

Year 3 Medium Term Plan

Key Learning in History

Autumn: What was new about the Stone Age?

- To define the 'Stone Age' and its different sections
- To use sources to identify distinctive features of two periods
- To compare changes between the Neolithic and earlier periods
- To learn about life in Neolithic times from historical and archaeological sources
- To consider the role of monuments in the New Stone Age
- To perform a 'time slip' role play showing what changed through the Stone Age and assess the progress made during this period

Key Learning in History

Spring: How unpleasant were the Bronze and Iron Age?

1. To understand some of the improvements brought about by the use of bronze
2. To reconstruct aspects of Bronze Age life from surviving sources
3. To assess the achievements of the Iron Age
4. To compare houses and home life in Bronze Age and Iron Age times
5. To understand the dangers facing people in Bronze and Iron Age Britain
6. To make an overall judgement on which of the two Ages was by looking in detail at individual developments

Key Learning in History

Summer: How much did the Ancient Egyptians achieve?

1. To identify reasons for Ancient Egyptian success
2. To compare the lives led by different people in Ancient Egypt
3. To understand and evaluate Ancient Egyptian religion
4. To understand the nature of Ancient Egyptian pyramids, including how they were constructed and their use
5. To understand the types of evidence that can be used to discover Ancient Egyptian life
6. To make and support an overall judgement on Ancient Egyptian achievement

Cross curricular links:

English: researching information in books and online (Lessons 4, 5, 6); communicating findings, and expressing opinions (Lessons 3, 5, 6); writing of various types including description, narrative and imaginative writing (Lessons 4, 6); presenting, drafting, editing and redrafting (Lessons 3–6); vocabulary development (Lessons 1–7); explaining and justifying ideas (Lessons 1–5).

Maths: understanding dates, duration, time terms, calculations (Lessons 1–6)

Science: relationships with the environment (Lessons 1–4); changes over time (Lessons 1–6); classification (Lessons 1–6)

Art and design: expressing creativity – drawing, painting; understanding art including cultural development of art forms (Lessons 1–6); evaluating art (Lessons 1–5)

Computing: researching online including selecting and using software (Lessons 1–6); using search facilities and safe use of technology (Lessons 1–6)

Design and technology: designing and making (Lessons 2-5); annotating sketches (Lessons 4, 5); making fit for purpose – selecting tools and materials for task (Lessons 4, 5); evaluating products, understanding how technology shaped the world (Lessons 4, 5); understanding diet and cooking material (Lesson 4)

Cross curricular links:

English: researching information in books and online (Lessons 1-6); communicating findings, and expressing opinions (Lessons 3–6); writing of various types including description, comparative, narrative, imaginative, persuasive, drama and role-play (Lesson 6); presentation using different genres (Lesson 6); drafting, editing and redrafting (Lessons 2–6); vocabulary development, explaining and justifying ideas (Lesson 6)

Maths: understanding dates, duration, time terms, calculations (Lessons 1, 6);

Science: understanding relationships with the environment (Lessons 4, 5); changes over time, classification (Lessons 2–6)

Art and design: expressing creativity – drawing, painting, understanding art including cultural development of art forms (Lessons 3, 4, 6); evaluating art (Lessons 1–6)

Computing: researching online including selecting and using software, using search facilities and safe use of technology (Lessons 1-6)

Design and technology: designing and making buildings and artefacts (Lesson 4); making fit for purpose, selecting tools and materials for the task, understanding different materials (Lesson 4); evaluating products, understanding how significant technological developments shaped social, economic, political and cultural structures, understanding diet and cooking materials in the Bronze and Iron Ages (Lesson 3)

Cross curricular links:

English: researching information, communicating findings, and expressing opinions (Lessons 1–6); writing of various types including description, comparative, etc (Lessons 1–6); using different genres, oral presentation, explaining and justifying ideas (Lessons 1–6)

Maths: understanding dates, duration, timelines (Lesson 1); using the Egyptian numeracy system (Lesson 5)

Science: understanding relationship with the environment and changes over time (Lessons 1, 6); mummification processes (Lesson 3); medicine and hygiene, water (Lessons 1–6)

Art and design: expressing creativity – drawing, painting, 3-D (Lessons 1, 6); cultural development of art forms, evaluating art, creating papyrus, drawing Egyptian hieroglyphics (Lesson 5)

Computing: researching online including selecting and using software, using search facilities and safe use of technology (Lessons 1–6)

Geography: knowledge of places and location locally and more globally, why settlements were created in Egypt (Lessons 1–4); physical characteristics and climate (Lessons 1–3); using maps, land use, trade, natural resources (Lessons 1–5)

PSCHE/citizenship: understanding the social structures and factors impacting on them, equality of opportunity (Lesson 2)

Religious education: understanding and comparing beliefs about gods and the afterlife (Lessons 3, 4).

Historical skills

research, select, organise and communicate findings • develop a chronological understanding of the Stone Age • gain a historically grounded understanding of abstract terms • use concepts to make connections, draw contrasts and analyse trends • devise and answer historically valid questions about the Stone Age • construct the past from a range of sources • think critically, weigh evidence, sift arguments.

Potential education visits

Historical skills

• recall, research, select, organise and communicate findings in different ways • develop a chronological understanding of the Bronze Age and Iron Age, and how and why things changed and developed • make links and connections with other historical themes and periods, and between local, national and wider contexts • devise historically valid questions about the Bronze Age and Iron Age • understand how our knowledge of the past is constructed from a range of sources • think critically, weigh evidence, sift arguments.

Potential education visits

Historical skills

select and use terminology and concepts • select sources as evidence for a particular answer • compare and contrast different themes, periods and people • refine responses in the light of new evidence • communicate in appropriate and effective ways including written, pictorial and orally.

Potential education visits

Key vocabulary

Archaeologist: someone who digs up remains of old societies
Artefact: an object left as evidence of life in an earlier time
BC(E): Before Christ/Before Common Era
Domestication: keeping animals such as cattle, rather than having them completely wild
Flint and flint knapping: chipping flint into a usable shape
Homo sapiens: the type of human being that we are today
Hunter gatherer: a person who hunts and forages for food
Megaliths, henges, barrows, stone circles: Stone Age monuments
Mesolithic (Middle Stone Age): a period of history from around 9500 bce until around 4000 bce
Neanderthal: an early species of human being
Neolithic (New Stone Age): a period of history from around 4000 bce until around 2000 bce
Nomad: a person with no fixed home who travels around searching for food
Palaeolithic (Early Stone Age): a period of history from early humans until around 9500 bce
Saddle quern: a stone for grinding corn around 9500 bce.

ASSESSMENT

All children can:

Identify some features of Stone Age life
Understand how the Stone Age changed over time
List some sources we can use to find out about the Stone Age.

Most children can:

Categorise changes into the different periods of the Stone Age
Describe in some detail some of the most significant features and changes
Describe how particular sources help provide evidence about the Stone Age.

Some children can:

Explain why certain features of the Stone Age belong to the Palaeolithic, Mesolithic or Neolithic periods
Explain the causes and impacts of changes during the Stone Age
Make deductions and inferences from sources about Stone Age life.

Key vocabulary

Ard: an iron plough used in Iron Age times • **Artefact:** an object left as evidence of life in an earlier time
Barrow mound: a burial mound used in Bronze Age times
Bronze: 90% copper and 10% tin
Bronze Age: a period of history from around 2000 bce until the start of the Iron Age around 800 bce
Celtic: the name often given to tribes that lived in Europe and beyond in Iron Age times
Hoard: a large collection of artefacts discovered in one place
Hill fort: a fortified settlement from Iron Age times
Iron: a chemical element, hardened by the process of 'smelting'
Iron Age: a period of history from around 800 bce until the invasion of the Romans in 43 ad
Roundhouse: a circular dwelling • **Spindles and whorls:** instruments used to make clothes
Torc: an item of jewellery
Tribes: names given to the groupings in Britain
Wattle and daub: material for constructing walls on roundhouses.

ASSESSMENT

All children can:

Identify some key features of the Bronze and Iron Ages
List some of the main differences between the Bronze and Iron Ages •
Draw some conclusions about changes and developments that occurred during this period.

Most children can:

Sequence features of the Bronze and Iron Ages
Describe the similarities and differences between the Bronze and Iron Ages
Describe a range of changes and developments that occurred during this period.

Some children can:

Explain the most significant features of the Bronze and Iron Ages
Explain the reasons for similarities and differences
Explain the main changes and developments that occurred during this period.

Key vocabulary

Amulet: an object to protect its owner from harm or danger
Book of the Dead: a book of magic spells
Hieroglyphics: a type of writing using pictures and symbols
Mummy/mummification: a dead body that has been specially preserved/the process of making a mummy
Papyrus: a plant from the banks of the Nile used to make paper, boats, sandals, baskets and rope
Pharaoh: the supreme ruler of all of Ancient Egypt, considered a god
Pyramids: monuments providing tombs for pharaohs.
Sarcophagus: a large stone coffin for a mummy.
Scarabs: amulets, often in the form of beetles.
Sphinx: a mythical creature with the body of a lion and the head of a pharaoh.

ASSESSMENT

All children can:

Recognise features and events in Ancient Egypt.
Identify some of the achievements made by Ancient Egyptians.
Use information, including primary sources, to identify aspects of Ancient Egypt.

Most children can:

Identify a range of features in Ancient Egypt.including technological developments, beliefs and buildings.
Hold opinions on how much Ancient Egyptians achieved.
Use a variety of primary sources of information to describe aspects of Ancient Egypt.

Some children can:

Identify and describe a range of characteristics throughout the Ancient Egyptian period.
Compare and explain the extent of the Ancient Egyptian events and developments.