: none"> To understand that the nature of sources will differ depending on time period covered. To know that history is often incomplete, depending on what evidence has survived; sources may miss information. To begin to explore how Historians use sources to interpret the past and answer questions. To know that sources can be separated into primary and secondary resources. To be able to start to use evidence to justify their opinions. <p>To identify similarities and differences</p> <ul style="list-style-type: none"> To be able to identify similarities and differences in life style, between concurrent time period of Ancient Egypt and prehistoric Britain. Historical significance To begin to link the impact key innovations had on improving civilisations and why Historians class them as significant. <p>To understand chronology</p>	<p>Sources and evidence</p> <ul style="list-style-type: none"> To start to know what type of sources will be available for different time periods. To know that as more evidence about a period is found historians interpretations of that period might change. To be able to use different interpretations to gain a wider picture of key people and time periods. To be able to use evidence to justify their opinions To be able to identify what things we still have from the Ancient Greeks and Romans today. To be able to compare what things continued to be the same between these periods. To be able to compare how things changed during and between these time periods <p>Change and continuity</p> <ul style="list-style-type: none"> To be able to identify what things we still have from the Ancient Greeks and Romans today.

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	<ul style="list-style-type: none"> • To begin to link the impact key innovations had on improving civilisations and why Historians class them as significant. <p>To understand chronology</p> <ul style="list-style-type: none"> • To begin to use timelines to place a small number of key changes during early human development in Britain. • To know the key dates and events within periods covered • To be able to use words and phrases relating to the passing of time such as century, decade, period. • To know that how to use BC and AD. • To begin to understand where the people/period being studied fit into a wider chronological framework (timeline). 	<ul style="list-style-type: none"> • To know the key dates and events within periods covered • To be able to use words and phrases relating to the passing of time such as century, decade, period. • To know that how to use BC and AD. • To begin to understand where the people/period being studied fit into a wider chronological framework (timeline) 	<ul style="list-style-type: none"> • To be able to compare what things continued to be the same between these periods. • To be able to compare how things changed during and between these time periods <p>To identify similarities and differences</p> <ul style="list-style-type: none"> • To be able to identify some similarities and differences between Ancient Greece and Roman Britain. <p>Cause and consequence</p> <ul style="list-style-type: none"> • To investigate why groups of civilisations moved to different areas and the impact they had on them. <p>Historical significance</p> <ul style="list-style-type: none"> • To start to link the legacy civilisations have had on modern day Britain with the significance historians give them. <p>To understand chronology</p> <ul style="list-style-type: none"> • To be able to use a class timeline locate and plot periods in time. • To know what is happening in different areas of the world at the same time as the period in time they are covering. • To explore what is meant by 'ancient' and 'modern' in depth and explore the difference. • To know when to use BC and AD. • To be able to describe events using words and phrases such as century, decade, BC, AD, after, before, during, Romans, era, period.
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