



YEAR 3

HISTORY CURRICULUM

Year 3 History - Broader Curriculum Aims and Objectives

National Curriculum Key Themes

- Changes in Britain from the Stone Age to the Iron Age.
- The achievements of the earliest civilisations-Ancient Egypt.

Topics of Study-Substantive Concepts

- Stone Age, Bronze Age, Iron Age-**Settlements and Social History/Inventions**. Ancient Egypt- **Settlements and Social History/Communication and Invention**

Key Historical Knowledge and Understanding

- * The Stone Age began around 2.5 million years ago and ended with the Neolithic 'New Stone Age' period in 2500BC. It was divided into three periods: Palaeolithic, Mesolithic and Neolithic.
- * Early man did not communicate verbally in the way that we do now. Cave drawings were painted onto the walls to decorate their homes. Historians believe that they were a way of communicating messages.
- * Humans learnt to farm and hunt during the Stone Age. Hunter-gatherers were nomads who found food by roaming from place to place in different seasons. Assets protected them from threats and helped them to survive in the wild.
- * Tools, and other farming/hunting equipment were developed during the Mesolithic-middle stone age. In the Neolithic –new stone age, people began to settle into villages and farming communities were developed.
- * Around 2500BC settlers from mainland Europe brought new skills to Britain. They were metalworkers who knew how to work with copper. Gradually Britons learned to make objects from copper, gold and bronze.
- * Iron replaced bronze as the main metal for making tools and weapons in Britain. Better tools for agriculture improved farming and this meant that the population began to rise. Hillforts were a feature of the Iron Age and were built on top of hills for protection.
- * During the same time period as the Bronze age, the Ancient Egyptian civilisation was thriving with enormous cities and inspiring temples. They were good farmers and builders. They made their own paper and an alphabetic writing system called hieroglyphics.
- * Pharaohs were the kings of Ancient Egypt. Tutankhamun was the last of his dynasty of pharaohs to reign over Egypt. He is famous because his tomb was discovered almost intact and full of treasures in 1922.
- * The Egyptians' inventions and discoveries have shaped the modern world that we live in today.
- * Historians sometimes disagree about aspects of history during this time because ancient accounts were not always reliable.

Vocabulary

Archaeologist, artefact, bronze, Celts, chronology, BC/AD, Hillfort, stone circle, sacrifice, Stone Age (Palaeolithic, Mesolithic, Neolithic) Bronze Age, Iron Age, sedimentary rock, timeline, settle/ settlement, time period, evidence, source, historical, historian,

Quality Literature Links



Year 3 Disciplinary Knowledge

| Cause & Consequence | Change & Continuity | Similarity & Differences | Historical Significance | Sources & Evidence | Historical Interpretation |
|--|---|---|---|---|--|
| Find out about the cause of an event. Identify key consequences over a period of time and be able to give reasons for those changes. | Find out about the everyday lives of people compared with our life today. | Find similarities and differences between places e.g. Ancient Egyptian civilisation and Bronze Age Britain. | Find out why advancements in the Stone, Bronze and Iron Ages were significant to the development of Britain. Identify why our interpretations of this time is difficult due to limited primary sources /evidence. | Gather more detail from sources such as maps to build up a clearer picture of the past. Suggest sources of evidence to help answer questions to present findings. | Look at more than two versions of the same event or story in history and identify differences. |

PRIOR LEARNING LINKS

Y2 The Great Fire of London: learnt about the key events in the build-up, during and after. Significant individuals involved. Compared modern day fire fighting equipment and building materials to those during this time period and explored how this impacted on the magnitude of the fire.



FUTURE LEARNING LINKS

- **Y4 Romans in Britain:** learn about the final successful invasion of Britain by the Romans in 43AD. Learn about significant individuals such as, Boudica. Learn about how the Romans changed and shaped Britain during their rule and beyond.
- **Y5 Anglo-Saxons and Scots:** Learn how the Picts, Scots and Saxons raided Roman Britain and how the Anglo-Saxons began to settle alongside Britons in 450AD. Learn about the seven new kingdoms and life in Anglo-Saxon Britain.

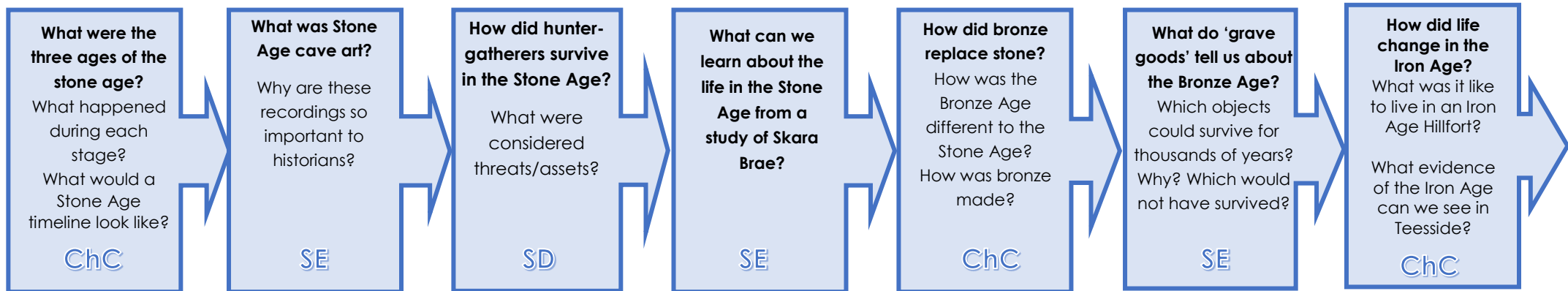
Year 3 : History

Unit of Learning: Stone Age to Iron Age

Substantive Concept: Settlements and Social History

What changed in Britain during Pre-History?

Teaching Sequence for this Unit.



How we 'work' and 'think' like an Historian

| Cause and Consequence - CC | Change and Continuity - ChC | Similarity and Difference - SD | Historical Significance - HS | Sources and Evidence - SE | Historical Interpretations - HI |
|---|---|---|---|--|---|
| Why an event occurred, or the consequences of an event. | The extent, nature or pace of change across time. | Analysing similarities and differences within or between groups, places or societies in the same time period. | How historians and others decide whether historical events or people are significant-criteria used. | Use of sources and evidence to investigate and make claims about the past. | How and why historical interpretations are different. |

PRIOR LEARNING LINKS

- **Y3:** Learnt about the earliest civilisations in Britain including key features of life in Britain through the Stone Age to the Iron Age. Explored evidence sources from this time.



FUTURE LEARNING LINKS

- **Y4 Ancient Greece:** Learn about the lives of the Ancient Greeks including arts and culture. The history of the Olympics. Their beliefs and how these compared to that of the Ancient Egyptians and the Romans. Learn about law and order within Ancient Greece.
- **Y6 Ancient Mayans:** Learn about the lives of Mayans, including how and where they have lived. The importance of farming. How their inventions impacted life today.

Year 3 History
Unit of Learning: The Ancient Egyptians
Substantive Concept: Settlements & Social History/Inventions
Are the Ancient Egyptians only known for their pyramids and mummies?

Teaching Sequence for this Unit.



How we 'work' and 'think' like an Historian

| Cause and Consequence - CC | Change and Continuity - ChC | Similarity and Difference - SD | Historical Significance - HS | Sources and Evidence - SE | Historical Interpretations - HI |
|---|---|---|--|--|---|
| Why an event occurred, or the consequences of an event. | The extent, nature or pace of change across time. | Analysing similarities and differences within or between groups, places or societies in the same time period. | How historians and others decide whether historical events or people are significant- criteria used. | Use of sources and evidence to investigate and make claims about the past. | How and why historical interpretations are different. |

Year 3 Sequence of Knowledge

Key Knowledge and Vocabulary: Stone Age-Iron Age

| | | | | | | |
|---|---|--|--|---|--|---|
| <ul style="list-style-type: none"> * The Stone Age began around 2.5 million years ago and ended with the Neolithic 'New Stone Age' period in 2500BC. * It was divided into three periods: Palaeolithic, Mesolithic and Neolithic. | <ul style="list-style-type: none"> * Early man did not communicate verbally in the way that we do now. * Cave drawings were painted onto the walls to decorate their homes. * Historians believe that they were a way of communicating messages. | <ul style="list-style-type: none"> * Humans learnt to farm and hunt during the Stone Age. * Hunter-gatherers were nomads who found food by roaming from place to place in different seasons. * Assets protected them from threats and helped them to survive in the wild. | <ul style="list-style-type: none"> * Tools, and other farming/hunting equipment were developed during the Mesolithic-middle stone age. * In the Neolithic –new stone age, people began to settle into villages and farming communities were developed. | <ul style="list-style-type: none"> * Around 2500BC settlers from mainland Europe brought new skills to Britain. * They were metalworkers who knew how to work with copper. * Gradually Britons learned to make objects from copper, gold and bronze. | <ul style="list-style-type: none"> * During the Bronze age, people were buried with objects that others believed they might need in the next world. * Archaeologists have learnt a lot about life during this time from excavating burial sites. | <ul style="list-style-type: none"> * Iron replaced bronze as the main metal for making tools and weapons in Britain. * Better tools for agriculture improved farming and this meant that the population began to rise. * Hillforts were a feature of the Iron Age and were built on top of hills for protection. |
| Past, present, BC, AD, time periods, chronology, chronological order, timeline. | Communication, sources, historians, evidence. | Hunter-gatherer, Palaeolithic, early Stone Age, hunted, gathered, asset, threat, weather, poison, wild, shelter | Tools, Mesolithic, Neolithic, settlements, prehistoric, farmers, crops, animals, community, village. | Bronze Age, tools, technology, artefacts, mining, settler, copper, gold, bronze, metalworkers. | Bronze Age, tools, technology, artefacts, archaeologist, grave, burial, hierarchy, status. | tools, technology, artefacts, archaeologist, agriculture, population, sedimentary rocks, invasion, Romans. |

Key Knowledge and Vocabulary: Ancient Egypt

| | | | | | | |
|---|--|---|--|--|--|--|
| <ul style="list-style-type: none"> * The ancient Egyptian civilisation began 5,000 years ago when people started building villages next to the River Nile. * It ended around 30BC when the Romans invaded Egypt. * Archaeologists have learnt about Ancient Egypt through reading hieroglyphics and studying artefacts, buildings and monuments. | <ul style="list-style-type: none"> * The Egyptians lived along the River Nile. They used the water from the river to grow crops and they also used it as a means of transportation and for fishing. * Farmers needed to know exactly when the river would flood so that they could plant their crops at the right time to get all the nutrients from the floodwater. | <ul style="list-style-type: none"> * During the same time period as the Bronze age, the Ancient Egyptian civilisation was thriving with enormous cities and inspiring temples. * They were good farmers and builders. * They made their own paper and an alphabetic writing system called hieroglyphics. | <ul style="list-style-type: none"> * The Ancient Egyptians believed that when they died their spiritual body would continue to exist in an afterlife very similar to their living world. * The Egyptians had many gods and goddesses. People believed that the pharaohs were chosen by the gods. * The gods ruled over Egypt. | <ul style="list-style-type: none"> * Mummification was the process of preserving the body after death because it was needed for the afterlife. * Mummification was important to the Egyptians because they believed if the body was destroyed then the soul or spirit would be lost. * Pyramids housed the tombs of mummified pharaohs. | <ul style="list-style-type: none"> * Pharaohs were the kings of Ancient Egypt. * Tutankhamun was the last of his dynasty of pharaohs to reign over Egypt. * He ruled as a boy for only a short time. * He is famous because his tomb was discovered almost intact and full of treasures in 1922. | <ul style="list-style-type: none"> * The Egyptians' inventions and discoveries have shaped the modern world that we live in today. * They were skilled in architecture, mathematics and with written language. * Historians sometimes disagree about aspects of history during this time because ancient accounts were not always reliable. |
| BC, AD, ancient, civilisation, Romans, invasion, River Nile, artefacts. | River Nile, flooding season, growing season, harvesting season. | Advanced, society, papyrus, hieroglyphics, communication, invention. | Beliefs, Gods, Goddesses, afterlife, spirit, weather, fire, death. | Pharaoh, tomb, burial, canopic jars, sarcophagus, embalming, preserve. | Howard Carter, archaeologist, artefacts, excavation, tomb, King Tut. | Inventions, discovery, source, evidence, legacy, account, reliable. |