

History Year 3 Autumn 2 Ancient Egypt Topic Key Question: What evidence is there that Ancient Egypt was the most advanced society in the world?		Learning in this topic: Knowledge of Chronology To focus on where Ancient Egypt is located on a timeline of world history. Identifying key periods of time including Common Era (CE) and Before Common Era (BCE) and individual Millenia . Children will place existing history knowledge (year of birth, sea side in the past, The Victorians, The Great Fire of London 1666) and other historical periods of significance to appreciate length of time (WW2(1939-1945), Victorians (1837-1901) Tudors (1485-1603), Vikings (793CE-1066), Romans(43CE to 410 CE), Ancient Greece (800BCE-146BCE), Ancient Egypt (3100BCE-30BCE). To focus in on key events of significance during the Ancient Egyptian era placing events in chronological order on a timeline to understand how chronology works Before the Common Era. The events will focus on people, places and events in Egyptian history.		
NC objectives covered: 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 Egypt Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.	Knowledge of Historical Terminology Ancient, Egypt, Egyptian, River Nile, Sphinx, Giza, Pyramids, Pharaoh, hieroglyphics, priests, scribes, soldiers, craftsmen, farmers, slaves, temples, rituals, beliefs, Gods and Goddesses (Isis, Osiris,) after-life, mummification, civilisation, empire, society, social structure. Knowledge of Historical Enquiry: using evidence and communicating ideas <ul style="list-style-type: none"> Using pictures of artefacts, children are going to devise questions and establish answers to the significance of specific parts of Ancient Egyptian civilisation using inference grid connected with Egyptian life (clothes, work, houses, games). Using primary source (Hieroglyphics) children are to communicate and decode written messages using this initiative technology understanding that this form of written communication was the most advanced anywhere in the world when developed. Secondary sources of information from history books/websites used to inform and give understanding through research about social structures and hierarchy. 			
Prior Knowledge needed: Knowledge of past / present. Retention of key historical events (Great Fire of London, Victorians etc..) What a civilisation is. Knowledge of sources of information from the past (Samuel Pepys – diary, photographs, historical maps. Building structures (e.g Pyramids still standing, wooden structures wouldn't last etc).	Knowledge of Interpretations of History Identifying why Ancient Egypt was such a successful ancient civilisation and how its achievements are still recognised and seen today. Technology (building the pyramids), the development of written communication and the use of natural resources (River Nile, wood, stone and papyrus) as the basis of their society. Understanding of Historical Concepts: Continuity and change; Cause and Consequence; Similarity and Difference; Significance of people and events Children will make judgements and draw conclusions in relation to the topic question and the impact this time period has had on modern world life and history.			
Curriculum Concepts and Themes: Chronology and ancient history Power in society / hierarchy. Lifestyle. Civilisation. Religion/belief.	Curriculum Skills Progression: <ul style="list-style-type: none"> Use a range of information to ask and answer questions about the past. Use interpretations, pictures and written sources to build a picture about the past. Use dates and historical terms to describe historical periods. Explain reasons for placing objects, people and events in a particular order. Compare and contrast the ways of life of people from different historical periods. Describe how the past has been divided into different periods of time. Use the terms BCE and CE to locate dates. Explain and give reasons for events in the present and past. 	Direct links to made other subjects: Non – chronological report writing The life of Tutankhamun The life of an Egyptian Newspaper report (key historical figure Tutankhamun) – English. Explanation text- how does a Shaduf work? How is papyrus made? DT – Canopic jars (contextual information provided as well as practical experience) please see DT subject overview. Making papyrus paper ready to use when learning about Hieroglyphics.		
Inspirational Start: (hook to capture the imagination) Google Expedition to Ancient Egypt to find The River Nile, burial tomb and the pyramids.	Mid-way Milestone: Using papyrus paper (made in school), children are to write their name /message using Hieroglyphics.	Extraordinary End: (a recognised end point to work towards) Showcase of Canopic jars, Hieroglyphics and Shaduf (made for homework).		

History Year 3 Spring 1 The Stone Age Topic Key Question: Can you compare and contrast daily life during the pre-historic ages?		Learning in this topic: Knowledge of Chronology To focus on the Prehistoric time and placing the three ages: Stone Age, Bronze Age and Iron Age on a timeline of world history. Identifying key periods of time including Common Era (CE) and Before Common Era (BCE) . To focus in on key events of significance during these ages for example the construction of tools and hill forts. These events to be placed in chronological order on a timeline to understand how chronology works Before the Common Era. The events will focus on people, places and events during Prehistoric times.			
NC objectives covered:	Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history.	Knowledge of Historical Terminology Stone Age, Bronze Age, Iron Age, Prehistoric, BCE, CE, chronology, civilisation, society, lifestyle, ancestors, man-made, ancient, structure, Stonehenge, religion, ceremony, hillfort, roundhouse, settlement, archaeologist, invasion, occupation, secondary sources.			
	To develop the appropriate use of Historical terms and vocabulary. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. To identify changes in Britain from the Stone Age to the Iron Age.				
Prior Knowledge needed:	<ul style="list-style-type: none"> ▪ An understanding of the term 'civilisation' with links to previous knowledge on Ancient Egypt civilisation. ▪ Understanding of society and lifestyles. ▪ Knowledge of past / present. ▪ Retention of key historical events (Great Fire of London, Victorians, Ancient Egypt etc..) ▪ Understanding of chronology and the terms BCE and AD. 	Knowledge of Historical Enquiry: using evidence and communicating ideas Children to use secondary sources of information from books/websites to inform and research the lifestyles of people during prehistoric Britain. To identify key changes. Using specific pictures and sources, children are going to answer and ask questions about the past for example describing what they can see and what they think the purpose of the source might be used for? Select and combine information from more than one source to form judgements and present their findings based around the question Why are people so intrigued about Stonehenge and its History?			
Curriculum Concepts and Themes:	Chronology and ancient history Lifestyle. Civilisation. Comparison of life within the ages. Significant Structures. Settlements.	Curriculum Skills Progression:	<ul style="list-style-type: none"> • Use a range of information to ask and answer questions about the past. • Use dates and historical terms to describe historical periods • Explain reasons for placing objects, people and events in a particular order. • Compare and contrast the ways of life of people from different historical periods. • Describe and give reasons for the changes and differences in lifestyle in the past and present. • Compare and describe features of life now and in the past beyond living memory. • Use interpretations, pictures and written sources to build a picture about the past. 	Direct links to made other subjects:	<ul style="list-style-type: none"> • Maths – ordering dates in chronological order and comparing long ago these events were in comparison to other historical events. • English – Diary, letter and report writing. Text: Stone Age Boy. • Speaking and Listening opportunities: presenting and sharing findings and evaluating key questions. To create an interview and take on the role of a person from Prehistoric Britain. • Art based on Cave paintings– Please see art subject overview plan.
	Inspirational Start: (hook to capture the imagination) Postcard sent to Year 3 from Prehistoric Britain.	Mid-way Milestone: Showcase presentation based on Stonehenge to be shared with a KS1 Class. Photographic evidence.	Extraordinary End: (a recognised end point to work towards) Stone Age Workshop within school: activities include making crockery, building shelters, tool making, fire lighting and using tracks and trails. (Staffordshire Wildlife Trust)		

History Year 3 Summer 1 The Romans Topic Key Question: What impact did the Roman invasion have on Britain?		Learning in this topic: Knowledge of Chronology	
NC objectives covered:	Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, The Roman Empire and its impact on Britain with a focus on British resistance, for example, Boudicca. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.	To focus on where The Roman Empire is located on a timeline of world history. Identifying key periods of time including Common Era (CE) and Before Common Era (BCE) and individual Millenia . To focus in on key events of significance during The Roman Empire placing events in chronological order on a timeline to understand how chronology works Before the Common Era. The events will focus on people, places and events within this period. Children will look at how far the Roman empire spread using a timeline. To identify when the Roman empire was at its peak looking at land ownership and how this had an impact on the Celts.	
Prior Knowledge needed:	To use known historical periods covered in Year 3: Stone Age, Bronze Age, Iron Age and Ancient Egypt. This to be used when focussing on chronology of key events on a timeline. Retention of key historical events (Year 2 e.g. Great Fire of London, Victorians). What a civilisation is? An understanding of the terms BCE and CE.	Knowledge of Historical Terminology Ancient, empire, Romans, Rome, Italy, chronology, civilisation, society, Celts, Julius Caesar, legion, army, resistance, conquer, rebellion, empire, invade, invasion, Britannia, Rome, Italy, rule, defend, revolt, tribe, civilisation, rule, Knowledge of Historical Enquiry: using evidence and communicating ideas <ul style="list-style-type: none"> Secondary sources of information from history books/websites used to inform and give understanding through research about the roman empire and the invasion on Britain. Using pictures and written sources, children are going to talk about negative views and accounts of the rebellion and how this differs from Boudicca's. Select and combine information from more than one source (primary and secondary) to form judgements on the impact the Roman invasion had on Britain. Knowledge of Interpretations of History Discuss how different people living in Britain would have had different interpretations of the Roman invasions. In the cases where primary sources of information are found, discuss what these can tell us about the Romans and the Celts and what they would have been like living in Britain. Use secondary sources to research and gain more knowledge about the Roman times. Discuss the life of Julius Caesar's and how he became leader of the Roman empire. Talk about the role of Boudicca who led a revolt against the Roman rule in ancient Britain.	
Curriculum Concepts and Themes:	<ul style="list-style-type: none"> Settlements and daily life. Empire Power Invasion Chronology and ancient history Lifestyle. Civilisation. 	Curriculum Skills Progression: <ul style="list-style-type: none"> Use a range of sources of information to find out about a significant event. Talk about and give reasons for the actions of, and events in the life of a well-known historical person. Describe features of historical events beyond living memory. Use a range of information to ask and answer questions about the past. Use interpretations, pictures and written sources to build a picture about the past. Use dates and historical terms to describe historical periods Explain reasons for placing objects, people and events in a particular order. Give reasons why peoples account of the same events may be different. Talk about sources of information that contain negative views and accounts. Identify and describe key events in their life from a range of sources of information. Identify common themes and features. Identify common themes and features 	Direct links to made other subjects: <p>English: inference skills and links to Pompeii Drama: hot seating Talk for writing Speaking and Listening: discussion/debate</p> <p>Art: see overview</p> <p>Maths: Developing the idea of chronology and how long ago these events were in comparison to other historical events. Ordering significant dates.</p>
Inspirational Start: (hook to capture the imagination) Classroom Invasion from the Romans.		Mid-way Milestone: Google Expedition Click or tap here to enter text.	Extraordinary End: (a recognised end point to work towards) A discussion/debate to answer the key question.