



## Curriculum Coherence – Year 3 History

Term 1

How human civilization develop from the Stone-age to the Iron-age?

### PRIOR LEARNING/STARTING POINT:

Children will be able to discuss the experiences of people in 1911 and explain how people were treated very differently depending on class. They will be able to explain the events which took place when the Titanic sank. Pupils will know what caused the disaster. That there is a theory that the Titanic didn't sink, but the Olympic did. Which materials have water resistant properties, and which can be used to make a successful boat. They will understand that people have different ideas about the past and that we can use different sources to find out about the past.

### INTENT

#### NC Curriculum

Changes in Britain from the Stone Age to the Iron Age

### IMPLEMENTATION

#### ACTIVITIES

- Chn will learn about fossils and create their own.
- Chn will learn about cave paintings and create their own version of a cave painting.
- Chn compare ice-age animals to modern mammals and study how woolly mammoths were adapted to the cold.
- Chn will analyze stone-age tools and learn of their use.
- Chn will learn the basics of the theory of human evolution.
- Chn will place the stone age through iron-age on a timeline to give them a sense of time.
- Chn will learn of historic characters such as Mary Anning who studied fossils.
- Chn to visit Celtic Harmony to study life in a model Iron-Age village.

### IMPACT

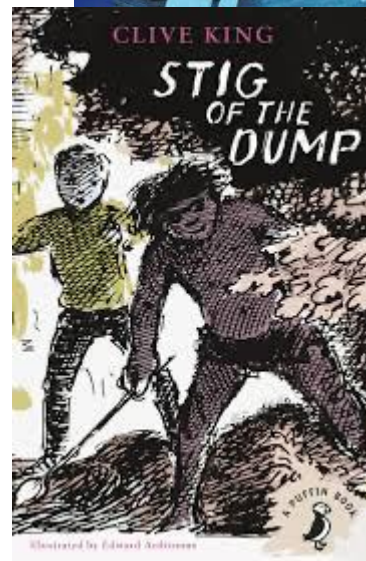
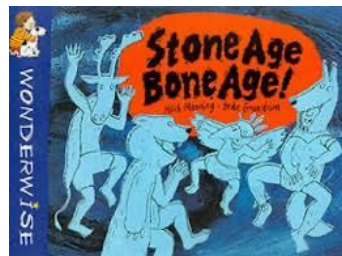
#### OUTCOMES

Children will understand the technical advancement of humans over tens of thousands of years and that civilization has dramatically affected the way we live.  
**PUPILS will know**  
 How we learn about the distant past, what sources of information we have to learn about humans and animals.  
**Will be able to**  
 Explain how the ice-age affected human life and how animals were adapted to it.  
**will understand**  
 That life on Earth can change due to pressures of environment and the passage of time.

### VOCABULARY

Fossil, Neanderthal, Cavemen, cave art, ice-age, stone-age, paleontologist, archaeologist, glacier, ice-flow, stone tools, homo sapiens, evolution/evolve.

### READING OPPORTUNITIES



### Next Steps in learning:

#### Year 4:

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. The Roman Empire and its impact on Britain

### SKILLS

- Study a range of historic artefacts and compare them to modern equivalents.
- Notice connections, contrasts and trends over time whilst developing historical terms.
- Address and devise historically valid questions about change, cause similarity and difference.
- Construct informed response that involve thoughtful selection and organisation of relevant historical information and sources.
- Understand how knowledge of the past is constructed from a range of sources.

### Key Questions:

- How did humans live in the stone and Iron-ages?
- What was the Ice age and how did people live during it?
- What animals were living alongside humans in the Ice-age?
- What tools did humans use?
- What are fossils and how do they tell us about past life?
- How do we know about humans in the distant past?
- What art did humans produce in the distant past?

### LINKS

Geography - Locational Knowledge – Counties/Cities/Countries  
 Art and Design – Research and sketch cave paintings.

Design and Technology – create a fossil using a range of materials.

Science – Adaptation and animal groups, Rocks and Soils.

**Challenge:** What Would Bear Grylls Do? In this task, the children will have to use their imaginations to write an invitation for the famous survival expert. They need to explain the skills that he will need to survive in the Stone Age for the day.

**Simplification:** With support look at the timeline in the playground, pre-teach key vocabulary

**AFL: End of term quiz**

**SMSC - Cultural:** To understand and appreciate a range of cultural influences that have shaped their own heritage and that of others. Stone Age to Iron Age enables children to understand and appreciate how the development of cultural influences have shaped their own heritage and that of others. ☑ Children will discuss how groups and communities organised themselves during The Stone Age, Bronze Age and Iron Age

**Value:** Determination, tolerance, hope, simplicity

**Preparation of Adulthood:** Survival and working together through hardship and challenge

## Curriculum Coherence – Year 3 History



Term 2

**What was life like in Ancient Egypt?**

### **PRIOR LEARNING/STARTING POINT:**

Children will understand the technical advancement of humans over tens of thousands of years and that civilization has dramatically affected the way we live. They will understand the timeline and how Ancient Egypt fits.

### **INTENT**

#### **NC Objectives:**

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; The Shang Dynasty of Ancient China ☑ Ancient Greece – a study of Greek life and achievements and the

### **IMPLEMENTATION**

#### **ACTIVITIES**

- Chn will learn to write their name in hieroglyphics.
- Chn will locate Egypt and the River Nile in an atlas in a geography link lesson.
- Chn will create their own mummy model.
- Chn will build a pyramid in a Maths cross curricula lesson.
- Re-enact building a pyramid whilst measuring forces in a Science cross curricula lesson.
- Chn learn about the discovery of Tutankhamen’s tomb and the perseverance of Howard Carter. They will retell this in a Writing link lesson.
- Howard Carter will visit on a special Egyptian themed day to reenact the discovery of Tutankhamen’s tomb.
- Study the Egyptians religion in an RE cross-curricula lesson.

### **IMPACT**

#### **OUTCOMES**

Children will understand and be able to explain why a civilisation developed along the river Nile and its delta.

#### **PUPILS will know**

How far back in time the ancient Egyptians lived and how long their civilisation lasted.

#### **Will be able to**

Locate Egypt on a map and explain some of the key differences between our civilisation and theirs.

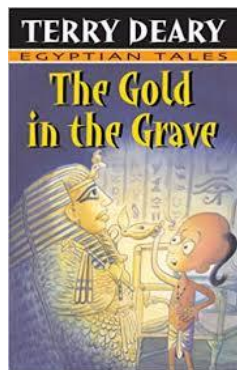
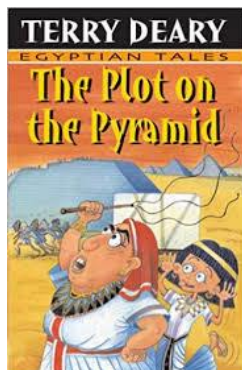
#### **will understand**

That Egyptians religious beliefs had a huge impact on Egyptian society and affected the way they lived and the buildings they built.

### **VOCABULARY**

Nile, Delta, papyrus, mummy, embalm, tomb, hieroglyphics, archaeologist, Egyptologist. Tutankhamun, canopic, pyramid, afterlife.

### **READING OPPORTUNITIES**



### **Year 4:**

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. The Roman Empire and its impact on Britain


### **SKILLS**

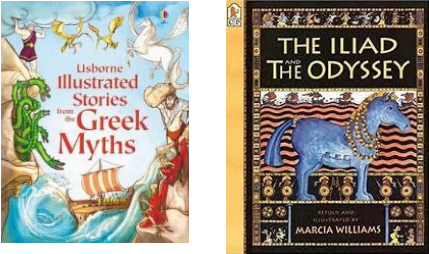
- Study a specific event of significance in Britain’s history.
- Notice connections, contrasts and trends over time whilst developing historical terms.
- Address and devise historically valid questions

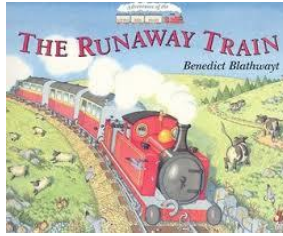
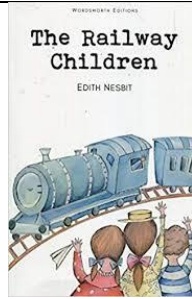
### **Key Questions:**

- Why were Egyptians mummified?
- How do we know about ancient Egyptians?
- Why is the Nile River important to life in Egypt?
- What did the Egyptians believe about the afterlife?
- Who was Howard Carter and why is he famous?
- What are hieroglyphics?
- Who ruled the ancient Egyptians?

<p>about change, cause similarity and difference.</p> <ul style="list-style-type: none"> <li>Construct informed response that involve thoughtful selection and organisation of relevant historical information and sources.</li> <li>Understand how knowledge of the past is constructed from a range of sources.</li> </ul>		
<p><b>LINKS</b>          Geography - Locational Knowledge – Counties/Cities/Countries          Art and Design – Design and make an Ancient Egyptian Shaduf, Design and make Ancient Egyptian Bread.          Science – Forces          Maths – how many blocks in a pyramid          English – recount of Howard Carter’s discoveries.          Computing – stop motion (one off lesson), Design a game, Howard Carter Morpho</p>		
<p><b>Challenge: STEM</b> Ancient Egyptians believed the sun rises and sets each day, this myth is explained briefly <a href="#">here</a>. After watching the clip, children could write about the apparent movement of the sun across the sky from the perspective of an Ancient Egyptian and compare that version to what is known today.  <b>Simplification:</b> Video clips, word bank and visuals</p>		
<p><b>AFL:</b> Evaluation after Ancient Egyptian day</p>		
<p><b>SMSC:</b> Social systems in Ancient Egypt compared to now</p>		
<p><b>Values:</b></p> <ul style="list-style-type: none"> <li>Honour.</li> <li>Loyalty.</li> <li>Communitarian.</li> <li>Education.</li> <li>Modesty.</li> <li>Pride.</li> </ul>		
<p><b>Preparation for Adulthood:</b> The Egyptians have influenced us in our inventions, math, writing, medicine, religion, sports, and music. Ancient Egyptians were <b>able to build massive movements, pyramids, and temples</b>. Few of the architecture skills used by the Egyptians are still used today.</p>		

<h2 style="text-align: center;">Curriculum Coherence – Year 3 History</h2> 		
<p>Term 3</p>	<p style="text-align: center;"><b>Who were they ancient Greeks and how did they influence our Civilisation?</b></p>	
<p><b>PRIOR LEARNING AND STARTING POINT:</b>          Know and understand significant aspects of history: nature of ancient civilizations, expansion and dissolution empires in the context of learning about the Ancient Egypt Empire. Developed a chronologically secure knowledge and understanding of the Egyptian timeline</p>		
<p><b>INTENT</b></p>	<p><b>IMPLEMENTATION</b></p>	<p><b>IMPACT</b></p>
<p><b>KNOWLEDGE</b>          Know and understand significant aspects of history: nature of ancient civilisations, expansion and dissolution empires in the context of learning about the Ancient Greek Empire: How did it grow and why?          Develop a chronologically secure</p>	<p><b>ACTIVITIES</b></p> <ol style="list-style-type: none"> <li><b>Who were the Ancient Greeks?</b>              Locate Greece on a map. Place Ancient Greece on a timeline.</li> <li><b>Ancient Greek Democracy</b></li> </ol>	<p><b>OUTCOMES</b></p> <p><b>PUPILS will know</b></p> <p>That we learn about the past from many different sources.</p>

<p>knowledge and understanding of the Greek timeline.</p> <p>Note connections, contrasts and trends over time. Ask questions about change, cause, similarity and difference in the context of learning how the ruling systems in Ancient Greece changed, before the democratic system, after and in the modern day.</p> <p>Understand our knowledge of the past is constructed from a range of sources e.g. Greek vases.</p> <p>Make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses of the Battle of Marathon.</p>	<p>Understand the legacy of democracy by learning how democracy works and comparing it with modern democracies. Link to British values.</p> <p><b>3. Ancient Greek Olympics</b> Study Greek art as found on vases and learn what this tells us about Greek sporting events. Compare Greek sports to modern Olympic sport.</p> <p><b>4. The Battle of Marathon</b> Compare city states and write an historical narrative of the battle.</p> <p><b>5. Greek Gods and Goddesses</b> Read and research Greek gods, create fact-file. Extension – write a Greek myth.</p> <p><b>6. The Trojan War</b> Examine pictures of artefacts dating to the time of the Trojan War. Read excerpts from Homer’s Iliad. Act out significant scenes from the war.</p>	<p><b>Will be able to</b></p> <p>Explain why empires grow and compare and contrast different ways of running society.</p> <p><b>will understand</b></p> <p>That we learn about the past from many different sources. That nations, beliefs and customs change over time.</p>
<p><b>VOCABULARY</b></p> <p>Connections, contrasts, trends, ruling systems, sources, narratives, British values, democracy, Olympics, city states, Greek myth, customs, civilizations, dissolution, expansion.</p>	<p><b>READING OPPORTUNITIES</b></p> 	<p><b>Next Steps in Learning:</b></p> <p><b>Year 4:</b> Children will understand the significance of WW2 in Britain’s history.</p> <p>Children will develop a broad knowledge of the impact the Romans had on Britain, including the social, technological and economic effects of the invasion.</p> <p>Children will understand the technical advancement of humans over tens of thousands of years and that civilization has dramatically affected the way we live.</p>
<p><b>SKILLS</b></p> <ul style="list-style-type: none"> <li>Understand the methods of historical enquiry, how evidence is used to make historical claims</li> <li>Understand how our knowledge of the past is constructed from a range of sources</li> </ul>		<p><b>Key Questions:</b></p> <ul style="list-style-type: none"> <li>-Who were the Ancient Greeks?</li> <li>-How does democracy work?</li> <li>-How did the Ancient Greek Empire grow?</li> <li>-Why did the Ancient Greek Empire grow?</li> <li>-Can you compare the city states?</li> </ul>
<p><b>LINKS</b></p> <p><b>Geography – use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</b></p> <p><b>English - in narratives, creating settings, characters and plot</b></p> <p><b>SMSC – British value of Democracy</b></p>		
<p><b>VOCABULARY</b></p> <p>Railway, engine, steam, travel, transport, rails, wheels, passengers, goods, cargo, invent, design, carriage, past, present, future, technology.</p>	<p><b>READING OPPORTUNITIES</b></p>	<p><b>Next Steps in Learning:</b></p> <p><b>Year 2:</b> events beyond living memory that are significant nationally or globally. The lives of significant individuals in the past who have contributed to national and international achievements. Significant historical events, people and places in their own locality.</p> <p><b>Key Stage 2:</b></p>



Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

**SKILLS**

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- the lives of significant individuals in the past who have contributed to national and international achievements.
- Understand how knowledge of the past is constructed from a range of sources.

**Key Questions**

- How has transport has changed over time?.
- When did the change happen with the arrival of planes and personal transport?
- What does transport look like now compared to the past?
- How did the Victorian people travel to the beach on holiday?

**LINKS**

Geography - Locational Knowledge – Location of first railways, the seaside  
 Art and Design – Design a future car.  
 Maths – Design a future car.  
 Music – Songs linked to transport.

**Challenge:** Carrying out investigations with more independence, including posing their own questions and organising their own work. Using a wider range of evidence to produce conclusions and assessing the usefulness of some of that evidence. Beginning to provide substantiated reasons to explain the historical significance of Ancient Greece

**Simplification:** Fun facts, visual posters, and fact files

**AFL:** Partner Quiz

**SMSC:** Spiritual Greek Gods,

**Values:** Honour, truth, and loyalty

**Preparation of Adulthood:** Social life in ancient Greece. Children were **important for the parents, the home, and city**. Not having children led to inability to pass on the property and wealth of the father.