



History Long Term Plan: Year 3

What are the aims and intentions of this curriculum?

Pupils will learn:

- To develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.
- To note connections, contrasts and trends over time and develop the appropriate use of historical terms.
- They will regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.
- They will construct informed responses that involve thoughtful selection and organisation of relevant historical information.
- They will understand how our knowledge of the past is constructed from a range of sources.
- changes in Britain from the Stone Age to the Iron Age
- the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt

Term	Topic	Key Learning	Vocabulary
Autumn	Stone Age to Iron Age	<p>NB: Know that writing was not present in any form in Britain during these periods. As such, it is much harder to study beliefs and societal structures as there is minimal evidence.</p> <p>What can Crewell crags tell us about life in Palaeolithic Britain?</p> <ul style="list-style-type: none"> • Know that people were hunter/gatherers. • Know that Tools were made from stone. • Know that People lived in family groupings in caves. <p>What can archaeology tell us about life in Mesolithic Britain?</p> <ul style="list-style-type: none"> • Know that people were nomadic hunter/gatherers. • Know that tools were made from stone and wood. • Know that shelters were made from wooden frames and natural materials. <p>What did Neolithic people achieve around 4000BC?</p>	<p>Disciplinary: chronology, source, interpretation, causation, change and continuity, similarity/difference, historical significance, reliability</p> <p>Substantive: homes, beliefs, society, achievements, settlement/invasion</p> <p>Topic specific substantive: paleolithic, Mesolithic, neolithic, stone age, bronze age, iron age, hunter/gatherer, nomadic, agriculture</p>



		<ul style="list-style-type: none">• Know that farming (agriculture) was introduced to Britain around 4000BC. <p>What can Skara Brae tell us about life in Neolithic Britain?</p> <ul style="list-style-type: none">• Know that permanent homes were developed.• Know that people lived in family groupings.• Know that people had possessions.• Know that people farmed crops and livestock. <p>What is Bronze?</p> <ul style="list-style-type: none">• Know that bronze is an alloy of copper and tin.• Know copper and tin needed to be mined.• Know that heat was required to mould bronze in shape.• Bronze was better than stone because it was sharper. <p>What can stone circles tell us about Bronze Age life?</p> <ul style="list-style-type: none">• Know that purpose of circles is unclear (but may have been religious).• Know that Stonehenge was built in stages and used materials from as far away as Wales.• Know that (relatively) large groups had to come together to create them. <p>What can we learn about the Bronze Age from the Amesbury Archer?</p> <ul style="list-style-type: none">• Know that burials are a major source of information about the Bronze Age• Know that people migrated across Europe during the bronze age (the Beaker People).• Know that Bronze Age people worked lots of metal (gold, copper, tin and bronze)• Know that bronze age people appear to have had a social hierarchy <p>What is Iron?</p> <ul style="list-style-type: none">• Know that iron is smelted	
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Spring	<p>The Earliest Civilisations: Ancient Egypt</p>	<p>When and where were the first civilisations?</p> <ul style="list-style-type: none"> • Know the locations and relative time periods of the Sumerian, Indus Valley and Shang Dynasty civilisations • Know that civilisations required agriculture to thrive <p>Where did Ancient Egyptians live?</p> <ul style="list-style-type: none"> • Know that the river Nile was the basis which ancient Egyptian civilization was built around. <p>What did the Ancient Egyptians achieve?</p> <ul style="list-style-type: none"> • Know how Egyptian method of agriculture became a revolution in food production. • Know Egyptians used pictures in the form of Hieroglyphs to represent letters and sounds. • Know the Egyptians built many monumental structures from durable stone. 	<p>Disciplinary: chronology, source, interpretation, causation, change and continuity, similarity/difference, historical significance, reliability</p> <p>Substantive: homes, beliefs, society, achievements, settlement/invasion</p> <p>Topic specific substantive: pharaoh, scribe, hieroglyphics, pyramid, ancient, civilization, citizens,</p>



		<p>What was ancient Egyptian society like?</p> <ul style="list-style-type: none">• Know that there existed in ancient Egypt a strong hierarchical structure.• Know that Ancient Egypt was ruled by a dynastic system of kings known as pharaohs <p>What did Ancient Egyptians believe?</p> <ul style="list-style-type: none">• Know that Ancient Egyptian religion was polytheistic.• Know the significance of preparation for the afterlife in Egyptian society. <p>Who built the Great Pyramid of Giza?</p> <ul style="list-style-type: none">• Know why the Egyptians built temples, tombs, and pyramids, what they were like and how we know. <p>Who was Tutankhamun?</p> <ul style="list-style-type: none">• Know who Tutankhamun was and how his tomb was discovered by Howard Carter in 1922.• Know what the Tomb of Tutankhamun can tell us about Egyptian beliefs. <p>What were Egyptian homes like?</p> <ul style="list-style-type: none">• Know that home designs varied according to social standing of owner• Know that craftsmen had homes built from stone and separated into rooms with specific uses• Know that craftsmen had homes with furniture. <p>Final enquiry question - Would you have rather lived in Britain or Egypt in 2500 BC?</p>	<p>archaeology, empire, laws, agriculture, soldier, craftsman, slave, priest, advisor, tomb</p>
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